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Nurturing The Culture To Ensure Success For All

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Recommended Citation

Edwards, Steven W., "Nurturing The Culture To Ensure Success For All" (2020). National Youth-At-Risk Conference Savannah. 142.

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Nurturing the Culture to Ensure Success for All

Youth-At-Risk Conference Savannah, GA March 2020

This session will be successful if...



Session Description

With the constant pressure of high-stakes testing and new achievement standards, the culture of a school can be compromised. This session will focus on specific strategies and techniques that can be implemented to keep the child first while at the same time enhancing student academic achievement. Participants will walk away with ideas that they can immediately implement in their classrooms and schools.



Who am I?



A Schools Mission

- Does your school have a mission statement?
- What does it say?
- Does it make a commitment to educating all children?
- Do the stakeholders at your school live up to the mission?



What I truly see in most schools

Our Mission is to sort and select students into widely varying programs on the basis of their innate, fixed aptitude. We are responsible for assessing each student's ability and/or willingness to learn, and we then teach them accordingly. We take credit for the achievements of high-performing students and assign blame for low-performance to others



Every school is perfectly aligned for the results it gets



Structure vs. Culture

- The structure of an organization is founded in its:
 - Policies
 - Procedures
 - Rules
- The culture of an organization is founded in its:
 - Values
 - Behaviors
 - Beliefs



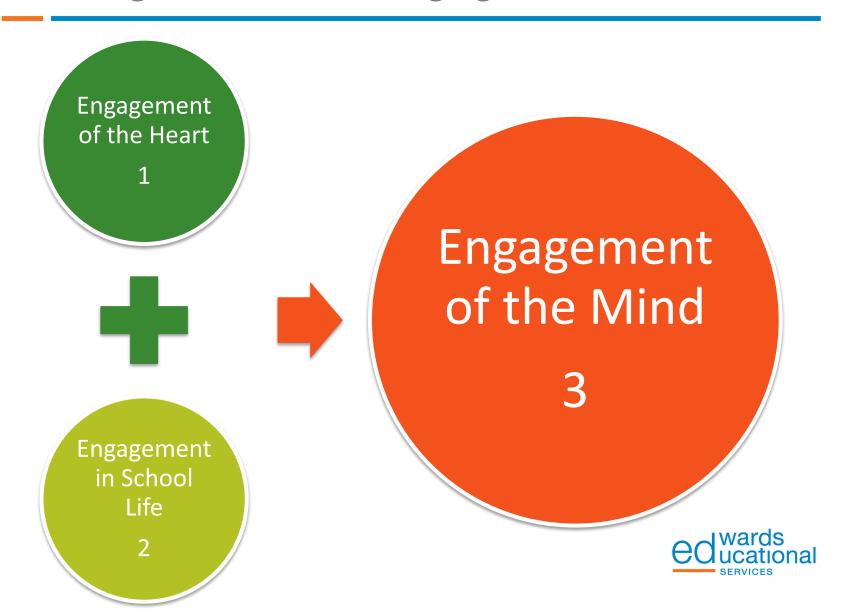
2019 Yale Study on HS Students Attitudes Towards School

The study investigated students' feelings at high school in a nation-wide survey of 21,678 US students seventy-five percent of the feelings students reported in their responses to open-ended questions were negative. The three most frequently mentioned feelings were:

- Tired
- Stressed
- Bored

https://www.sciencedirect.com/science/article/abs/pii/S0959475218304444

Nurturing Starts with Engagement of the Heart



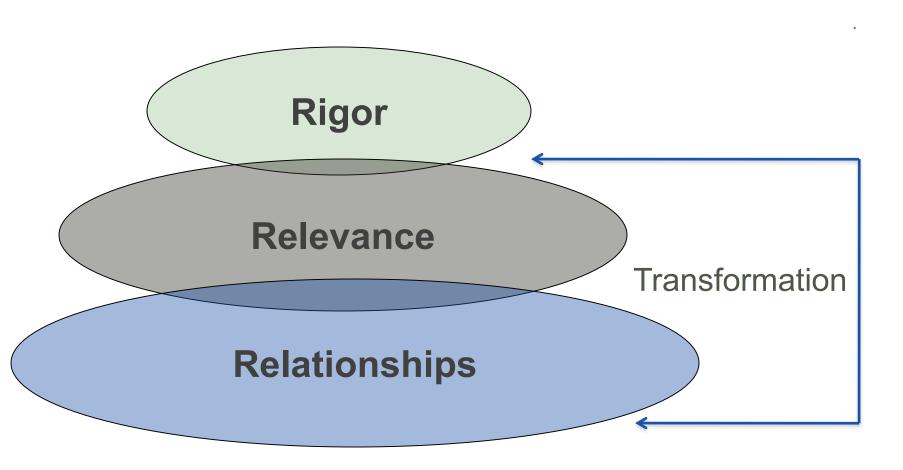
What to Tackle First?

Experts have struggled with the question of what to tackle first:

- •Engagement of the Heart must occur before change truly becomes effective
- •Unfortunately, schools don't have the luxury of sequentially addressing one aspect at a time
- •We must "build the plane while it is in flight" and tackle multiple elements at the same time



The Hierarchy





Engaging Students



Technical Skills



What would help all students be better students?



What Would Help All Students Be Better Students?

What students said:

- More hands-on activities
- More enthusiastic teachers
- Teachers expand their teaching techniques
- Teachers improve their attitudes
- Have students learning from students
- Teachers show more respect towards students

(Results of a five year study of students ideas on improving learning, school safety, risk prevention and relationships. James & Ciurczak. February 2014).

Additional Findings

- What would help all students be better students:
 - A student's drive to achieve academically is often driven more by the student-teacher relationship than by a fundamental interest in the subject.
 - Students see a positive relationship with teachers as the pillar that comes before learning.

