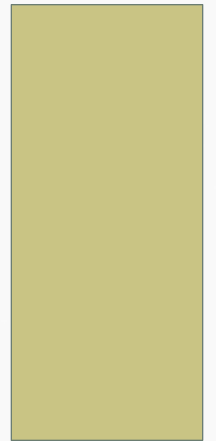


THE RESPONSIVE CLASSROOM

MASON'S TIMELESS TRUTHS IN A NEW LIGHT



Management - background...

Pain-based:

- ◆ Punishment
- ◆ Behavioristic
- ◆ “System”/Mechanical
- ◆ Public humiliation
- ◆ “Gotcha”
- ◆ Not results driven

Person-based:

- ◆ Redemption
- ◆ Human/Humane
- ◆ Organic/Social
- ◆ Instructional/
Problem-solving
- ◆ Developmental

A Cloud Atlas of Meaning-making Attributes

Schema

Intuition

Curiosity

Habits

Temperament

Reason

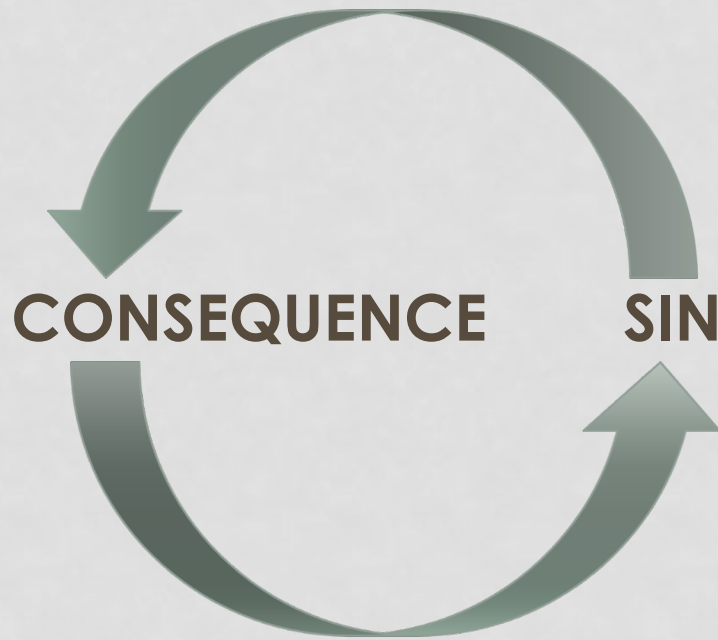
Affect

Imagination

Body/Senses

The pull of sin and grace

A typical situation...



A REDEMPTIVE RESPONSE...

ZPD - Assessing where students are - childish irresponsibility OR willful defiance - a line drawn and consequences for misunderstanding...

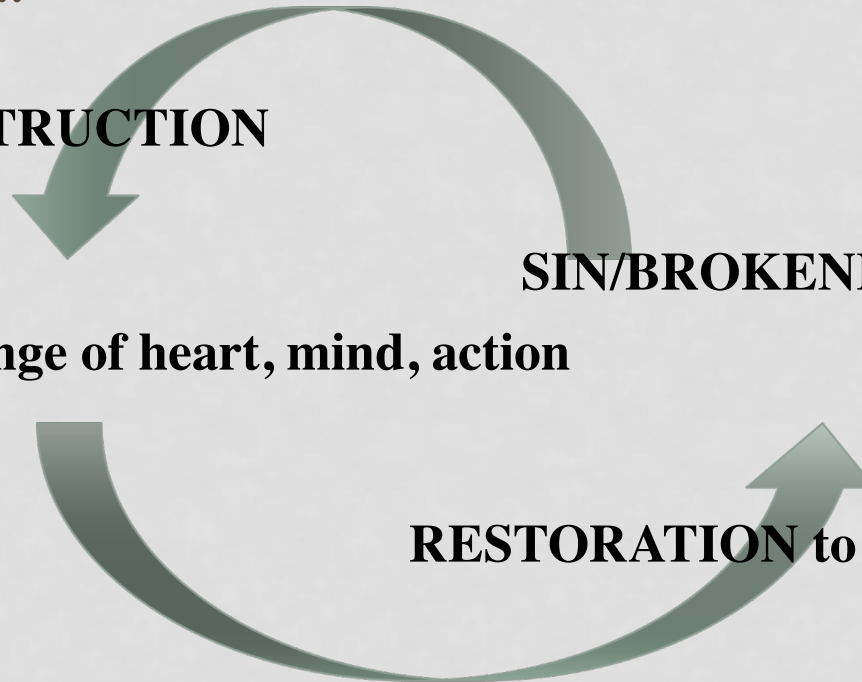
CONSEQUENCE/INSTRUCTION

SIN/BROKENNESS

REPENTANCE/Change of heart, mind, action

RESTORATION to community

RECONCILIATION/Forgiveness & Fixing



OUR MANAGEMENT MODELS:

