

Safe and Caring Schools in a Complex World

A guide for teachers



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Safe and Caring Schools for Students in a Complex World—A Guide for Teachers

Whether you are a math, language arts, science, elementary, junior, or senior high school teacher, we've all experienced it—the lesson that clicked, in which our expectations were exceeded, when everyone and everything seemed to come together in the event of profound learning.

Do you remember that class?

The class had waited in anticipation of this day since the start of the unit. Today would be the day of our English presentations, or as the students had simply come to call it “show time.”

“What have I gotten myself into?” I wondered ...

As I sat in the back of our Grade 11 English classroom the lights suddenly turned off and the students emerged from the darkness and silently took their places.

This group of students was a lot like other classes that I had taught. There was the class clown (who sought attention and often hid intelligence), the sarcastic know-it-all (who was smart, with a sometimes cruel streak), the quiet and reserved student (who rarely participates or shares information), the jock (who was charming with a smile that wins favours and who is an average achiever), the overachiever (a compassionate person and hard worker, but who sometimes has difficulty with social interaction), and the lawyer (who is intelligent and sharp, but frustrated by immaturity).

Just as I settled into my chair, I heard a whisper, “lightning.” The lights rapidly flickered off and on. Next I heard, “thunder.” A student stood up and slammed together two rather large metal garbage can lids.

I nearly fell out of my chair ... the class presentations had begun.

Suddenly, a spot light beamed out of the darkness and from the shadows emerged, or at least what seemed to be, Oprah Winfrey! Before I could gather my bearings from the noise of the trash can lids reverberating in my head, I heard, “Today on the Oprah Show we discuss one of histories most famous villains—Macbeth!”

“Here to discuss whether Macbeth was a saint or sinner are our guests: the three witches, Lady Macbeth, Banquo, and—our very special surprise guest—Macbeth himself! How you might ask? I’m Oprah everyone wants to be on my show!”

The ghost of Macbeth turned to the witches and demanded “Speak if you can: What are you?” The witches cackled in unison “Fair is foul, and foul is fair.”

Lady Macbeth wrings her hands incessantly waiting for her turn to speak. Suddenly she asks, “Does someone have any soap? I seem to have this spot on my hands.”

I laugh as I think to myself, “This is sure to be one of those unforgettable moments in my teaching career.”

By all accounts, this class had taken an unconventional approach to a conventional topic. Within the context of the Macbeth unit they were prompted to delve deeply into the characters, the motivations, and the historical context that make Macbeth such a compelling story. In fact, they went even further than the original lesson plan required. They read the plot and issues developed in Macbeth against their own contemporary experiences. In the process, they examined some of the deep and enduring themes on the human condition that infuse such works of literature. The curriculum objectives, were not merely met, they were dramatically surpassed.

It is hard to describe the sense of joy and relief that accompany teaching and learning experiences such as this one. Any teacher who has seen a lesson come together in a way that enables students to immerse themselves in and interact with each other and the curriculum cannot help but recognize the teachable moment. For many teachers, lessons like this one present a formative challenge: How do they happen and why do they work?

What made this an effective lesson?

Teachers *know* when a good lesson has happened, but they may not always be able to explain *why* it happened.

One of the common elements—and certainly important in the *Macbeth on Oprah* event—is an open and inclusive pedagogical approach that helps students to feel that they are valued and contributing members of the classroom community. Through collaborative experiences like the one described, students’ senses of belonging and mutual responsibility are fostered. In addition to contributing to the development of respectful behaviours of students toward one another, such collective experiences can increase their interest in and regard for the subject matter.

In this writing, we attempt to make sense of such events in terms of recent research into learning and teaching. Before undertaking that project, however, it is important to underscore that traditional theories of learning are of limited use in making sense of, let alone notice these sorts of teachable moments. How would behaviourism, concerned with feedback and reward structures, enable the teacher to organize a classroom in ways that allowed this event to unfold? Do theories about the ways that individuals construct understanding offer any help?

Events such as the Grade 11 English class’s unconventional engagement with *Macbeth* have not often been studied in psychology-based research, largely because psychological theories of learning are usually focused on single individuals, not classroom collectives. The variety of activity and interactivity in a real classroom presents complex possibilities that vastly exceed the analytic tools of popular 20th-century theories of learning. For instance, by encouraging students to “take control” of the lesson structure, this classroom broke with the deeply entrenched assumption that the teacher should be in control of outcomes. The lesson demanded that the teacher remain highly flexible and responsive to the needs and contributions of the students. That is, the lesson plan had to be non-linear to allow for unexpected changes. The objective-driven, teacher-controlled, linear lesson format of behaviourism simply did not fit.

