
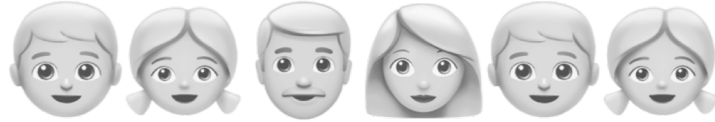


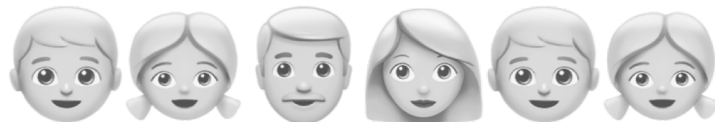
**HOW TO WORK ON  
CONNECTION  
IN SCHOOLS**





**Classroom management  
begins with relationships.**



LET'S CREATE SOME  
CONNECTION





WHAT DO WE HAVE IN  
COMMON?


## WHO ARE WE?

- Each **educational network** has its **own educational guidance service** (pedagogische begeleidingsdienst - PBD), which ensures **professional internal support** to schools and centres.
- Schools can call on us for **educational and methodological advisory services** (innovation projects, self-evaluation projects, support initiatives).
- We works in and across schools for the **in-service training and support of schoolheads and (starting) teachers**.

## WHO ARE WE?

- We also plays an important part in **establishing new curriculums and supports their implementation**.
- If the inspectorate establishes **shortcomings in schools**, the educational guidance service may be called on to address them.
- Anyhow, we **focuses** above all on **prevention**.



**KATHOLIEK  
ONDERWIJS  
.VLAANDEREN**

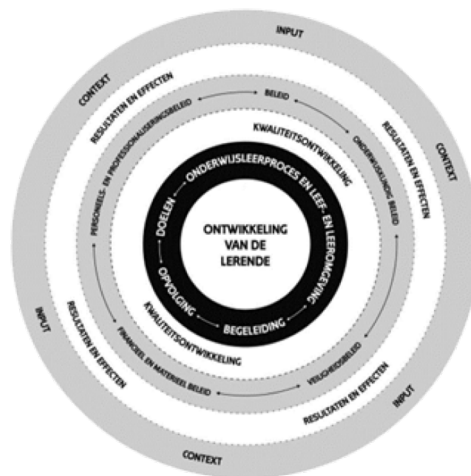


## WHAT DO WE DO?

- Support schools in the realization of their (christian) educational projects
- Support schools in the pursuit of quality
- Support the policy and the educational development of schools
- Support the professionalization of all staff members (head teachers, starting teachers and teachers with specific tasks in particular)
- Introduce, develop and support educational innovations in schools



