How closely does our current operation as a school match the criteria for a Glasser Quality School (GQS)?

Criteria 1: Relationships are based on trust and respect and all discipline problems, not incidents, have been eliminated.

incidents, have been eliminated.					
Criteria	What a GQS looks like	Your Perception	What a GQS doesn't look like		
It is a primary belief at this school that relationships are the key to successful learning.	The level of trust amongst staff, learners and parents/caregivers is continuously improving due to visible efforts by everyone	5 4 3 2 1 Matches Does not match	Disconnections are seen in all relationships: staff & staff, learners & learners, staff & learners, learners & parents and staff & parents.		
	Discipline incidents are seen as an opportunity to teach better ways to behave. Systems are in place to help learners self-evaluate and plan for more effective behaviour in the future.	5 4 3 2 1 Matches Does not match	Discipline problems are accepted as the norm and are exhausting everyone.		
	Learners and staff can learn both independently and cooperatively, have strong relationships built on trust and respect, contributing through volunteering to help others, peer tutoring, mentoring and various forms of group processes.	5 4 3 2 1	Rigid practices in place don't take into account individual differences, needs or ability levels. There is an Authoritarian style where 'one size fits all' or alternatively a chaotic, permissive approach.		
		Matches Does not match			
	Learners and staff learn to get along in a variety of learning experiences such as learning teams, cooperative learning, classroom meetings, community service (not as punishment) peer	5 4 3 2 1 Matches Does not match	Learners and staff are not willing to cooperate with each other, seem to be self-centred, have relationships that are exclusive of the whole (i.e. cliques or gangs) and are publicly demeaning of each other.		
Relationships in this school are based on trust, respect, helping, supporting	tutoring and partner groups Love and belonging has eliminated fear, threats, and control. Choice Theory and the Connecting Habits (accepting, negotiating, trusting, listening, encouraging, respecting, supporting) have replaced external control psychology and the Disconnecting Habits (blaming, criticising, complaining, nagging, threatening, rewarding in an effort to control, punishing	5 4 3 2 1	Daily use of the Disconnecting Habits (blaming, criticising, complaining, nagging, punishing, threatening, rewarding in an effort to control) leads to unhappiness in staff, ;earners and parents.		
		Matches Does not match			
and encouraging each other.	Lead Management has replaced Boss Management through the elimination of fear, threats and external control of staff and learners.	5 4 3 2 1 Matches Does not match	Boss management in the school is the common practice using external control by threatening, blaming and punishing.		
	Parents feel welcome and are active partners within the school community and the learning process.	5 4 3 2 1 Matches Does not match	There is little evidence that parents feel welcome at school and little connection between staff and parents.		
5	4 3	2	1		

Does not match

with GQS criteria

Matches

with GQS criteria

How closely does our current operation as a school match the criteria for a Glasser Quality School (GQS)?

Criteria 2: Total learning competency is stressed and an evaluation that is below competency has been eliminated. Students participate in useful education.

competency has been eliminated. Students participate in useful education.				
Criteria	What a GQS looks like	Your Perception	What a GQS doesn't look like	
	Through measurable data gathered over time, staff and learners can show where improvements in learning have occurred.	5 4 3 2 1 Matches Does not Match	Neither learners nor staff can show improvements anywhere.	
At this school we believe that self- evaluation	Staff share learner work samples to maintain consistency of standards in regular moderation sessions.	5 4 3 2 1 Matches Does not Match	Staff don't share with each other, there is no consistency of expectations or standards.	
improves learning outcomes.	The data is reported to staff, parents and the learners in a variety of ways.	5 4 3 2 1 Matches Does not Match	Data is not gathered, nor is baseline data available.	
	Staff can, and will, alter learning experiences at any time to facilitate and encourage learning.	5 4 3 2 1 Matches Does not Match	Staff will not alter or create meaningful learning experiences or individualise instruction in any way.	
Measurable continuous improvement through self-	Speaking and listening, reading and writing, maths and problem solving, critical thinking and scientific inquiry, digital literacy and personal growth are the focus at this school.	5 4 3 2 1 Matches Does not Match	There is a haphazard approach to curriculum implementation.	
evaluation as well as structured co-	Continuous improvement is achieved by working on whole school and classroom systems.	5 4 3 2 1 Matches Does not Match	Staff and learners blamed for lack of improvement. External control belief is evident in efforts to force people to change or 'fix' their behaviour.	
verification is evident	Teachers build on learner strengths and work on continuous improvement through self and team evaluation.	5 4 3 2 1 Matches Does not Match	The staff does all grading without learner involvement.	
	Learners and staff are given frequent opportunities to evaluate their own behaviour choices and academic work as the work toward responsible selfmanagement and self-direction of learners.	5 4 3 2 1 Matches Does not match	Leadership of the school evaluates all learner and staff effort. This reinforces the belief that we can be externally controlled.	