One of the problems with the theories of learning that have been used to inform teaching practice over the last half-century has to do with what they identify as the *learner*. Most often, learners are conceived in terms of solitary individuals. The complex dynamic that gave rise to the event in the Grade 11 English classroom, however, can't really be described in terms of the actions of individuals. It was more than the sum of its parts, and might be better described as the product of both the parts and their interactions. In complexity terms, it was an *emergent* event that can't be reduced to pieces or prescriptions.

What is complexity?

Over the last few decades, many researchers in the humanities and the sciences have taken up the notion of “complexity” or “complex systems” to explain the behaviour of human systems such as social groups, cities, and economies, as well as living systems such as cells, animals and ecosystems.

There is an important distinction to be drawn between complexity research and traditional analytic research. The word *analysis*, by definition, refers to a mode of study that involves reducing or separating the objects of study into their most basic parts. Analytic methods are very useful for examining mechanical events—such as those studied by Isaac Newton and contemporary designers of spacecraft and computers.

However, analytic methods are not as useful for studying phenomena that learn—that is, of systems that can alter their own behaviors to respond differently to almost identical circumstances. For example, if you nudge a brick, you can predict the result with great accuracy if you have an adequate knowledge of the initial conditions and the force of the push. It’s a mechanical situation that’s suited to logical analysis. But the same cannot be said if you nudge a dog. It would not matter how well you measured the initial conditions or how many experimental trials you ran, you could never be very certain of the result. The outcomes would be even more varied and unpredictable if you were to nudge a human. These situations are more organic, and an entirely different sensibility is needed to make sense of them. A different attitude is needed as well. We can insist on a level of certainty from mechanical systems; we cannot expect the same of complex learning systems. That’s why there is never any certainty in the classroom—and it is also why much of the educational research over the past 150 years has not proven very useful for understanding the dynamics of a living classroom.

Living and human systems resist analysis and prediction because they constantly interact with one another and actively learn and adapt. For instance, a person’s behaviour cannot be understood just by looking at all the individual cells that compose his or her body. The same can be said of social groups and ecosystems: Because individuals within

these systems interact and adapt, you cannot exactly predict the long-term behaviour of the system just by looking at its component parts or initial conditions. Further, with regard to education, the fact that learners' reactions differ not only from one another, but also vary from their own previous responses, means that there can be no "ideal" or "best practices." A fitting activity for one group at one moment might be completely inappropriate at a different moment, even for an almost identical group. There are tremendous implications for the classroom here.

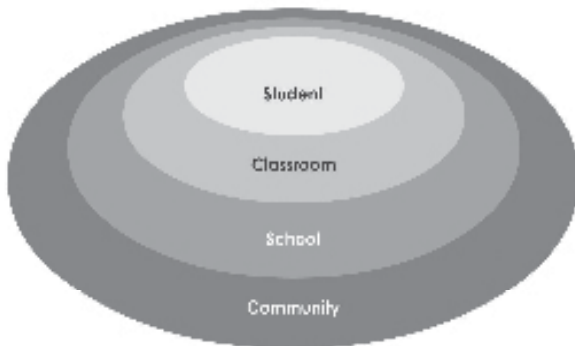
Understanding complex systems, then, means taking interaction, group dynamics and context very seriously. One has to accept that such systems cannot be precisely predicted or controlled; in a very important sense, like a classroom, they have a mind of their own.

To restate this point in more direct terms, one has to think of collectives such as classrooms as learning systems—or *learners*—in and of themselves.

What is a “learner”?

From the perspective of complexity, individuals are not the only kind of learner. Other complex systems, like social groups or ecosystems, can also be said to learn, since they actively adapt and reorganize themselves in relation to experience and context. Examples of this more collective level of learning include artistic, scientific, and business communities. These sorts of collectives constantly adapt to changes in ideas, circumstances, funding, and one another—without a central organizer.

FIGURE 1. Some layers of complex learning systems



The individual student is *part of* a number of different complex systems, including the family, the peer group, the student body, and the wider culture (see Figure 1). All of these systems are learners—dynamic, adaptive, affected by and affecting one another.

One of the most important systems in which students and teachers are embedded is the classroom. As any experienced teacher knows, every class of students has a complex social dynamic and organization—which is often described in terms of “class personality.” The problem is that this collective dynamic only rarely emerges around the subject matter; typically, students are more preoccupied with the ongoing and necessary social project of “fitting in.”

The complexity of bullying

Complexity research, coupled to the principles behind establishing safe and caring schools, allow us to rethink the very organization/life of classrooms and schools—in part because complexity theory compels us to examine simultaneously various levels of organization.