## FRAME OF REFERENCE ABOUT THE QUALITY OF EDUCATION



“

Good education



Learning in dialogue

“

THEY HAVE TO BE

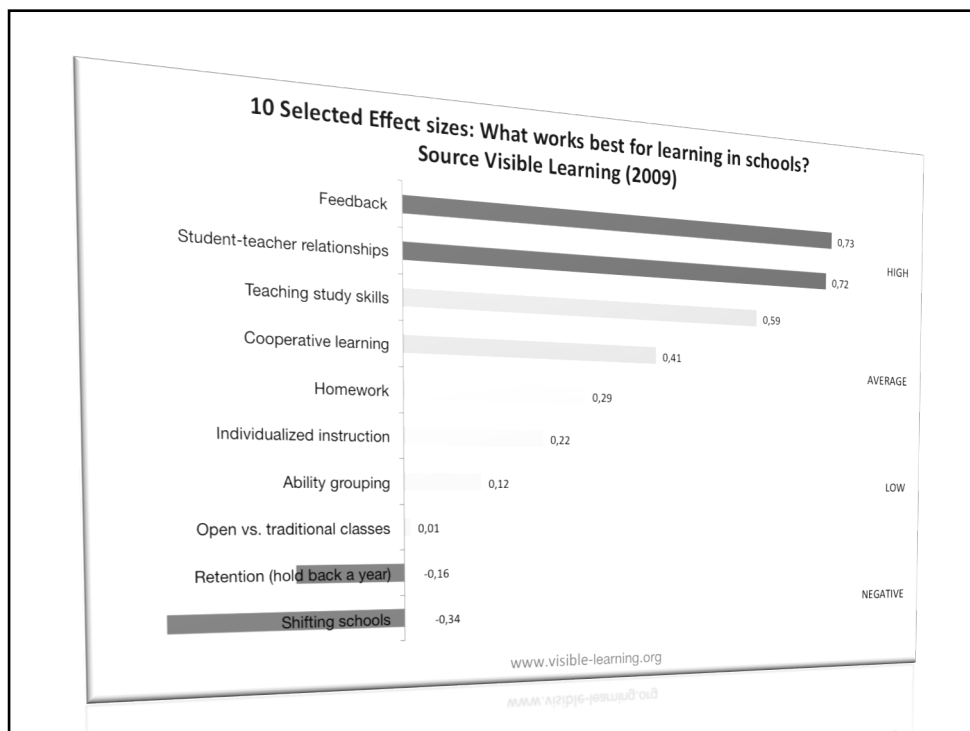
**HAPPY** TO LEARN

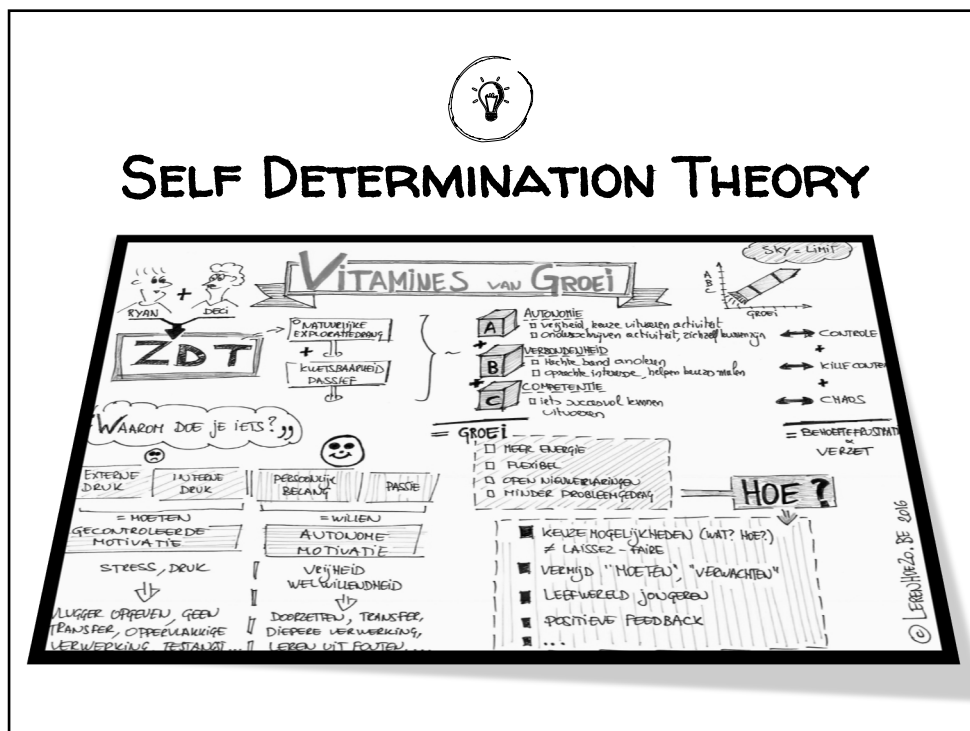
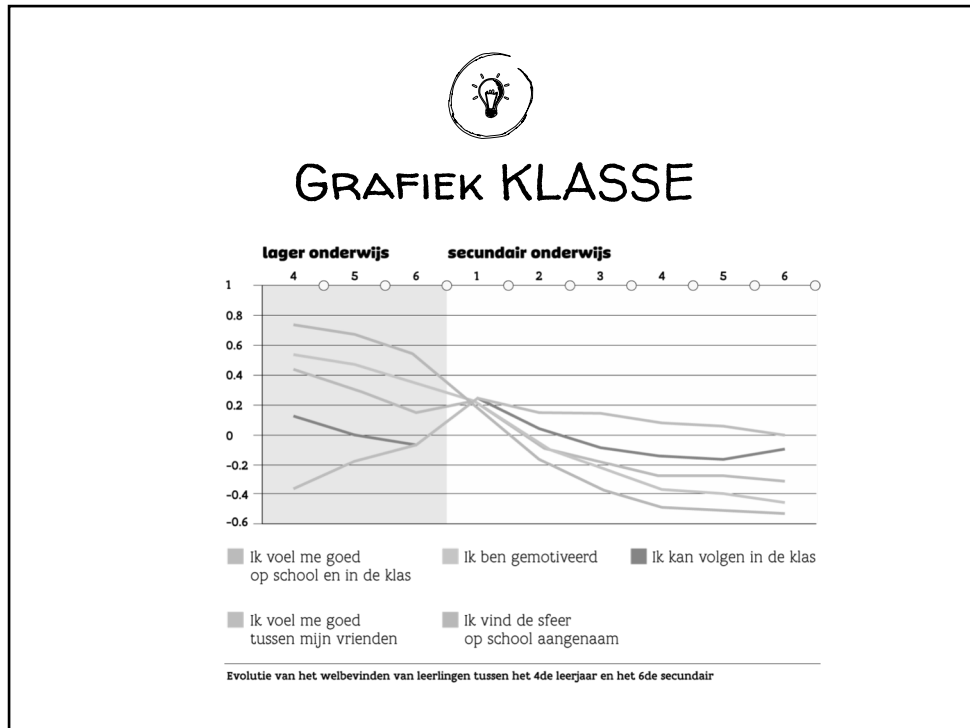


