Cultivating Trust and Emotional Safety in Educational Environments
Agenda

- Introductions
- Get 'em-moving Activity 1 (Ross)
- 1-2-4-All (Kathryn, Leva, and Sandra)
- Get 'em-moving Activity 2 (Steven/Hope)
- “Helpful things to be attentive to on this subject,” (Ross)
- Get 'em-moving Activity 3 (Kathryn)
- 15% Solutions (Steven & Hope)
- Get 'em-moving/Debrief Activity 4 (Leva & Sandra): Gallery walk
- Wrap-up/summary: Ross
- Takeaways, resources: All
Why is this important to me?

- Cultivating human values (belonging, trust, self-awareness, empathy, integrity, emotional safety)
- Dedicated educators trying to help their environments be more humane, encouraging, and supportive
- How to make this work when you might find yourself with few companions (or even mostly on your own)
Kathryn McNaughton, VP, Academic, Students & Research

- Why is this important to me?
  - Ensuring that students, faculty and staff feel emotionally safe, have a sense of belonging, believe that their work tasks are challenging but achievable – these build a community that supports learning, creativity and synergy.
Leva Lee, Manager, Learning & Teaching

Why is this important to me?

- Interested in improving student learning
  - Engagement (as in conversations)
  - Authenticity (as in stories and relevance)
  - Transformation (as in creativity and breakthrough-thinking)
- Building community
- Promoting creativity, metacognition, and brain health
- Educating the whole person
- Like to learn with others
Why is this important to me?

- Inclusive education is all our responsibility requiring collaboration and partnership by all actors involved in teaching and learning.

- Given the multiple modes of delivery, our strategies and processes must embrace the diversity that exists, while crafting learning environments that are responsive and proactive to access and accessibility.

- I love learning with those that seek creative and empowering solutions that minimize barriers and promote healthy learning environments!
Why is this important to me?

- An enduring interest in humanizing education, including the environments that people teach and learn in
- A new interest and research into the intersection between technology, education, and values
• Why is this important to me?

▶ Ensuring our stakeholders (faculty, staff, students) are properly supported
▶ Whole-person learning community of inquiry at DC, kickstarted by workshop facilitated by Ross Laird
▶ Interested in creating a space for students, faculty, administrators, and staff to converse and learn about emotionally safe environments
How can we promote a welcoming learning environment?

What strategies can we use to enhance emotional safety with our learners?
How it works: Round 1 (Individual)

For this activity, we’ll follow this format:

1: Individually, think about strategies *YOU* are using *that WORK* and those that *DON’T WORK*. (1 min.)

2: Find a partner to share and develop your ideas asking the same questions. (2 min.)

**What's Working for you**

**What's Not Working for you**
Round 1 cont’d…

4: Now find another pair to share and develop your ideas.
(4 min.)

What needs to happen to:
- build on what’s working
- and change what’s not working

ALL: Share out one idea/action your group would recommend.
Round 2 (Students and colleagues)

1: Individually, think about strategies you are using that WORK and DON’T WORK for your students/colleagues. (1 min.)

2: Find a partner to share and develop your ideas using the same questions. (2 min.)

What's Working for your students/colleagues?

What's Not Working for your students/colleagues?
Round 2 cont’d…

4: Now find another pair to share and develop your ideas (4 min.)

What needs to happen to:
- build on what’s working
- and change what’s not working

**ALL**: Share out one idea/action your group would recommend.
Round 3 (Class/department)

1: Individually, think about strategies you are using that WORK and DON’T WORK for your class/department. (1 min.)

2: Find a partner to share and develop your ideas using the same questions. (2 min.)

What's Working for your class/department?

What's Not Working for your class/department?
Round 3 cont’d…

4: Now find another pair to share and develop your ideas. (4 min.)

What needs to happen to:
- build on what’s working
- and change what’s not working

ALL: Share out one idea/action your group would recommend.
Helpful things to be attentive to

- Healthy Community
  - Belonging
  - Trust
  - Emotional safety (and the “No Asshole Rule”)
Helpful things (cont’d)

- Facing the Shadow
  - Self-awareness
  - Self-regulation
  - Empathy (and speaking the unspoken)
Helpful things (cont’d)

- Seeking Wonder
  - Growth mindset
  - Wisdom in the wound of trauma
  - Resilience (and character)
By yourself, take 2 minutes to think about the question on the next slide.

Then, form groups of 4 to share and discuss ideas. (8 minutes)

One group member will report out to whole group where ideas will be collected. (5 minutes)
Based on the ideas generated in the previous activity, what is your 15% solution? In other words, where do you have discretion to act? What can you do without more money, resources, or authority to move things forward?
Google Doc for additional resources:
https://goo.gl/8Hmf1g