Enhancing Positive Emotions and Positive Relationships through **Class Building** during the Covid-19 epidemic

School – University Partnerships Symposium 2021

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試想想以下問題

你會如何:
- 教導學生用合宜方式跟別人打招呼及互動呢？
- 培養學生聆聽和尊重別人意見呢？
- 讓學生提升責任感和對學校的歸屬感呢？
- 讓學生最願意遵守規則呢？
- ......
Identify Class Building **objectives** to establish a positive learning community...

- Foster a warm and harmonious environment
- Enhance students' sense of belonging towards the class and school
- Strengthen the relationships among students, teachers and parents
- Equip students with social skills

**Environment**

**Social skills**

**Relationships**

**Sense of belonging**
Mechanism of Promoting Class Building

**Relationships**
- Each year level (1 YLC)
- Each Class (2 Class teachers)
- Cross year level and school-wide (Head of YLC)

**Social skills**

**Environment**

**Sense of belonging**
What we believe...

Core believe - Learning is imbedded in a matrix of social interaction

Cooperation
Assertion
Responsibility

Intangibles
C.A.R.E.S.

Self-control
Empathy

(Responsive Classroom Approach)
...an approach to teaching and learning that fosters safe, challenging, and joyful classrooms and schools.

### 7 Guiding Principles from Responsive Classroom

<table>
<thead>
<tr>
<th>principle</th>
<th>as important as</th>
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<tbody>
<tr>
<td>1. Social curriculum</td>
<td>Academic curriculum</td>
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<tr>
<td>2. How children learn</td>
<td>What they learn</td>
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<td>3. The greatest cognitive growth occurs through social interaction</td>
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<td>4. There is a specific set of <strong>social skills</strong> that children need in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (CARES).</td>
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<td>5. <strong>Knowing the children</strong> we teach individually, culturally, and developmentally</td>
<td><strong>knowing the content we teach</strong></td>
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<td>6. Knowing the parents of the children we teach</td>
<td>knowing the children</td>
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<td>7. How the adults at school work together to accomplish their mission</td>
<td>individual competence.</td>
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Responsive Classroom®
Positive Discipline
Developmental needs
Digest, Adapt,
Modify
School-
based class building strategies
Class meeting
Setting class rules
Cleaning / tidy up
Organizing physical space
Routine training
Goal setting
Games / Group activities
Greeting
Sharing
Classroom decoration
Class duties
Class logo/slogan/song
Working with families
Ultimate goal of Class Building –

Not Just a class...

Positive Learning Community

Class meeting

Cleaning and tidy up the classroom

Group activity
Since 15/16

Responsive Classroom®
Positive Discipline
Developmental needs

Digest, Adapt, Modify

School-based class building strategies

- Routine training
- Setting class rules
- Goal setting
- Class logo/slogan/song
- Classroom decoration
- Greeting
- Sharing
- Class meeting
- Games / Group activities
- Cleaning / tidy up
- Organizing physical space
- VIA (in senior level)
- What Went Well
- Well-being practice
- Working with families

Character Strengths
- Gratitude and Kindness
- Self-regulation
- Growth Mindset
- Emotional and Physical health

Since 15/16
Positive Emotion

@ Sharing
(Class Building)
Gratitude

@ what went well
(Class Building)
Positive Relationship

@ P3 and 6
(Cross Year-level activities)
New attempt
(after embedding Positive Education)

Well-being practice (class)
- Breathing exercises
- Stretching
- Zentangle
- Eye-relaxing exercise

Cultivating Gratitude and Kindness (class)
- Sharing:
  - Specific topic (gratitude, appreciation, happiness, unforgettable, wish...)
  - Behaviors (appreciate, thank you, encourage)

What Went Well
- A note to thanks
- Good things happen, appreciation

Building up common Language (Whole school)
- Goal setting
- Student assignment
- Student report card

Inter class (same level)
- Joint activities in Orientation week
- Lunch together
- Xmas party

Inter Class (Cross year level)
- Caring Angel extended program (P2 vs P5; P3 vs P6)
- Joint home activities (P1 vs P4)
We notice...

• Students have strong sense of belongings towards their class
• We created an environment of respect and rapport through class building
• We can take proactive behavioral management through the mechanism of a pair of class teachers and Year-Level Coordinators
Promoting Class building during school suspension

- **19/20** various means to keep contact with the class (Phone calls; Electronic platform: Google Classroom; Instagram; Flipgrid; WhatsApp student; zoom; Class letter; Videos)
- **20/21** (early Sept) converge to regular meeting by using zoom. Keeping contact through (T, N)
- **20/21** (Oct and onward) have regular homeroom meeting through zoom (according to the school timetable)

➢ Class meeting
➢ Sharing
➢ Group activities
➢ What Went Well
➢ Well being practice (stretching, breathing exercises, zentangle, eye relaxing movement)
Building a Learning Community

Knowledge For Practice
Knowledge Of Practice
Evidence In Practice

Inquiry as stance

Collect
Analyze
Interpret

Evidence
Knowledge
Wisdom
Practice
Use
Begin to stress on evidence in our actions

- Lesson observations
- Interviews
- Survey

Aims:
- Rather objective
- Reflection
- Improvement
Thank you