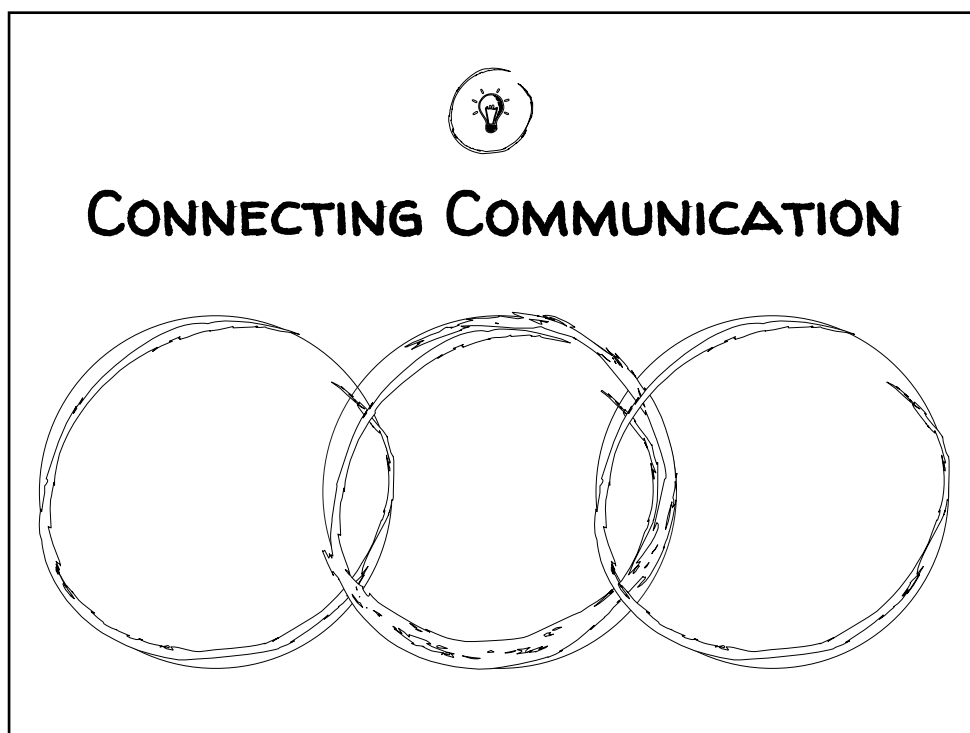
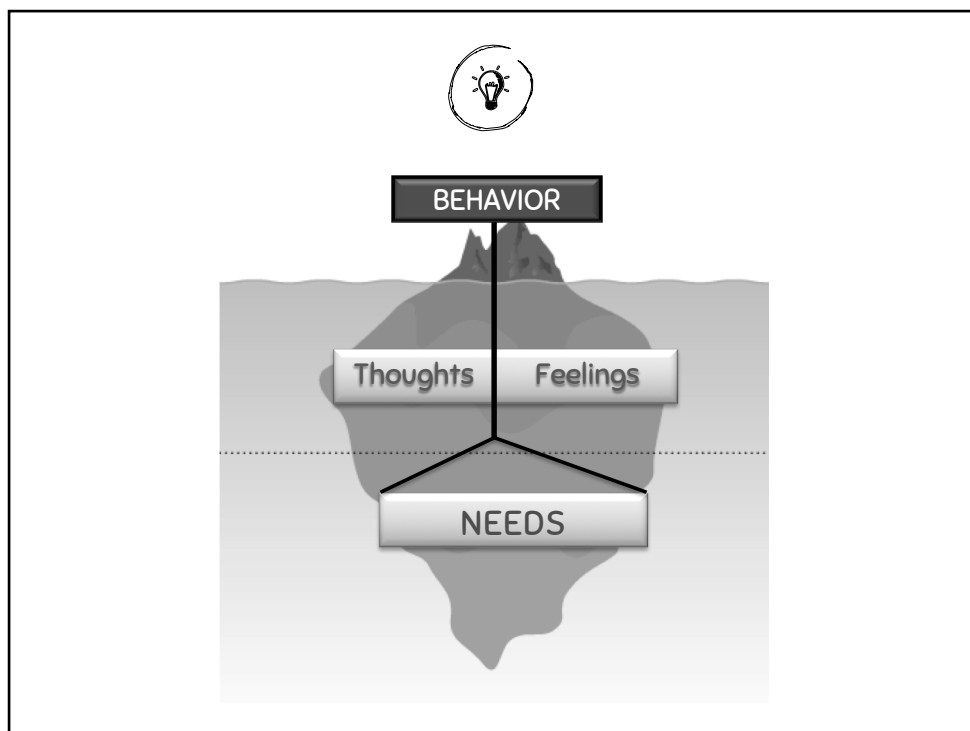
**INFLUENCE ON LEARNING PROCESS**  
 JOHN HATTIE