5 4 3 2 1

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Mothods Does not match with GQS criteria

How closely does our current operation as a school match the criteria for a Glasser Quality School (GQS)?

Criteria 3: All students do some quality work each year that is significantly beyond competence.

competence.					
Criteria	What a GQS looks like	Your Perception	What a GQS doesn't look like		
A belief that every learner can become a competent learner underpins all classroom activity.	Learners can show and explain why they learn what they learn and how it is useful in their lives.	5 4 3 2 1 Matches Does not Match	Learners don't know why they are learning things they are expected to learn. They are not willing to evaluate their own learning, nor are they willing to evaluate their own learning.		
	The school has eliminated failure. Learners are given support. Rich feedback and time to develop their work until it is the best they can do.	5 4 3 2 1 Matches Does not Match	Failure is used to punish those who don't or won't learn. Both staff and learners demonstrate 'schooling' (just doing enough to get by) and are resistant to anything different.		
	All learners are working at their own individual level	5 4 3 2 1 Matches Does not Match	Boss management is seen at every level and teachers teach the same thing, in the same way, at the same way. There are few signs of individualisation or differentiation to match learner needs.		
	The staff is using more informative ways of reporting progress. Such as narrative report cards, portfolios and learner-led conferences.	5 4 3 2 1 Matches Does not Match	The staff does all the grading without learner involvement, including failing, D and C grades. Little or no ownership of reporting learning progress is given to learners.		
All learners are continually demonstrating competency and improvement.	The focus is on mastery and competence.	5 4 3 2 1 Matches Does not	The focus is on content. Compliance not quality is the		
	Input from staff, learners and parents is continuously sought.	5 4 3 2 1 Matches Does not Match	goal. The principal and administration staff make all decisions without consultation. Information is on a need-to-know basis.		
	The staff has moved from accepting learner work that is just 'good enough' to quality work, which meets and exceeds collaboratively established criteria.	5 4 3 2 1 Matches Does not Match	Learners tend to do just enough to get by and no more.		
	Learner strengths are identified and maximised in all areas of the school.	5 4 3 2 1 Matches Does not Match	Teachers energy or time to engage learner strengths.		
		<u> </u>			

How closely does our current operation as a school match the criteria for a Glasser Quality School (GQS)?

Criteria 4: Students and staff are taught to use Choice Theory in their lives and in their work in school. Parents are encouraged to participate in study groups to become familiar with **Choice Theory topics.**

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Staff, learners and parents at this school believe in the significance of internal control as opposed to external control.

Many staff have participated in formal training with the William Glasser Institute with some completing Certification to become Choice Theory/Reality Therapy Certified.

An external control base (e.g. behaviourist) underpins the school and its operation.

Learners and staff know and understand (are taught) the main concepts inherent in Choice Theory, in particular the difference between intrinsic motivation an extrinsic motivation.

1 Few staff have any training in Choice theory Does not

Staff and learners know how to evaluate themselves and improve what they do. This is selfevaluation that is undertaken when staff and learners compare their own work to standards, using information from others. This is based on the concept 'I can only control myself'.

Neither learners nor staff consider 3 2 1 themselves responsible for their own actions. Does not

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A needs satisfying classroom and school is experienced by all staff and learners, with evidence to quality relationships.

1 There is significant blaming, criticising and complaining occurring Does not individually and collectively.

All learners and staff know Choice Theory and have eliminated the need to control one

Classroom meetings are a regular experience and many other group processes occur such as circle time, solving circles and cooperative learning opportunities.

> 3 2 Matches Does not Match

Learners and staff are thinking in external control terms and feeling stuck and miserable.

Teachers are constantly working on building quality relationships with their learners and empowering their learners towards excellence.

Class meetings and other opportunities for problem solving and personal growth are seen as a waste of time and 'not part of my job'.

Does not match

with GQS criteria

Administrators actively assist staff to grow professionally and personally. Relationships are not seen as important.

Matches with GQS criteria

another.

3 2

Developed from the work of Brad Greene and Peter Driscoll by Gerard O'Brien and Bette Blance

How closely does our current operation as a school match the criteria for a Glasser Quality School (GQS)?

Criteria 5: Students do better on state proficiency tests and college entrance examinations. The importance of these tests is emphasised by the school.

There is a belief that quality is the very best that a learner can produce at this time (nothing more can be added). **Every learner** is capable of producing quality work.

All learners are moving towards demonstrating learning at the top level of agreed criteria (agreed quality standards).

Learners are proud of their learning and can show the difference between competence and quality learning (the absolute best they can do at this time).

