

INNOCENT

Classroom

Engaging Good and Innocence

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Innocent Classroom's Commitment

Everyone deserves to feel Innocent – to be free of the negative influence and impact of stereotypes and stereotyped expectations – every single time they are engaged with you.

Today:

- Reflect on our own Goods and how they show up in our relationships
- Deepen our understanding of Good as our focus in our relationship-building practice
- Create specific strategies for individual children to engage their Good and build our relationship with them
- Discuss leadership and school-wide application and implications of prioritizing Patterns of Good and Innocence

Building a Practice

Learning, trying, and developing shared language and practical strategies for building relationships that protect and nurture the innocence of children.

- Focus on three individual children.
- Observation: Getting to know a child in ways that help you see their epistemology. Behavior must be disconnected from the narrative of our children.
- Understand and accept their reality: Develop new skills in understanding a child's epistemology of their relationship with us, with school
- Discerning a Child's Good: Establish a practice of starting where our children are at, their Good, in our understanding and responses to them.
- Collaboration: Open ourselves up to the perspective, expertise, and ideas of colleagues to find to most impactful approach and strategies for a child.
- Engagement: Intentionally try the new strategies with the child, focusing on their Good and work through the Process with intention to develop our practice and our relationships with children to create opportunity for innocence.



How does the recognition of Good in a child help you to help them?

What is the relationship between Good and innocence?

Our approach:

Educator-driven, child-specific

Educator internalization of the knowledge, skills, and practice of Innocent Classroom is predicated on the daily, real-life application of individual educators with individual children – no matter where they are at in their journey with us.

Stands on belief in educators

We believe that every educator wants to have the ability to form relationships that encourage innocence with every single child – the concept and methodology has never been introduced to them in this way and it is the thing we, as educators, have the least amount of training in

Progression methodology

Each session (and between sessions) we ask educators add more to what they are learning/understanding about Good and innocence while increasing the “ask” in their engagements with individual children (and provide targeted support for “leadership” in supporting their colleagues with their learning and progression)

Transformation of Patterns

Demonstration of the development of Innocent Classroom educator practice is “measured” in observable pattern changes that allow for transformative, sustainable integration of patterns that allow innocence to be prioritized and pervasive

What is your Good?

Remember we are defining Good as “that for the sake of which everything else is done.”

Think about: why you are who you are, what drives your behavior?

The Good

Belonging

Validated

Free

Hope

Smart

Seen

Safe

Stable

Untroubled

Cared for

Happy

Survival

Connected

Normal

Successful

Respected

Accepted

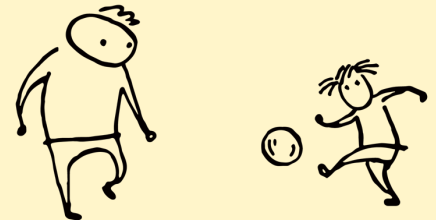
Leadership

- We now know and understand better how the recognition and valuing of Good leads us to empathy.
- It is time now to use that empathy to engage with our children.

- The starting point for the education of our children is with them feeling whole, appreciated, and understood.
- And their only hope of reaching this beginning is if the educator is willing to commit to the effort of helping them get there.
- It is the educator who helps the child understand their innocence and their Good.

Educator Practice of Discovering and Engaging the Good of the Child

- Observation
- Understand and accept the child's reality
- Identify with them
- Relate to them
- Engage with them



Relate to them

- It is not enough that we believe in our children - we must commit to helping them build that belief in themselves, our relationship, their education
- This is about relating to the child through what you now know about the child, their epistemology; relating to the child with the Good of the child as the priority
- Again, the point here is that this relationship does not have to be left up to chance



Engage with them

- When we engage a child's Good through this Process, with intention and specificity, we have the opportunity of creating an environment in which that child can respond more authentically.
- We build the type of relationship that might give a child the chance of discarding the weight of guilt they have become accustomed to bearing.