😊 top 10 positive relationship with teacher and classmates

😞 disastrous shifting school and exclusion from school



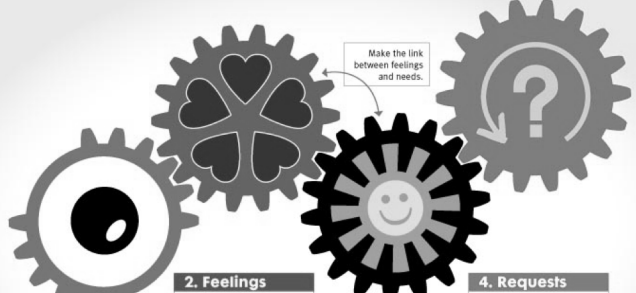






## What is Connecting Communication and what is it good for?

Connecting Communication inspires people to act mindfully and to communicate effectively by using their emotional intelligence..



### 1. Observations

- What you see and hear
- Mind interpretations
- No judgements

### 2. Feelings

- Say what you feel: happy, scared, frustrated, sad, energized, tired...
- Avoid judgemental language of feelings: "I am angry with you", "I feel insulted" ...

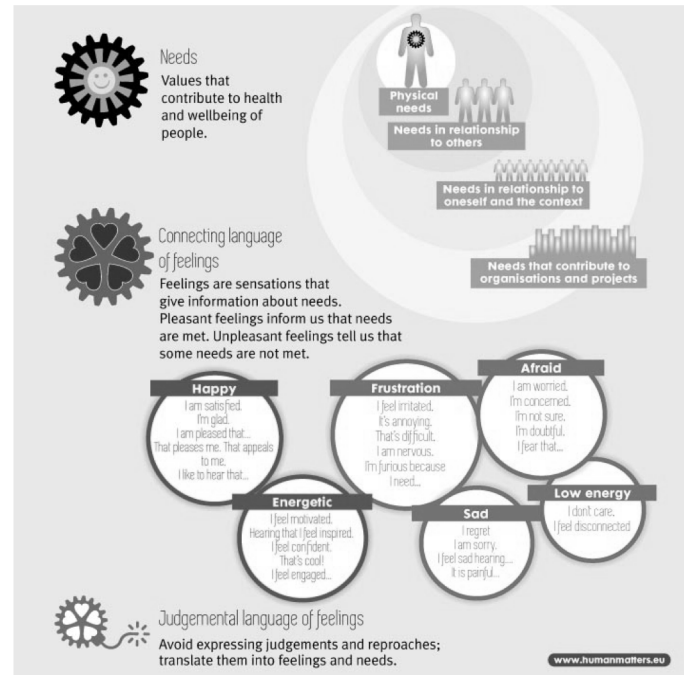
### 3. Needs

- Your need ≠ the concrete solution
- Focus on what you do want, not on what you are missing
- Use the needs list