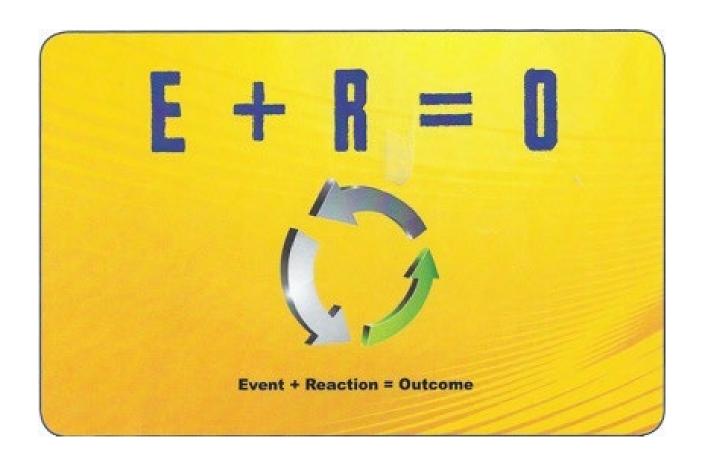
(Results of a five year study of students ideas on improving learning, school safety, risk prevention and relationships. James & Ciurczak. February 2014).



Measure what you Treasure



E + R = O





Identify your "Top 20"



Relationships

- Students-5/day
- Staff: 1/day
- Classes: 5/day
- Parents: 5/day
- Eat in the cafeteria
- Engage the disengaged



Moving From Compliance to Empowerment

| Low | | | | |
|------------------|---|--|---|---|
| Interest | Moving Towards a Learner Centered Model | Basic Definition | What It Looks Like In Practice | Understanding The Why |
| | Compliant | Student does what they are asked to do | Little interest in learning the material but is motivated by some external factor | Learner sees the "how" but does not see the relevance to them |
| | Engaged | Learning because I am interested | Learner wants to learn more. Learning activity is seen as fun | Learner begins to see the "why" from someone else's perspective, not for theirs, yet |
| High Interest | Empowered | Learning because this is relevant and meaningful to me | Creating & making connections that are meaningful to the learner. Student is intrinsically motivated to go deeper | Learner clearly sees the "why" and can connect the learning to real life that is relevant and adds value to their life |

4444

Figure 2: The World Economic Forum Education 4.0 Framework

Global citizenship skills

To include content that focuses on building awareness about the wider world, sustainability and playing an active role in the global community.

Personalized and self-paced learning

From a system where learning is standardized, to one based on the diverse individual needs of each learner, and flexible enough to enable each learner to progress at their own pace.

Innovation and creativity skills

To include content that fosters skills required for innovation, including complex problemsolving, analytical thinking, creativity and systems-analysis

Accessible and inclusive learning

From a system where learning is confined to those with access to school buildings to one in which everyone has access to learning and is therefore inclusive.

Technology skills

To include content that is based on developing digital skills, including programming, digital responsibility and the use of technology.

Content (built-in mechanisms for skills adaptation)

Problem-based and collaborative learning

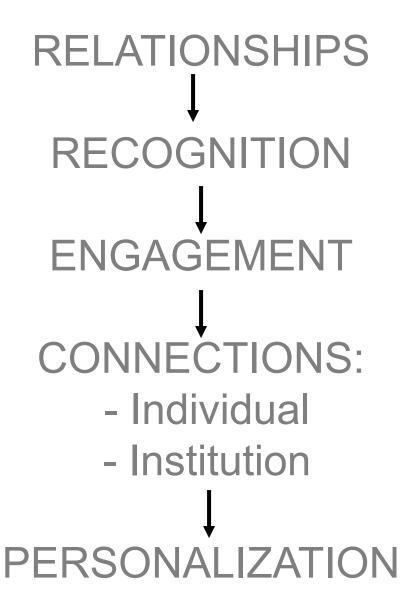
From process-based to project and problem-based content delivery, requiring peer collaboration and more closely mirroring the future of work.

Interpersonal skills

To include content that focuses on interpersonal emotional intelligence (i.e. empathy, cooperation, negotiation, leadership and social awareness).

Lifelong and student-driven learning

From a system where learning and skilling decrease over one's lifespan to one where everyone continuously improves on existing skills and acquires new ones based on their individual needs.



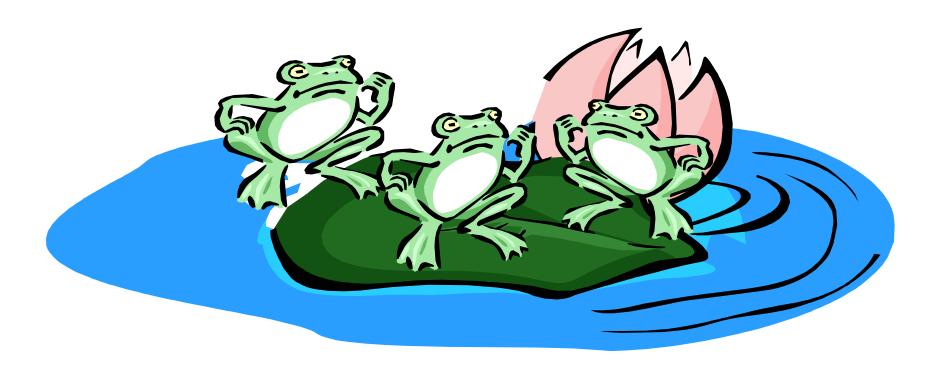
National Youth-At-Risk Conference

Citizens, Not Tourists In Our Schools



The Knowing-Doing Gap







Change because you see the light, not because you feel the heat



Questions/Comments/Reactions



Thank You



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