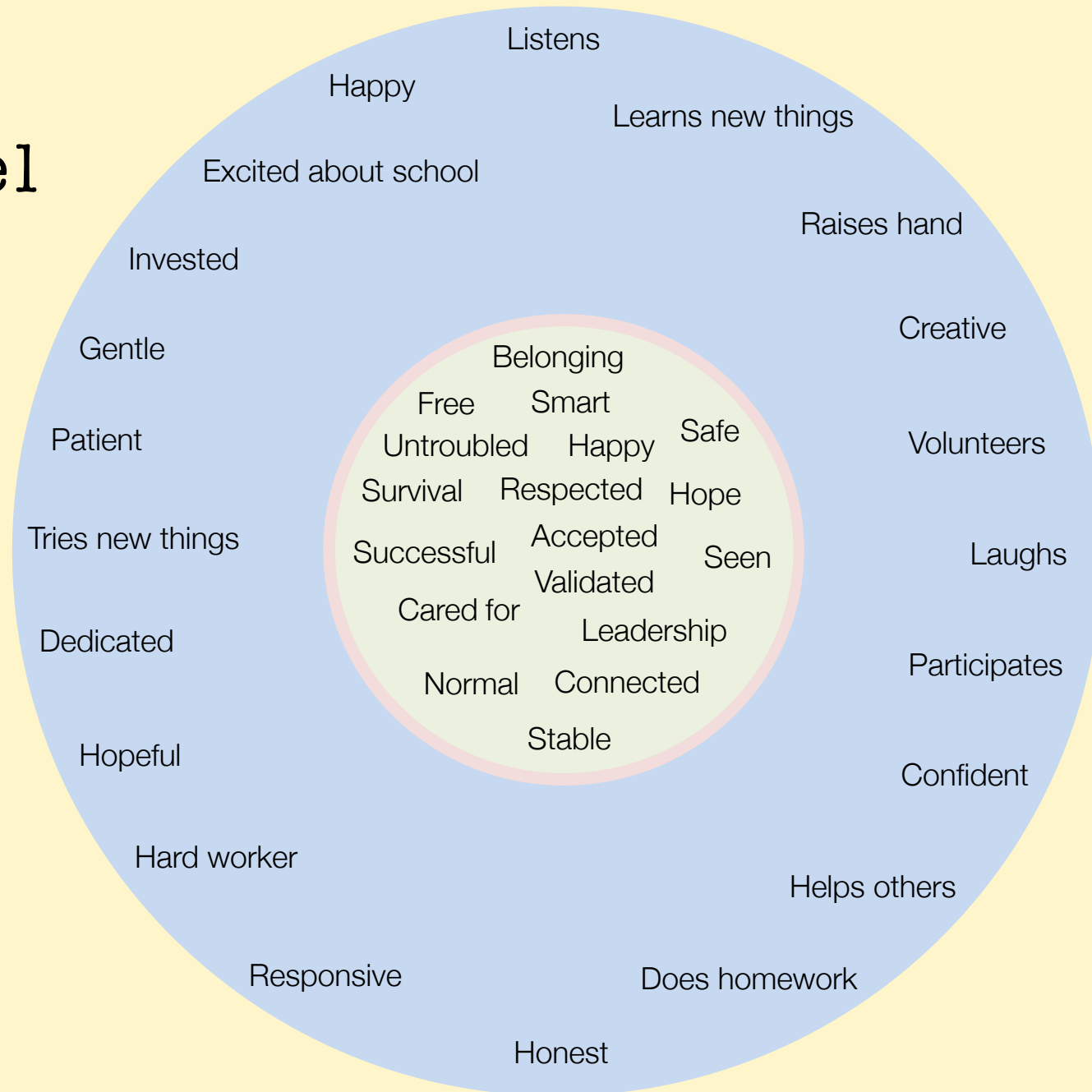


Centering the Practice of Good

This is the way Good leads us to innocence

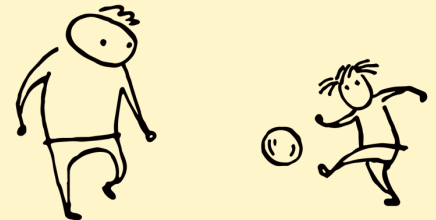
When a Good is recognized, after it is valued, validated and confirmed, it becomes the way to that child's acceptance of their own innocence.

The Good Good Wheel



Strategy “Toolbox” Generation:

- Each group work together to generate a list of at least 10 unique ways to interact with an individual child based on your group’s Good:
 - Within your classroom or specific role
 - Outside of your classroom



Deepening our strategies:

- Is the strategy personal to what we know about the child?
- Is the strategy specific to the Good of the individual child?
- Is the strategy something that will enhance the experience of the relationship with the individual child?
- Does the strategy have the potential to transform how the child is thinking about your relationship and the learning space?

Engaging Good:

1. Start with one educator talking about one child.
2. What do I know about this child?
 - What do I see from them? (behaviors)
 - What do I truly know about them?
3. Everyone else listens through the epistemology of the child. Is this the child's reality?
4. Take a guess at the individual Good of the child.
5. What are at least three ways I can engage that Good?
 - Unique to what I know about this child
 - Specific to how I am thinking this child needs to receive their Good

The Good

Belonging	Validated
Free	Hope
Smart	Seen
Safe	Stable
Untroubled	Cared for
Happy	Survival
Connected	Normal
Successful	Respected
Accepted	Leadership

Constructing Innocent Classrooms and Schools

- Having consistent plans for Patterns that are well defined:
 - Interrupts the possibility of a narrative of guilt existing or “creeping in” at any time into our spaces, for anyone
 - Allows us to coach and collaborate with one another to improve patterns – to help others center Good in their understanding and relationships
 - Allows us to know, with relative confidence, that every child has at least one relationship *at any given moment* where their Good is being intentionally engaged
 - Allows us to observe and name where there may be breakdowns – to quickly help one another with the urgency our children deserve
 - Allows us to clearly communicate why every child deserves innocence and how we are fulfilling this commitment

Constructing Patterns of Good and Innocence

*Becoming and
Innocent Classroom
School/District*



Patterns of Thinking



Patterns of Individual Practice



Patterns of Collaboration



Patterns of Leadership



Patterns of Application

Discussion

- What opportunities do you see in how this practice and approach could support your goals?
- What challenges or barrier do you see in how this practice and approach might “fit” with your goals?
- What questions do you currently have about how we partner with educators, leaders, schools, and districts?



Building a Practice:

Try the strategies you created today to engage the Good of at least one of your children.

Be ready to share what you are learning - and how you are thinking about applying the skills and knowledge from our sessions to your role and school.