### 4. Requests

- First: How is it for you to hear this?
- Concrete
- Plus language: "Do you want...?"
- Go for a real YES

Make your communication work  
**HUMAN MATTERS**



**Needs**  
Values that contribute to health and wellbeing of people.

**Connecting language of feelings**  
Feelings are sensations that give information about needs. Pleasant feelings inform us that needs are met. Unpleasant feelings tell us that some needs are not met.

**Happy**  
I am satisfied.  
I'm glad.  
I am pleased that...  
That pleases me. That appeals to me.  
I like to hear that...

**Frustration**  
I feel irritated.  
It's annoying.  
That's difficult.  
I am nervous.  
I'm furious because I need...

**Happy**  
I am worried.  
I'm concerned.  
I'm not sure.  
I'm doubtful.  
I fear that...

**Energetic**  
I feel motivated.  
Hearing that I feel inspired.  
I feel confident.  
That's cool!  
I feel engaged...

**Sad**  
I regret.  
I am sorry.  
I feel sad hearing...  
It is painful...

**Low energy**  
I don't care.  
I feel disconnected

**Judgemental language of feelings**  
Avoid expressing judgements and reproaches; translate them into feelings and needs.

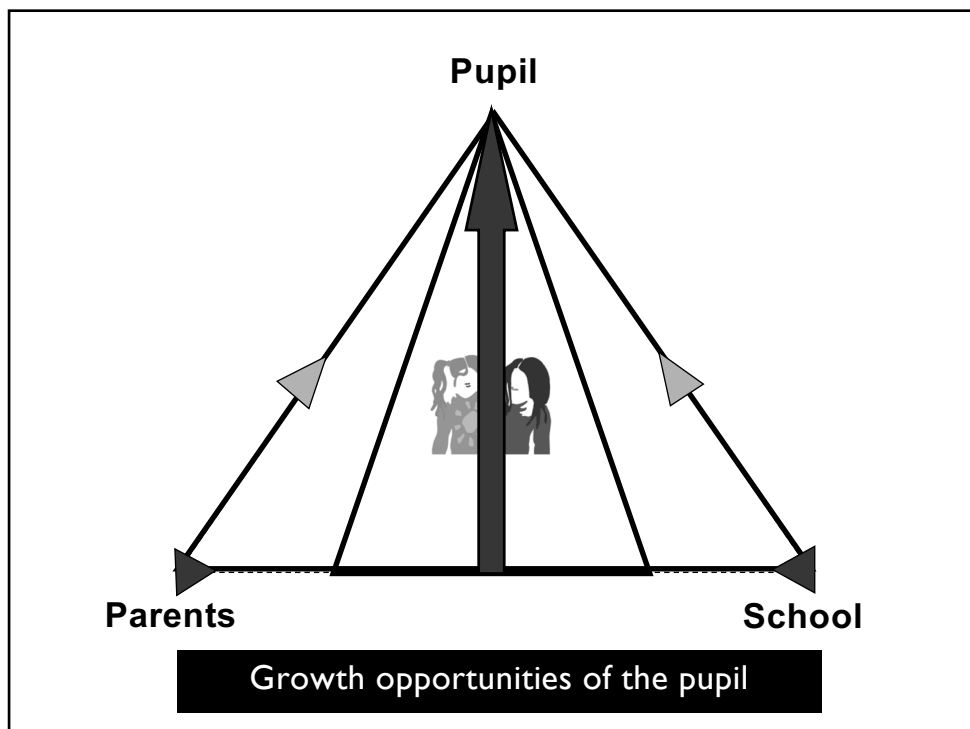
[www.humanmatters.eu](http://www.humanmatters.eu)




