

CONSTRUCTING A CARING CLASSROOM: AN INTENTIONAL APPROACH

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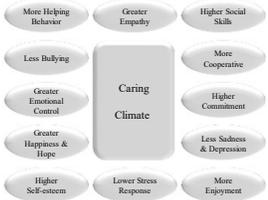


WHY CARE?



"How I treat you may bring out the best or worst in you. How you behave may provide a model for me to grow and become better than I am. Whether I can become and remain a caring person – one who enters regularly into caring relations – depends in large part on how you respond to me" (Noddings, 2002, p. 15).

EXTRA BONUS WHEN WE CARE



Teaching caring concepts (VA SOLs)

- 2.4 - identify and apply cooperative and respectful behavior
- 3.4 - demonstrate an understanding of the purposes for respectful behaviors
- 4.4 - demonstrate positive interactions with others

Fry & Gano-Overway, 2010; Fry et al., 2012; Gano-Overway, 2013; Gano-Overway et al., 2009; Hogue et al., 2013; Newton et al., 2007

MAKE A CONNECTION



"I do not need to establish a deep, lasting, time-consuming personal relationship with every student. What I must do is to be totally and nonselectively present to the student to each student . . . The time interval may be brief but the encounter is total."

~ Nel Noddings

MAKE A CONNECTION

One physical educator greets students as they enter class. For example, "Hi Antonio, glad to have you here today!" Following their instant activity, she does a collective greeting (i.e., "Welcome back, everyone!") and then fills them in on the activities for the day.

When I do my instant activities that's where I get to know my students a lot of times. They'll be out doing things and I'll say, hey, Jimmy come here. Hey, what have you been doing? What are doing outside of school, you playing any sports. Then we start that relationship in the beginning and it just gets stronger and stronger. To the point where they'll come up to me and say, Mr. Johnson, I need to talk to you. I'm dealing with this at home right now.

- Middle School Physical Educator

COMMUNICATE CARE: LANDTROOP'S 3 QUESTIONS

- Be present (What are their motives, needs, feelings?)
- Empathize (What is their perspective? What does it feel like?)
- Demonstrate we have their best interest in mind



COMMUNICATE CARE: CLASS CULTURE

- Develop and clearly communicate classroom values
 - "In this class we are kind meaning we provide others encouraging words (no put downs), we listen without interrupting, and we engage in random acts of kindness (our class is a no bullying zone)."
- Emphasize regularly
 - Rituals (e.g., word of the week)
 - Pinpoint
 - Reminders and encouragement



<https://tombrush1982.blogspot.com/?m=1>, June 4 Blog

COMMUNICATE CARE: CLASS CULTURE

- Tell stories
 - "I remember when ...": A teacher shares when Nikki, an autistic child, was a member of the class and the students looked beyond her differences and saw her strengths and improvements in class. This is what full acceptance is all about and what we do in this class.
 - Teachable moments: Roger Federer encouraging players to be respectful or ball boys and girls
 - Ask students to share values in action:
 - "My friend, Tyrone, stood up to someone who was picking on me and telling me I couldn't do something because I was a girl. He reminded them that girls can do it. I really appreciated how he went out of his way to help me."
 - "Michele saw me sitting by myself at lunch and came over to sit with me. Thanks for being kind."

COMMUNICATE CARE: YOU ARE VALUED

- Communicate to students their strengths and value within the class
 - "Zeno, I notice how you support and encourage Dale and Mario during our volleyball unit today. They have been a little discouraged about their performance and it really helps having classmates that provide encouragement."
 - "Eujean, I want you to know that I appreciate your leadership today. You did such a great job helping the new classmates feel valued and connected. Thank you for your efforts!"

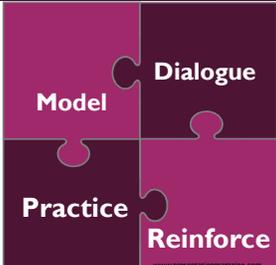
ACT WITH CARE

- Tangible action taken by teachers to support students
 - Consider students' interests in programming
 - Celebrate their successes
 - Ask how you can help during failure and adversity
 - Invite their suggestions and feedback
 - Assist students in achieving goals



ACT WITH CARE: NURTURING CARE IN OTHERS

How can we teach students to be cooperative, respectful, helpful, and kind?



Noddings, 2002, 2003
www.presentationmagazine.com

ACT WITH CARE: DISCIPLINE WITH CARE

- Understand why the poor behavior occurred
- Help the student consider the impact of their actions on others and self
- Help the student understand the obligation to rectify the harm
- Confirm their potential to "be and do" better

"It is wonderfully reassuring to realize that another sees the better self that often struggles for recognition beneath our lesser acts and poorer selves"
~ Noddings, 2002

Noddings, 2002; Stutzman, Amstutz, & Mullet, 2005

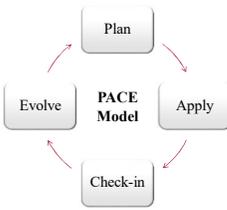
WRAPPING UP: BE INTENTIONAL ABOUT CARING

- What does caring mean to me and how can I care in ways that align with my philosophy and strengths?
... and in ways that align with your students and the environment?
- How can I make connections?
- How can I communicate care?
- How can I teach social-emotional skills through caring?
- How can I act with care?
- How do I want to handle discipline issues?



WRAPPING UP: BE INTENTIONAL ABOUT CARING

- **Plan** – Identify 1-3 strategies that you could implement that align with your philosophy, teaching style, context, and students.
- **Apply** - Identify when you might use these strategies and reminders that you might set for yourself.
- **Check-in** – Set up your first check-in and identify how will you assess my progress
- **Evolve** – Celebrate what went well and consider adjustments or needed improvements



Fry et al., in press

PARTING THOUGHT

reminder:
take care
of yourself!





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