Starting at the level of bodily sub-systems, for example, current neurological research indicates that the brain is better understood in terms of an ever-evolving ecosystem than in terms of a digital computer. Like other complex unities, it is constantly restructuring itself in response to new experiences. In fact, the brain you have now is in many ways different from the brain that you had when you started reading this sentence. However slightly, relationships among neurons and clusters of neurons are constantly being reconfigured.

That means that the brain learns not by “taking things in” but by establishing new interconnections among its parts. In other words, human learning is mostly associative. We are irrepressible connection-makers—more creatures of analogy than logic. Concurrent events often come to be linked in our minds, even if they are merely matters of coincidence. This is especially true when those events are accompanied by strong emotional reactions. Such responses can release substances that “burn” associations into the brain. And, once established, these associations can be tremendously resilient.

This complexivist understanding is critical to the SACSC philosophy, which focuses on proactive and engaged approaches to learning and student behavior. Reactive approaches, such as traditional “classroom management” techniques and “zero-tolerance” style policies, may address surface behaviours, but do little to address the complex origins of an act of bullying. In line with a more proactive emphasis, it is vital to expose students to a variety of creative and positive approaches to learning before negative attitudes and experiences toward education are locked into individual brain patterns.

Understood in complex, systemic terms, it makes little sense to look for isolated causes of or “factors” that contribute to bullying. Bullying is all

about relationships, about complexly rooted predispositions, about experiences and associations that may not be (and probably are not) evident even to the bully. For example, there is a strong neurobiological basis for aggressive behavior. Aggressiveness is encoded in humans' physical structures. However, cultural evolution has provided us with means to at least control, if not overcome, some of this genetic baggage.

What helps to build the resiliency of students to overcome adversity or complex challenges? How can we assist students in developing the capacity to increase their brain plasticity? We argue that teachers need to go beyond "learning styles," "multiple intelligences," and similar theories as they embrace a wide variety of complex strategies that allow for students to learn to adapt more effectively to an increasingly complex world. Diverse experiences provide learners with greater repertoires of possible responses. Such experiences can be self-amplifying: Students who are members of safe, caring, and inclusive classroom, school, and community environments are more likely to exhibit respectful and responsible behaviours. Your mother was right! One must be careful about the company one keeps—because one can become the company one keeps.

For teachers, then, a vital concern is finding ways to take advantage of the collective dynamics that are already present. To that end, complexity research offers some direct advice on how to promote collective engagements and to prompt learning events like *Macbeth on Oprah*.

To be clear, we are saying that the individual bully is not the only "unit" that must be addressed to understand inappropriate aggression. More importantly, one must attend to the webs of relation in which the bully exists. In particular, another unit of analysis is the classroom, which can be productively understood as a complex learning system. The knowledge that it generates can provide individuals with opportunities to learn and practice new responses to familiar situations.

Prompting Complexity

Complexity researchers have identified a number of conditions that are necessary for the emergence of collective possibilities. We discuss five such conditions here: internal diversity, internal redundancy, decentralized control, enabling constraints, and neighbouring interactions.

Internal Diversity

A certain level of internal diversity is necessary in any complex collective. One need only consider the variety of personalities and occupations represented in a healthy community or workplace to appreciate the importance of variation among participants in a productive collective.

The variations among interacting agents is the source of a system's ability to respond in appropriate and novel ways—that is, the source of a system's intelligence and creativity. In the classroom, as demonstrated in the *Macbeth* lesson, internal diversity arises in differences in backgrounds, interests, abilities, personalities, and so on.

As well, as teachers, we know that individual students can interpret the same activity or explanation in very different ways. In other words, for the classroom, the issue is not whether diversity is present, but whether it should be ignored or embraced. In the *Macbeth on Oprah* episode, individual difference was honored by allowing for its expression. Every strong social collective provides for such accommodations. It bears noting that many of the students in this episode had a history of behaviour problems and strained social relations. Yet problems with discipline and disrespect for others—which are often attributed to diversity—were dramatically diminished in a context where diversity was embraced.

The teacher permitted individuals to play with and to adapt their different perspectives and interests. Within this joint play and interplay, issues arose and interpretive possibilities were explored that may never have been engaged in a more traditional setting where diversity is suppressed or ignored.