Teachers include needs-satisfying learning opportunities that utilise understandings of the multiple intelligences, social/emotional learning, different learning styles, group processes and individualised instruction.

The staff encourage creativity, critical thinking, and high expectations in every class, focusing on learner strengths as well as continuous improvement.

The staff continuously create a brain compatible and needs satisfying environment in every class, focusing on learner strengths as well as continuous improvement.

Teachers in this school say, "when my learners aren't learning I need to change my teaching to match the way my learners learn.

Learners learn to use the SESIR model. Show someone, explain your work, self-evaluate, improve the work, repeat the process. Choice Theory is a psychological base that underpins the school operation.

When asked both learners and staff 5 3 2 1 Matches Does not Match 3 2 1 Does not Matches

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will say that what they are doing is not their best effort, and, in fact barely enough to get by.

Fear and discouragement (giving up) dominates the conversation and the desire to work hard and do their best is not encouraged.

Teaching is primarily verbal linguistic and logical mathematical. Little group processes are involved.

Only low expectations are communicated and only work is 'good enough' is accepted.

Teachers depend very much on textbooks/generic resources and use many worksheets for assignments.

Teachers in this school state, "this is the way I teach, take it or leave it."

No model for self-evaluation or continuous improvement is known or taught.

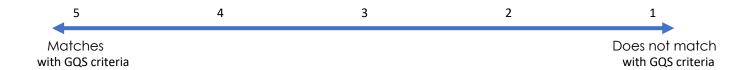
some quality work each year (work that is significantly beyond competence)

All learners do

4 3 2 Matches Does not match with GQS criteria with GQS criteria

How closely does our current operation as a school match the criteria for a Glasser Quality School (GQS)? Criteria 6: Staff, students, parents/caregivers and administrators view the school as a joyful

place. Learners and staff find joy in being Learners and staff are miserable and with one another. 1 afraid. The system shows symptoms of this such as absenteeism, vandalism, theft, etc., etc. in both Matches Does not Match the learner and staff populations. There is a The joy is perceived by visitors and Staff and learners are critical of the 3 1 belief in can be expressed by the learners school. and staff. Matches Does not creating a Match school where 1 learners want There is an obvious energy for There is resentment and resistance among staff and learners. continuous improvement. Does not Match Matches to learn in this school community. All parties involved know, without a 3 2 Almost everyone feels disconnected 1 This is what doubt, that this school has their and alone at school. People are best interests at heart. Matches Does not criticised, threatened, blamed, Match drives the judged, punished and put down. actions of all members of Learners know their teachers are Learners frequently see staff using the 2 1 there to help them, not control or disconnecting habits (blaming, the school hurt them. criticising, complaining, punishing, Does not Matches rewarding in an effort to control, Match community. nagging and threatening), 1 In fact everyone in the school Boss management is seen believes that we are all here to throughout the school as external Matches Does not help one another. control psychology is practised to Match The school is a gain compliance. joyful place to be where fun We are all here to eliminate the Boss management is seen Matches Does not disconnecting habits and replace throughout the school as external becomes the them with the connecting habits control psychology is practised to (accepting, negotiating, trusting, gain compliance. generic word listening, encouraging, respecting, supporting) that build relationships for learning. and help create a needs-satisfying school. 3 2 1 People feel connected to each People feel disconnected and only other and work their very best. do enough to get by. Does not Matches



is this school a needs-satisfying place?

Survival-wellbeing, health and security.

- I feel secure in my job and am not managed using fear and threats.
- I feel supported at this school.
- I feel my wellbeing is considered and supported.
- There is an emphasis on work-life balance.



Love and belonging-relationships and connection

- I have a strong sense of belonging in this school.
- There is a strong quality relationship between administrators, staff, learners and family/caregivers.
- Relationships and people come first in this school.



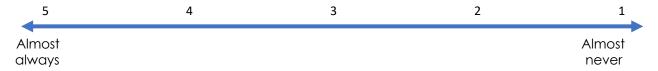
Power-achievement, significance, empowerment, esteem, respect.

- I feel appreciated and valued as a competent professional.
- Achievement and quality is encouraged and supported.
- I feel respected and listened to.
- I have a voice in the operation of this school.
- Communication is open and honest (using the connecting habits-accepting, negotiating, trusting, listening, encouraging, respecting, supporting)



Freedom-independence, self-determination, choice.

- I think I am treated as a professional with the freedom to make decisions regarding my teachers and learners.
- I don't feel coerced and controlled.
- Difference of opinion are negotiated (using Choice Theory principles)



Fun (joy, laughter, enjoyment)

- There is an emphasis on making this school a fun and enjoyable place to work.
- People are frequently smiling and laughing at this school.
- This school is a joyful place to work.