## AUTHORITY

*FROM A CONNECTING ATTITUDE*

- Reflective attitude
- Focus on the relationship with students, parents, team, ...
- Working on mutual respect
- Appreciative attitude, authenticity, vulnerability
- More attention for the process than for the result
- forgiveness






## WHAT?


**CORE TEAMS**

- Ambassadors of the philosophy
- Inspire about connecting communication
- Making a plan with goals and actions

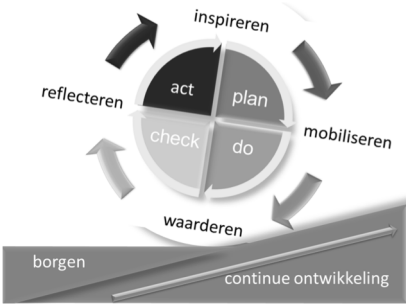
**SCHOOL**

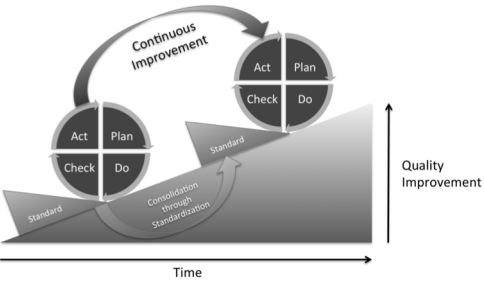
- Support teachers
- Train the trainers

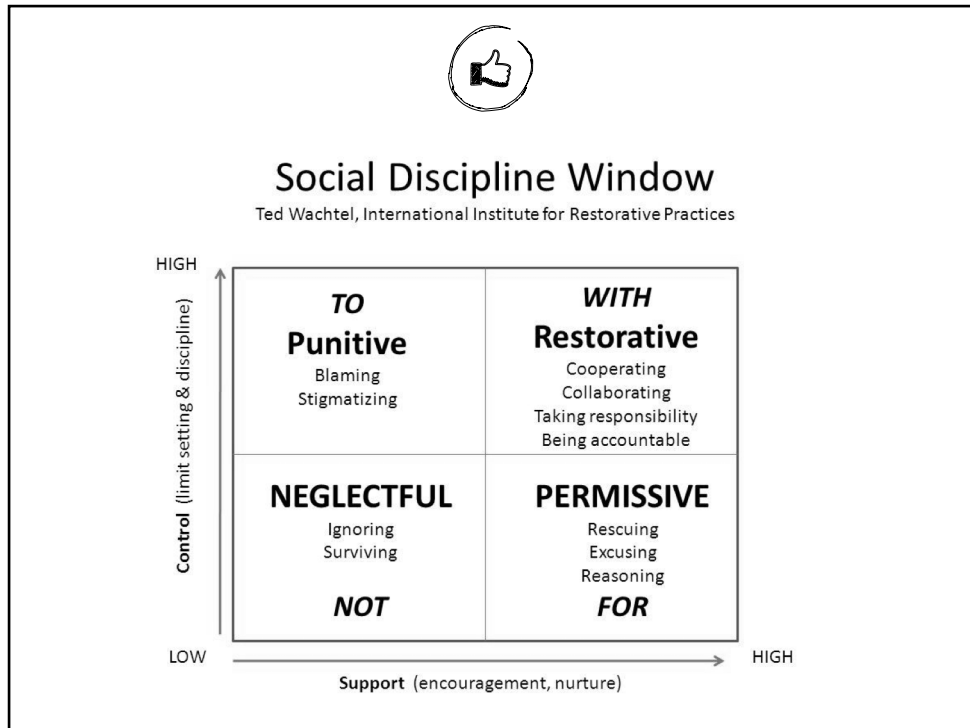




## THE MAKING OF A CONNECTING PLAN









## DE PEDAGOGISCHE DANSVLOER

**MENSEN IN DE RODE SCHOOL:**

- maken anderen duidelijk dat zij niet deugen,
- ondernemen niets uit zelfmedelijden of zelfbeklag of
- nemen zaken van anderen over om zichzelf een goed gevoel te bezorgen.

Zie verdriet de wereld in mensen die deugen en niet deugen.

In de Rode school gedragen mensen zich als

- Aanklager,
- Slachtoffer of
- Redder.

Zie verhalen de Rode school via de achterbeuren van Agressie, Depressie of Wanhoop. De voorkeur voor links is rood te bereiden.