Ranges of knowing and understanding among individual learners exist across the subject areas. In the science classroom, for example, teachers can create conditions that allow learners' diverse backgrounds to contribute to the richness of lessons. For instance, on the topic of building and modeling a bridge in a science class, students might be asked to brainstorm and research different designs, to experiment with different building materials, to propose rationales for engineers' decisions for particular designs in particular sites, and so on—all prior to being asked to design one themselves. Through these sorts of tasks, students have the opportunity to specialize and generalize. Such activities, which mimic the actions and interactions in any complex learning collective, present a much greater chance of new insights, novel designs, and robust knowledge.

Internal Redundancy

The complement of diversity is similarity or redundancy—the quality that enables a collective to be interactive and to work together productively. The word *redundancy* simply refers to the common ground of the participants—in subject matter, culture, language, history, and expectation. Such “excess” in similarity is necessary for a group of diverse agents to pull together into a collective of *us* out of a collection of *me*'s.

In the *Macbeth on Oprah* episode, everyone had read *Macbeth* and knew of *Oprah*. They had all studied the topics of plot and character development and been assigned the same task. These are some of the redundant elements that the teacher ensured were in place and that contributed to the emergence of the episode.

Traditionally, the development of common vocabularies, concepts, and experiences in the classroom have been the dominant foci, and rightly so. For example, in order for a class to compile an anthology of original poetry, students must understand what poetry is, they have to have some experience in writing poetry, and they need to appreciate the role of the editor. Similarly, in a mathematics class, students will be better prepared to discuss multiplication of integers if everyone arrives with an appreciation of multiplicative processes and number lines.

Redundancy underpins the robustness of a collective. In a system with considerable internal redundancy, group members can step in for one another if someone is missing or otherwise unable to fulfill an assigned role. For a play production, for example, it is not necessary that everyone knows the set design, but some knowledge is useful for building, setting, and changing scenes during the production, especially when the stage manager gets the flu.

Decentralized Control

The experience of the Grade 11 English class as they learned Shakespeare is not unusual in education. Often teachers and students can find themselves working together on a project that seems to take on a life of its own. As the students interacted with the content the role of the teacher was transformed and a collective emerged. By doing this, the classroom transformed from a “top-down” management model to a “bottom-up” system whereby control of the learning experience arose from the collective actions of the students *and* the teacher.

Decentralized control of what learners learn can be daunting to a teacher. The idea of giving up control is not usually encouraged as good pedagogy. Nevertheless, many effective teachers have often incorporated it into their classroom structures—often intuitively. In a Grade 12 Social Studies classroom, for example, the teacher and students might work collectively to deconstruct and recreate historical events. The class can participate in the selection of an event for the topic of the day, work to describe it, and collectively piece it together with the other events in a web to show how all their events are interconnected. This sort of activity can enable the teacher to shift away from the role of the “teacher as an expert” and toward “teacher as participant” in the learning collective.

Importantly, decentralized control is not about the relinquishing of control over the actions of a classroom or the curriculum. Rather it is the adoption of a new form of organic control. Unlike the traditional classroom where the teacher must maintain the image of the “expert” in order to retain authority over the classroom, decentralized control enables the teacher to participate in the evolution of the collective personality of the classroom. The teachers role here is to be attentive to the possibilities that present themselves, orienting students’ attention to those ideas that

seem most productive. One might say that the teacher is the guiding consciousness of the collective mind.

This sort of emphasis calls for a new vocabulary to talk about planning, one that allows for the possibility of new and unanticipated directions. Formal plans have to allow for the fact that there are many paths to desired curriculum endpoints. The focus here is more on *being prepared* than *having plans*. Being prepared enables the teacher to move with confidence from the scripted lesson when appropriate. This capacity is rooted in a sophisticated knowledge of a subject matter, and it is greatly enhanced by opportunities to converse with others about lessons—that is, opportunities to be part of a teaching collective.

Enabling Constraints

An important quality of the *Macbeth on Oprah* lesson was the way that the task was set. It wasn't overly prescriptive, nor was it "anything goes." In this sense, the instructions served as enabling constraints.

The notion of enabling constraints might sound paradoxical at first, but it points to an important quality of all events of complex collectivity. Consider a soccer game for example. The constraints on activity are highly restrictive. With rules on boundaries, hand use, fouls, and so on, players are greatly constrained in what they can do. But within the limitations set out in the rules, tremendously creative and endlessly diverse possibilities are presented. No soccer game can ever be conclusively predicted; no two soccer games could ever be the same.

In the *Macbeth on Oprah* example, there were two overarching constraints. First, students had to work with a play chosen for them by the teacher. Second, they had to prepare presentations that illustrated their understandings of the text. They had to perform within these clear boundaries; it was certainly not a case of "anything goes." They were not permitted to start just anywhere or to do just anything. In other words, complexity research does not advocate that structures be abandoned, merely that they be organized in ways that allow for unpredictable and oftentimes imaginative outcomes.

