



GLASSER
AUSTRALIA
IGNITE THE POWER OF CHOICE

Glasser Australia: Information for schools considering becoming a Glasser Quality School September 2022

In 1998 Dr Glasser wrote in his book *The Quality School...* "Nothing we can do will improve the quality of life in any community more than quality schools. Young people who are involved with quality education do not engage in self destructing activities and are an asset to the community. There is not a more effective and economical way to improve the economy of a community (or country) than for it to be known for excellent schools."

The William Glasser International Quality School Team (WGIQST) believes that a Glasser Quality School (GQS) is a joyful place where Choice Theory inspires safe, need-satisfying relationships, facilitating quality learning outcomes and continual progress for all. (GIQST 2022).

THE PROCESS FOR SCHOOLS ASPIRING TO BE A GA GQS:

- Contact the GA GQS coordinator who will work collaboratively with the school to explain in detail the processes to be followed and a proposed timeline of action to obtain GA GQS status.
- Be prepared to consistently work for an extended period of time with one or more GA Faculty members, to undertake training in Choice Theory/Reality Therapy/Lead Management and plan and prepare for co-verification.
- School reflects on their level of accomplishment of all GQS criteria using a school created rubric (or another example of a GQS rubric) for self-evaluation and progress with regards to the criteria for a GQS (see *appendix 1* for examples).
- Payment to Glasser Australia for yearly corporate membership.
- Commitment to undertaking ongoing research and continued evidence that shows maintaining commitment to GA GQS status.
- Comprehensive plan for re-co-verification (review process) to maintain GA GQS status every 4 years (or in line with state-based review processes).
- Succession planning in the event of a change in leadership in the school is vital.

FURTHER CONSIDERATIONS FOR SCHOOLS ASPIRING TO ATTAIN GA-GQS STATUS:

- The principal's role is vital in the implementation process to become a GA GQS. Before any formal training has begun, it is recommended that the principal raises teacher, student and parent awareness of Choice Theory/Reality Therapy/Lead Management.
- Engage an endorsed GA Faculty Member to work closely with the school as they self-evaluate and prepare for GA GQS status. This GA Faculty Member would usually be the consultant who has played a role in the training in Choice Theory/ Reality Therapy/Lead Management for the school community and will continue to support them in the self-evaluation process as they prepare for co-verification.
- Form a Collaborative Leadership Team (CLT) that lead manages the process of embedding Choice Theory/Reality Therapy/Lead Management in the school. It is recommended that the leadership team include representatives of staff from various positions within the school. The CLT could be seen as "The Champions of Choice" within their school.

- Members of the CLT formulate some 'before' research, and continue to monitor the research findings throughout the process of becoming a GQS
- All members of the school community are involved in learning opportunities in Choice Theory/Reality Therapy/Lead Management.
- The school community has 'buy in' for understanding and engaging with Choice Theory/Reality Therapy/Lead Management principles and practices. They support the commitment to become a Glasser Quality School.
- Students and teachers are taught Choice Theory psychology to reach a common ground in establishing a supportive, caring environment and in building healthy relationships that contribute to school success.
- Staff involve students in quality learning by introducing a more need-satisfying classroom and help students move through a process of self-evaluation that encourages continuous improvement.
- The learning environment is conducive to quality work.
- Staff provide meaningful learning experiences in the areas of speaking, listening, writing, reading, using technology, problem solving, cooperating, and leading in order to co-verify student self-evaluations.
- Teachers and classroom-based support staff and members of the school community have the opportunity to read and review one or more of Dr Glasser's books:
 - Schools Without Failure
 - The Quality School
 - Choice Theory-a new psychology of personal freedom
 - The Quality Schoolteacher
 - Choice Theory in the Classroom
- It is recommended that members of the school's leadership team make a commitment to achieving Certification in Choice Theory/Reality Therapy/Lead Management. This will help demonstrate the school's capacity to embed Choice Theory/Reality Therapy/Lead Management principles and that senior leaders are also seen as "Champions of Choice" within their school community.
- The school leadership team offers opportunities for staff, students, parents/carers and community members to move more easily from coercive practices to those of lead management.
- Schools are encouraged to maintain programs that foster internal control psychology.
- Participation is also encouraged in other professional development that is consistent with Choice Theory/Reality Therapy/Lead Management principles such as:
 - The Get Happier Project
 - Teaching for Understanding
 - Choice Theory Teacher in a Choice Theory Classroom
 - Choice Collegial Coaching
 - Cooperative Learning
 - Integrated Visual Learning
 - Systems Thinking
 - Trauma Informed Practice
 - The Art of Leadership

In summary, for a school to attain GA GQS status it will be evident at co-verification/re-co-verification that the school community is "living the theory" because Choice Theory/Reality Therapy/Lead Management principles and practices are embedded in the school community.

SCHOOL DECLARATION

Once a school has self-evaluated against the criteria for a GQS and wants to declare as a GA GQS, it will undertake a co-verification process that involves:

- Working with their Glasser Faculty mentor/consultant to review all documentation, evidence and planning for co-verification.
- Submitting a written request for co-verification to Glasser Australia.