**MENSEN IN DE GROENE SCHOOL:**

- werken samen;
- luisteren naar elkaar;
- mogen fouten maken;
- leren van conflicten en
- herstellen schade.

Zie brengen mensen samen en verbinden hen met elkaar.

In de Groene school zijn mensen

- assertief,
- kwetsbaar en
- zorgzaam.

Zie verhalen de school via de voorbeur die leidt tot stress en niet open staat. De achterbeuren zijn groen.

**GROENE VRAGEN HELPEN RIJZES EN CONFLICTEN SNEL SAMEN OP TE LOSSEN**

Vragen die helpen als iemand je aanspreekt op wat je (niet) hebt gedaan:

Wat is er precies gebeurd?

Wat dacht je toen het gebeurde?

Hoe denk je er nu over?

Wie hebben er nadeel ondervonden van wat jij hebt gedaan?

Wat kun je doen om dat te herstellen?

Vragen die helpen als je iemand wilt aanspreken op wat hij (niet) heeft gedaan:

Wat is er precies gebeurd?

Wat dacht je toen het gebeurde?

Hoe denk je er nu over?

Wat is het ergste voor jou van wat er is gebeurd?

Wat is er nodig om te herstellen?






## MATERIAL/METHODS TO CONNECT


- Used methods invite people to reflect on situations, their feelings or needs.
- All methods stimulate conversation with people about these themes.



## WORKING ON CONNECTION IN THE CLASSROOM THROUGH PROACTIVE CIRCLES







## PROACTIVE CIRCLES

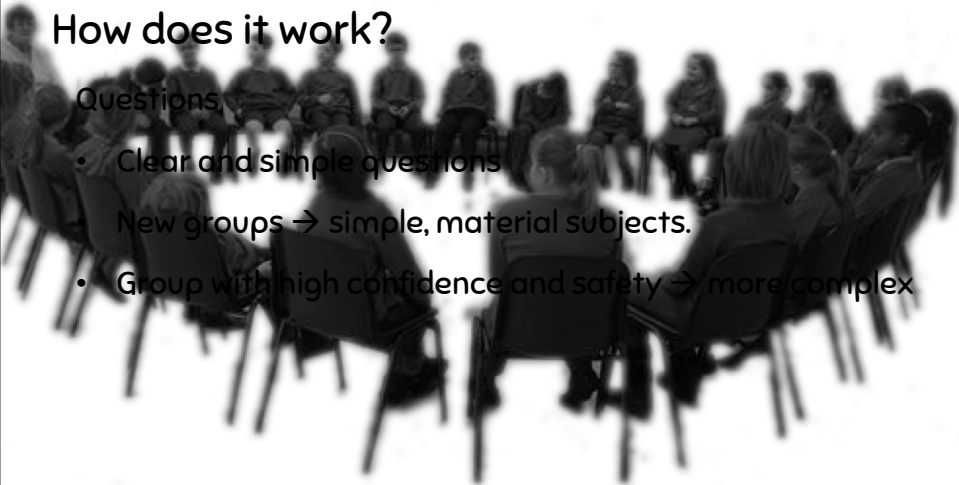
Goals:


'Peace time'

- strengthen relationships between group members
- connecting people
- getting to know each other

'War time'

- Restorative circles: talking about issues






## PROACTIVE CIRCLES

How does it work?

Questions

- Clear and simple questions
- New groups → simple, material subjects.
- Group with high confidence and safety → more complex