- Tool of “pedagogical sanctification”
- Model for BOTH teachers and students
- Instrument for teaching social and community values and skills
- Vehicle to improve academic achievement and student success
- Tangible method for applying a Biblical framework to the community of learners.
- Anticipating, preventing, instructing/disciplining

HABITS - A WORKING DEFINITION

Cohesive **response to values** that **unifies** a living and learning **community** and **embodies** a **sanctifying structure** to attitudes and actions



- How does your theology of education inform your philosophy and practice? In what ways?
- Is this approach implicit or explicit in your school?

VALUES AND HABITS

Habits should be considered as an **inner reality shaped by grace** and discipleship that are expressed externally rather than **external behavioral tendencies** merely trained for...

Habits = an actionable internal quality that fulfills Godly values

VALUES TO ACTIONS

Value/Principle	Description	Application
Caring	Considering the needs of others actively	<ul style="list-style-type: none">•We use words to solve our problems•We learn to forgive when hurt by others
Respecting	Honoring others in our community	We treat others as we wish to be treated
Responding	Knowing what needs doing and then acting responsibly	We are ready to learn at all times
Listening	Attending carefully to what others are saying	<ul style="list-style-type: none">•We are quiet when others speak•We raise hands to be recognized

The teacher's commitment

- I will be prepared to teach
- I will treat you with respect
- I will listen when you respectfully disagree
- I will apologize when I am wrong
- I will work to my utmost to develop and maintain a safe and challenging classroom community

The Responsive Classroom

... is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by **classroom** teachers, the approach consists of practical strategies for helping students build academic and social-emotional competencies day in and day out.

[Responsiveclassroom.org](https://responsiveclassroom.org)

THE RESPONSIVE CLASSROOM APPROACH IS RESEARCH BASED.

In schools using the Responsive Classroom approach:

1. Children showed greater increases in reading and math test scores.
2. Teachers felt more effective and more positive about teaching.
3. Children had better social skills.
4. Teachers offered more high-quality instruction.
5. Children felt more positive about school.
6. Teachers collaborated with each other more.



GUIDING PRINCIPLES

- ◆ The social curriculum
- ◆ How children learn
- ◆ The greatest cognitive growth
- ◆ There is a specific set of social skills that children need to **learn and practice** – **CARES** ~ *Assume nothing...teach everything!*
- ◆ Knowing the children we teach
- ◆ Knowing the families of the children we teach
- ◆ How we, the adults at school, work together

SHARED PRACTICES (K-8)

- **Interactive Modeling**—An explicit practice for teaching procedures and routines as well as academic and social skills
- **Teacher Language**—The intentional use of language to enable students to engage
- **Logical Consequences**—A non-punitive response to misbehavior that allows teachers to set clear limits and students to fix and learn from their mistakes
- **Interactive Learning Structures**— Purposeful activities that give students opportunities to engage with content in active (hands-on) and interactive (social) ways.

ELEMENTARY PRACTICES (K-6)

- ◆ **Morning Meeting**
- ◆ **Establishing Rules**
- ◆ **Energizers**
- ◆ **Quiet Time**
- ◆ **Closing Circle**

MIDDLE SCHOOL PRACTICES

- ◆ **Responsive Advisory Meeting**
- ◆ **Investing Students in the Rules**
- ◆ **Brain Breaks**
- ◆ **Active Teaching**
- ◆ **Student Practice**

UP TO THE TASK?...

“Is it, then, that the unfolding of a human being in body and mind is so comparatively simple a process that any one may superintend and regulate it with no preparation whatever? If not—if the process is, with one exception, more complex than any in Nature, and the task of ministering to it one of surpassing difficulty—is it not madness to make no provision for such a task!?”

Home Education, p. 3

OH, AND DON'T FORGET ABOUT VISION

Kind and Brave and Strong and
True

FINALLY!

In order to be successful in and out of school, students need to learn a set of social and emotional competencies—cooperation, assertiveness, responsibility, empathy, and self control—and a set of academic competencies—academic mindset, perseverance, learning strategies, and academic behaviors.

Responsiveclassroom.org