Setting appropriate constraints can be tricky. They can neither be too narrow nor too open, and whether or not they're appropriately enabling

or constraining depends entirely on the particular collective. Taking an example from a mathematics classroom, a task that is likely too narrow for complex collectivity might begin with “Turn to the ‘Multiplication of Integers’ page and do the questions in the first column.” Although individual students might have creative interpretations, such interpretations will not be shared with the class, nor provide the basis for further collective investigation and elaboration.

By contrast, an instruction that might be too open could be “Write about the multiplication of integers.” With such a broad task, students might be unable to find a useful focus and could resort to reporting a memorized rule. An example of an enabling constraint, one that might more likely set the stage for a diversity of engaging and productive contributions, might be, “In pairs, determine the answer to ‘ $3 \times -4 =$ ’ and explain your answer.” When these posters are displayed and compared, there will likely be a number of appropriate interpretations, including, perhaps number-line hopping, grouping objects, repeated addition, number-line rotating-and-stretching, increasing debt, and changing temperature. Such varied interpretations might contribute to still richer and more robust understandings when an attentive teacher allows opportunities for these ideas to “bump” against one another, based on the awareness that there’s more than one path to knowledge.

Neighbouring Interactions

The collective dynamics that lead to knowledge production thrive in an environment that provides opportunities for *neighbouring interactions*; the explicit interaction of individual interpretations. It is important to note that this condition is not necessarily concerned with the social organization of bodies in the classroom. The kind of interaction that provokes emerging possibilities is not achieved by simply allowing students to work in pairs or groups. It is the individual ideas and interpretations around subject matter that must be allowed to interact with one another, not necessarily the individuals themselves. Interaction opens up the possibility for novel, and often unpredictable, interpretations as these ideas “bump into one another.” Interaction, in this context, is not driven by the need to come to a consensual agreement. Interaction transcends consensus and offers the very real potential for innovative, insightful knowledge to emerge.

Literature studies with beginning readers provide a useful example of how neighbouring interactions may be encouraged in the classroom. Under the initiatives of the balanced literacy program, teachers are encouraged to group their students according to their reading needs and personal interests. Therefore, a Grade 4 Language Arts classroom may consist of four or five reading groups, each group sharing a different reading experience. The teacher may have several direct interactions with the group, but the students will also be encouraged to assume responsibility for representing their reading experiences to not only the teacher, but the group as well. A minor shift of emphasis in this situation can help enable the potential of neighbouring interactions.

Neighbouring interactions assumes that when students are allowed to share their reading experiences with other members of the group and to build on one another's contributions, the horizon of possible insights is widened. Each student could be encouraged to lead the group's discussion by sharing a question, a personal connection, a visual response, or any other experience they had while reading the novel. At the end of the reading, each student may be asked to present a personal portfolio of reading experiences, and these responses could then be presented for discussion as a group. Students may be encouraged to combine several ideas and produce a project that incorporates not only their ideas, but the ideas of others as well. The teacher may also choose to introduce ideas to the ever-evolving weave of understandings.

The possibilities are numerous because the students are part of the creative process itself. The diverse contributions they make are now the building blocks of the lesson, and the reading experience as a whole. It is likely that the teacher will address concepts and issues that reach far beyond the objectives outlined in their unit plans. Allowing neighbouring interactions to generate knowledge from the collective removes the teacher from the position of authority, and facilitates the productive interaction, rather than conformity, of ideas.

How does complexity research fit with current issues in education?



We structure our answer to this question by addressing the concerns identified in the NISKA lesson plan rubric. Niska is the SACSC mascot that embodies the principles of caring behaviour, while at the same time emphasizing the importance of community. Niska comes from the Cree word “goose.” The Canada goose was selected as the SACSC Project mascot to represent how geese live together in complex collectives where all the members share the responsibility of taking care of their young.

Knowledge Now—*Knowing is doing.*

Discussions of knowledge depend on which system one might be talking about. Brains, individuals, classrooms, schools, communities, and societies are nested, overlapping, intertwined systems of knowing.

“Knowledge” is not some sort of invisible substance that is either contained in an individual’s brain or in books. Complexity research recasts knowledge in relational terms. A system’s knowledge is its range of possible action—that repertoire of *doing* that enables it to hold together, to adapt, to thrive.

The big issue, then, is not *where knowledge is* but *what counts as knowledge*. What matters to the classroom, as a system? Why? How does it affect other learning systems, such as the individual or the school? What sorts of collective dynamics might support it? What sorts of structures might militate against it?