- A three-day school visit by a 2 - 3 person GA GQS co-verification team.
- Fees to be paid to GA and WGI (**see website for details**)

FURTHER EXPLANATION OF THE CO-VERIFICATION PROCESS

ROLE OF THE GLASSER QUALITY SCHOOL CONSULTANT

- The GA GQS consultant must be an endorsed GA Faculty member.
- The GA GQS consultant will negotiate with the school regarding costs of training and mentoring (above and beyond the training fees/person that are payable to GA).
- The GA GQS consultant would normally have been working with the school and assisting with training the school community in Choice Theory/Reality Therapy/Lead Management. They will continue to work closely as a mentor to the school assisting in the self-evaluation process and gathering data that demonstrates the school meets the criteria to become a GQS.
- Prior to the 3-day school visit by the co-verification team, information to support the school's application is to be provided for consideration by the co-verification team. This information will be written and may be accompanied by supporting evidence such as video reporting, interviews, survey results and formal school review documents. Plans for the school's ongoing commitment to maintaining GQS status post-declaration is to be included as part of the documentation.
- While the GA GQS consultant is not part of the co-verification team they may be involved in the process as a "silent partner" in any meetings to answer any queries/concerns. They do not have "voting rights" on whether GQS status is achieved. The GA GQS consultant can report back to the school any criteria that need to be addressed, so that GA GQS status could be achieved.
- It is recommended that the GQS stay in contact with their GA GQS consultant after achieving GA GQS status to support ongoing plans and professional learning within the school. In addition, this would support preparation for re-co-verification (every 4 years).

THE ROLE OF THE CO-VERIFYING TEAM

The GA GQS co-verification team will consist of 3 people. Two of the team will be GA Faculty and members of William Glasser International (WGI). One of these two Faculty will be the GA GQS coordinator who can ensure consistency of the process to become a GA GQS. The third member of the team will be recommended by the WGI Board.

All members of the GA GQS co-verification team have worked in schools, are Faculty members and have had experience in Glasser Quality Schools. **See website for a list of names of co-verifiers.**

THE CO-VERIFYING TEAM WILL:

1. Negotiate a 3-day school visit – to schedule and timetable events.
2. Meet with representatives of the school leadership team.
3. Ensure evidence and collated documentation to demonstrate the school's GA GQS progress is available.
4. Review quality pieces that are being prepared for Certification if appropriate.
5. Interview focus groups of students, staff, parents/carers and community members regarding the implementation of Choice Theory/Reality Therapy/Lead Management.
6. Engage in face-to-face meetings, followed by useful written feedback, with the school community about the plan for continuous improvement.
7. Write final report and share with school.
8. Celebrate success and present certificates.
9. Send final report to the GA GQS Committee and WGI for endorsement and feedback.

COSTING OF THE CO-VERIFICATION PROCESS

There are fees associated with this process. **Please see website for details.**

MAINTAINING STATUS FOLLOWING DECLARATION AND CO-VERIFICATION

Every four years, the WGI-GQS committee will send a request to the GA GQS co-ordinator to form a re-co-verification team who will conduct a 2-day visit of any Glasser Quality School. The re-co-verification team are invited to engage with the school to peruse evidence that demonstrates that the school is still meeting the Conditions of Quality for a GQS. If the school needs further work to achieve the status, then a plan is developed.

It is recommended that the GQS stay in contact with their GA GQS consultant after achieving GA GQS status to support ongoing plans and professional learning within the school. In addition, this would support preparation for re-co-verification (every 4 years or in alignment with state-based reviews).

FURTHER EXPLANATION OF THE RE-CO-VERIFICATION PROCESS

- An initial meeting in-person or Zoom session is undertaken with the school leadership team and their GA GQS consultant to set up the re-co-verification process.
- Prior to the 2-day school visit by the 2-member re-co-verification team the most recent GA GQS co-verification report will be made available.
- Information about the evidence required and rubric being used is shared
- Current data and other evidence that the school can maintain status as a GA GQS is to be made available in the form of a new report using the Criteria for a Glasser Quality School as a guiding document.
- This new report will be made available to the re-co-verification team. This report is to be accompanied evidence to support continuation of GA GQS status. Evidence could include videos, interviews, survey results and formal school review documents. The new report will also include the school's plan for improvement and how they plan to maintain GA GQS status into the future.
- Evidence of further training for new teachers and staff, advancements in their rubric, innovations, self-evaluation methodologies, and research data will be needed to support the re-co-verification request.

COSTING OF THE RE-CO-VERIFICATION PROCESS

There are fees associated with this process. **Please see website for details.**

The role of the re-co-verifying team

1. Negotiate a 2-day school visit – to schedule and timetable events.
2. Meet with representatives of the school leadership team.
3. Review evidence and collated documentation to demonstrate the school's GQS progress.
4. Interview focus groups of students, staff, parents/carers and community members in the implementation of Choice Theory/Reality Therapy/Lead Management.
5. Engage in face-to-face meetings, followed by useful written feedback, with the school community about the plan for continuous improvement.
6. Write final report and share with school.
7. Celebrate success and present certificates.
8. Send final report to the Glasser Australia GQS Committee and WGI for endorsement and feedback.

A GA GQS is also required to renew yearly membership to GA and WGI. **See website for details.**

OUTLINE OF THE PHILOSOPHY AND PROCESS OF RE-CO-VERIFICATION

- The re-co-verification team consists of at least two Faculty Members chosen by Glasser Australia in consultation with the school plus zoom communication with a WGI representative who is experienced in the co-verification/re-co-verification of schools.
- The GQS consultant is not part of the re-co-verification team, however, they can be involved in the process as a “silent partner” in any meetings to answer any queries/concerns. They do not have “voting rights” on whether re-co-verification status is achieved. That way the GQS consultant could report back to the school any criteria that needs to be addressed (so that GQS status could be achieved or improved).
- Presentations are made by focus groups including school administration team; parent/community representatives, student representatives, teachers and the Collaborative Leadership Team.
- Evidence is presented to support the Conditions of a Glasser Quality School.
- Evidence is shown of a school culture that provides ongoing professional learning and development to embed the concepts and understandings of Choice Theory/Reality Therapy/Lead Management into practice throughout the school.
- Re-co-verifiers move around the school both at break times and in-class time to visit classrooms.
- Celebration of GQS re-co-verification status is planned following the two days.