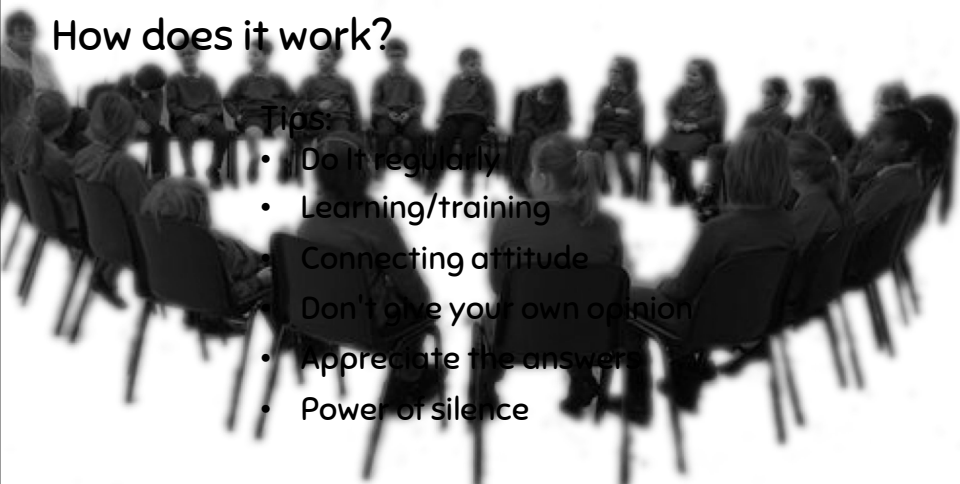



## PROACTIVE CIRCLES

How does it work?

Tips:


- Do It regularly
- Learning/training
- Connecting attitude
- Don't give your own opinion
- Appreciate the answers
- Power of silence

## CARDS WITH FEELINGS AND NEEDS

- Giving people “words” to express their needs and feelings
- Connecting with yourself/others

-> Individual and groups



[www.humanmatters.eu](http://www.humanmatters.eu)



## BUILDING WITH PLAYMOBIL/LEGO

Build your ideal school/company/organization:

- Individual or small group
- Brainstorm
- Create and talk about mission and vision
- Ideas for actions
- Connection



## 'CARDS FOR INSPIRATION'

Inspiration for individuals or groups.

- Pick a card that inspires you and put it on a visible place to remind you regularly.
- Pick a card for someone and look how he/she reacts to have a good conversation.
- In groups "mix and trade".
- ...







## BLOBTREE COLLECTION

### Talking about a situation

- Which figure reflects best who you are?
- What went well? How did you notice?
- What was difficult?  
What can you do to change this in the future?
- Which figure would you like to be?
- What do you need/can you do to reach it?

- ✓ Own strength-weakness analysis
- ✓ Giving and receiving feedback
- ✓ Setting your own goals
- ✓ Performance interview and coaching

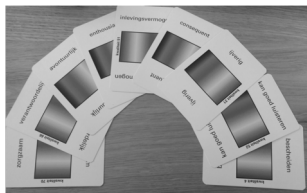


## GAME OF QUALITIES

### 70 Distortions



### 70 Qualities



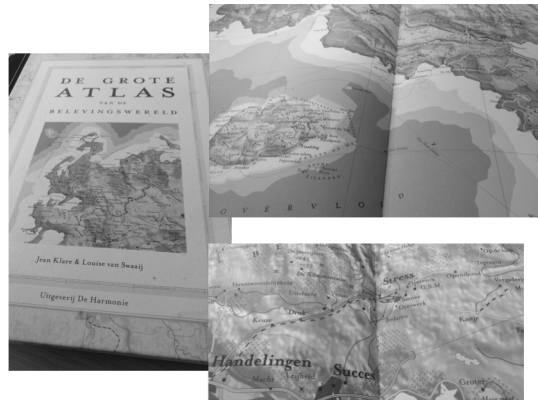
- Own strength weakness analysis
- Giving and receiving feedback
- Getting to know each other
- Reflection on collaboration
- Performance interview and coaching



## ATLAS OF EXPERIENCE

dialogue about experiences in job, teams, at home...

- ✓ own reflection
- ✓ coaching
- ✓ 2 or small group
- ✓ collaboration



### Appreciation for every member of the school community

**Proactive Policy:**

- Empowering relationships
- Rules and agreements
- Structure and support to learn
- Connecting communication



**Basic needs:**

- Safety
- Involvement
- Relations

-> *Every day in every situation*

## CONNECTION@SCHOOL

**Curative:**

- Restore relationships



Listening to what others really have to say.  
 Responsibility for own needs and feelings.  
 Saying the essential for good relationships.  
 Focus on connection.

**All school community**

- Pupils - pupils
- School team - pupils
- School team
- With parents, externals...

## CONNECTION@SCHOOL



“BUILDING BRIDGES TO YOURSELF AND OTHERS”

To improve well-being and learning of all  
Connecting people, empowering and restoring relationships  
Inspiring, training, supporting schools

Want to know more?

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