Engaging Interest—*Knowing is being.*

A system’s identity is rooted in its activities: What a system *is* cannot be separated from what a system *does*. For example, on the neurological level, it is now clear that experience affects brain structure—although not in completely predictable ways. Different brains arise through different experiences. In effect, *we are our experiences*.

Complexity research thus points to a need to be mindful of the experiences that frame learners' classroom experiences. A diet of only individualized, repetitive, and mechanical exercises will not do much to engage interest or to support a healthy classroom community. By contrast, structures that are intended to prompt complex co-activity (which often leads to an intelligent classroom) have been demonstrated to be powerful learning spaces, in part because they are usually more engaging to learners.

Experiential Learning/Skill Practice—*Knowing is becoming.*

Complexity research highlights the role of skill practice. The development of individual competency is necessary for the emergence of complex possibilities. For agents to work together productively, they must have similar skill backgrounds, and this sort of redundancy is often rooted in well practiced capacities that have been developed in meaningful contexts.

It must be underscored that redundancy is not sufficient in itself. A creative and intelligent classroom also requires diversity among agents—and these qualities, in turn, are supported by teaching methods that are sufficiently familiar to learners for them to be confident with “what’s going on,” yet sufficiently varied to allow for the unanticipated. These combinations of redundancy-and-diversity and familiarity-and-novelty can support a learning that is about expanding the space of the possible, not merely maintaining the existing possible.

New Knowledge, Skills and Attitudes—*Knowing is belonging.*

Complexity research offers quite a different frame to the popular “self versus society” debates that frame so much of the discussion of modern schooling. For the complexivist, it makes little sense to consider individuals and collectives as opposed. Each unfolds from and is enfolded in the other.

With regard to the aims of schooling, complexity studies prompt us to think in terms of being parts of grander social, cultural, technological, and ecological systems. The complex, intelligent classroom is geared

toward helping individuals contribute to—belong to—these nested unities. Such considerations as decentralized control and neighbor interactions help to open up spaces where students can feel they fit in.

We believe that students who feel that they belong will be responsible to/for one another and become more capable of ambitious learning.

Practical Application—*Knowing is doing, being, becoming, belonging.*

Complex interactivity already exists in the classroom, as all human social relationships occur in webs of interrelationships. Life is complex. The question, therefore, is not of the presence of complexity, but rather harnessing it for learning experiences.

At the heart of every complex classroom is a safe, caring, and inclusive environment that sees all students and teachers as valued and valuable members of the learning community. A vital aspect is a willingness to understand the classroom community as an adaptive, self-organizing—complex—unity.

It should be emphasized that, in complex systems, surprises are unavoidable. All complex systems are characterized by the potential for novel behaviors and unexpected shifts. By embracing surprises as part of the everyday teaching and learning experience, we can begin to conceptualize our classrooms as dynamic spaces that are open to new and often unexpected possibilities.

We invite you to go out and explore the complexity that exists not only in our classrooms, but also in our daily lives.

Trust us, it's there—sometimes all we need to do is shift our perspective and take a closer look.

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Websites

Complexity & Education

<http://www.complexityandeducation.ca>

The Society for Safe and Caring Schools and Communities

<http://www.sacsc.ca>

The ATA's Diversity, Equity and Human Rights Homepage (DEHR)

<http://www.teachers.ab.ca/diversity/index.html>

Booklets in the SACS Respecting Diversity Series

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□ # 445321	\$1.33 ea for 10 or more	\$2.65 ea
Bullying in Schools: What You Can Do About It—A Teacher's Guide (1–6) Describes strategies that teachers can follow to stop bullying in schools (1997, 10 pp.)		
□ # 445339	\$1.33 ea for 10 or more	\$2.65 ea
Beyond Bullying: A Booklet for Junior High Students (7–9) Explains what students should do if they are being bullied or if they see someone else being bullied (2000, 12 pp.)		
□ #445470	\$1.33 ea for 10 or more	\$2.65 ea
Beyond Bullying: What You Can Do To Help—A Handbook for Parents and Teachers of Junior High Students (7–9) Defines bullying behaviors and suggests strategies that parents and teachers can follow to deal with it (1999, 16 pp.)		
□ # 445488	\$1.33 ea for 10 or more	\$2.65 ea
Bullying is Everybody's Problem: Do You Have the Courage to Stop It? (Pkg of 30) (7–12) A guide for senior high students, defines bullying and provides advice on how to respond to it (1999)		
□ # 445305	\$4.76 for 10 or more pkgs	\$6.80/pkg
Bullying and Harassment: Everybody's Problem—A Senior High Staff and Parent Resource (10–12) Provides advice for parents and teachers of high school students on how to deal with bullying (2000, 12 pp.)		
□ # 445496	\$1.33 ea for 10 or more	\$2.65 ea
Class Meetings for Safe and Caring Schools (K–12) Explains how regular class meetings can help teachers and students work out conflicts before they become major problems (1998, 20 pp)		
□ # 445587	\$1.33 ea for 10 or more	\$2.65 ea
Expecting Respect: The Peer Education Project—A School-Based Learning Model (K–12) Provides an overview of Expecting Respect, a project that trains junior and senior high students to make classroom presentations on establishing healthy social relationships (1999, 16 pp.)		
□ # 445462	\$1.33 ea for 10 or more	\$2.65 ea
Safe and Caring Schools: Havens for the Mind (K–12) Reviews the role of SACS in healthy brain development and learning		
□ # 445503	\$1.33 ea for 10 or more	\$2.65 ea
Media Violence: The Children Are Watching—A Guide for Parents and Teachers (K-12) Contains tips for parents and teachers in countering the effects on children of media violence (1999, 12 pp.)		
□ # 445511	\$1.33 ea for 10 or more	\$2.65 ea
Peer Support and Student Leadership Programs (K-12) Describes a number of programs that have been used successfully at various grade levels to encourage students to help their fellow students (2000, 30 pp.)		
□ # 445503	\$1.33 ea for 10 or more	\$2.65 ea
Niska News (K–12) A collection of articles about SACS reprinted from The ATA News (1999, 36 pp.)		
□ # 445529	\$1.33 ea for 10 or more	\$2.65 ea

PRICES SUBJECT TO CHANGE

Principals' Best (K–12) Describes activities that various schools in the province have undertaken to create a safe and caring environment for students (1999, 16 pp.) See website.

445545 \$1.33 ea for 10 or more \$2.65 ea

Volunteer Mentorship Programs: (K–12) Describes a number of successful programs in which adult volunteers were assigned to serve as mentors to school-aged children (2000, 28 pp.)

445579 \$1.33 ea for 10 or more \$2.65 ea

Volunteer Mentorship Program: (K–12) A video portrays programs in which adults from the community work with children to help them develop various skills (1999, 9 ½ minutes)

445602 \$ 7.00

Volunteer Mentorship Program: A Practical Handbook (includes 3.5" disk) (K–12) Explains how to set up programs in which adults serve as mentors to school-aged children (1999, 44 pp. plus a computer disk containing sample documents used in the program)

445595 \$10.00

CHECK LRC FOR NEW TITLES

II. TOWARD A SAFE AND CARING CURRICULUM—RESOURCES FOR INTEGRATION

These resources are recommended and approved by Alberta Learning. They integrate violence prevention into all subjects K–6 and are divided into five topics: (approximately 85 pp.)

1. Building a Safe and Caring Classroom/Living Respectfully
2. Developing Self-Esteem
3. Respecting Diversity and Preventing Prejudice
4. Managing Anger and Dealing with Bullying and Harassment
5. Working It Out Together/Resolving Conflicts Peacefully

Student resource sheets are available in French. To order, check (F).

Kindergarten # 445446 F (Out of Province \$69.00) \$49.00

Grade 1 # 445371 F (Out of Province \$69.00) \$49.00

Grade 2 # 445389 F (Out of Province \$69.00) \$49.00

Grade 3 # 445404 F (Out of Province \$69.00) \$49.00

Grade 4 # 445412 F (Out of Province \$69.00) \$49.00

Grade 5 # 445420 F (Out of Province \$69.00) \$49.00

Grade 6 # 445438 F (Out of Province \$69.00) \$49.00

Anti-Bullying Curriculum Materials: Social Studies Grades 10, 11, 12 Developed by Project Ploughshares Calgary, this booklet contains a series of exercises that teachers can use to incorporate the topic of bullying into the high school social studies curriculum (1999, 81 pp.)

445563 \$10.00

Classroom Management: A Thinking and Caring Approach Written by Barrie Bennett and Peter Smilanich, this manual outlines numerous strategies that teachers can use to cope with misbehavior in the classroom and create a learning environment that encourages student learning (1994, 342 pp.)

445660 \$31.60

SACSC series of six full-color posters A series of six full-color posters highlighting the Project's key concepts.

444836 \$ 9.00

PRICES SUBJECT TO CHANGE

III. TOWARD A SAFE AND CARING PROFESSION

The SACSC trains inservice leaders and workshop facilitators. The following workshops are designed to help teachers implement the curriculum resources.

Toward a Safe and Caring Curriculum—ATA Resources for Integration: Kindergarten to Grade 6*

Toward a Safe and Caring Secondary Curriculum—Approaches for Integration*

A series of short sessions focused on strengthening SACS teaching strategies is also available.

IV. TOWARD A SAFE AND CARING COMMUNITY

This program area is designed to help all adults who work with children—parents, teachers, coaches, youth group leaders, music instructors—model and reinforce positive social behavior, whether at school, at home or in the community. The community program includes a series of 2-2½ hour workshops for adults and older teens.

Living Respectfully*

Developing Self-Esteem*

Respecting Diversity and Preventing Prejudice*

Managing Anger*

Dealing with Bullying*

Working It Out Together - Resolving Conflicts Peacefully*

Who Cares? brochures (Pkg of 30) Provides background on the Safe and Caring Communities Project, a collaborative effort between the ATA and Lions Clubs of Alberta (1998)

444654 \$ 9.80

Who Cares? CD-ROM and brochure Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1998)

444646 \$ 4.35

Who Cares? video and brochure Describes the Safe and Caring Communities Project, a collaborative effort between the ATA and the Lions Clubs of Alberta (1997, 11 minutes)

444638 \$ 5.95

Toward a Safe and Caring Community Workshops Action Handbook: A Guide to Implementation Provides specific information about how to implement the ATA's Safe and Caring Schools Project—Toward a Safe and Caring Community Program. In addition, the handbook provides suggested activities and strategies to help communities continue to work on issues related to enhancing respect and responsibility among children and teens.

455304 \$ 7.00

Violence-Prevention Catalogue of Alberta Agencies' Resources Compilation of the information that was gathered from over 200 organizations and community groups who work in the area of violence prevention, and with children and youth in character development through community leadership

455312 \$ 7.00

PRICES SUBJECT TO CHANGE

SACSC PROMOTIONAL ITEMS

SACSC cards with color logo and envelopes (Pkg of 40) Blank card and envelope, featuring the SACSC logo	
<input type="checkbox"/> # 444547	\$ 10.00
Niska hand puppet Featuring the Niska mascot	
<input type="checkbox"/> # 444555	\$ 14.00
Niska labels (800 peel & stick labels per pkg) Featuring the Niska mascot	
<input type="checkbox"/> # 444571	\$ 4.00
Niska mouse pad 8 ½" by 9 ½" featuring the Niska mascot	
<input type="checkbox"/> # 444563	\$ 6.00
Niska tattoos (125 per pkg) A 1½" by 1½" temporary tattoo featuring Niska	
<input type="checkbox"/> # 444597	\$23.40
Niska water bottles (5 per pkg) 5 white plastic water bottles featuring the Niska logo	
<input type="checkbox"/> # 444612	\$ 8.50
Niska zipper pulls (5 per pkg) Bronze, featuring the Safe and Caring Schools Logo	
<input type="checkbox"/> # 444589	\$ 7.75
SACSC award buttons (Pkg of 30–2 ¼" white buttons)	
<input type="checkbox"/> # 444620	\$10.00
Safe and Caring Schools and Communities coffee mug	
<input type="checkbox"/> # 444604	\$ 5.45
Safe and Caring Schools and Communities pencils (Pkg of 30) Inscribed with "Toward a Safe and Caring Community"	
<input type="checkbox"/> # 444662	\$10.70
Niska T-Shirt (white, featuring the Niska mascot front and back)	
<input type="checkbox"/> # 444745 adult X-large; <input type="checkbox"/> # 444737 adult large; <input type="checkbox"/> # 444729 adult medium; <input type="checkbox"/> # 444711 adult small; <input type="checkbox"/> # 444703 youth X-large; <input type="checkbox"/> # 444696 youth large; <input type="checkbox"/> # 444688 youth medium; <input type="checkbox"/> # 444670 youth small	\$10.50
SACSC men's golf shirt (white, featuring the Niska mascot)	
<input type="checkbox"/> # 444787 X-large; <input type="checkbox"/> # 444779 large; <input type="checkbox"/> # 444761 medium; <input type="checkbox"/> # 444753 small	\$24.95
SACSC women's golf shirt (white, sleeveless, featuring the Niska mascot)	
<input type="checkbox"/> # 444828 X-large; <input type="checkbox"/> # 444810 large; <input type="checkbox"/> # 444802 medium; <input type="checkbox"/> # 444795 small	\$24.45

***All workshop materials can be ordered from the SACSC office by inservice leaders and workshop facilitators who have successfully completed the training: e-mail office@sacsc.ca, fax (780) 455-6481 or phone (780) 447-9487.**

Notes

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