



IGNITE TRUST

BUILDING TRUST IN THE CLASSROOM

This Teacher Resource is based on a workshop developed by Charles Marriott from Deliver for the Global Teachers Institute (GTI) Axis Summit of 2023.



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GLOWING UP LEARNING FOR ALL

AIM OF THIS RESOURCE

Trust is the foundation of good relationships and should form the basis of everything we do as human beings. At its core, trust is the willingness of one person to be vulnerable to the actions of another.

THIS RESOURCE GIVES YOU, THE TEACHER, STRATEGIES FOR THE FOLLOWING AIMS



To help your colleagues and learners understand the **benefits** of building **trust in the classroom**.



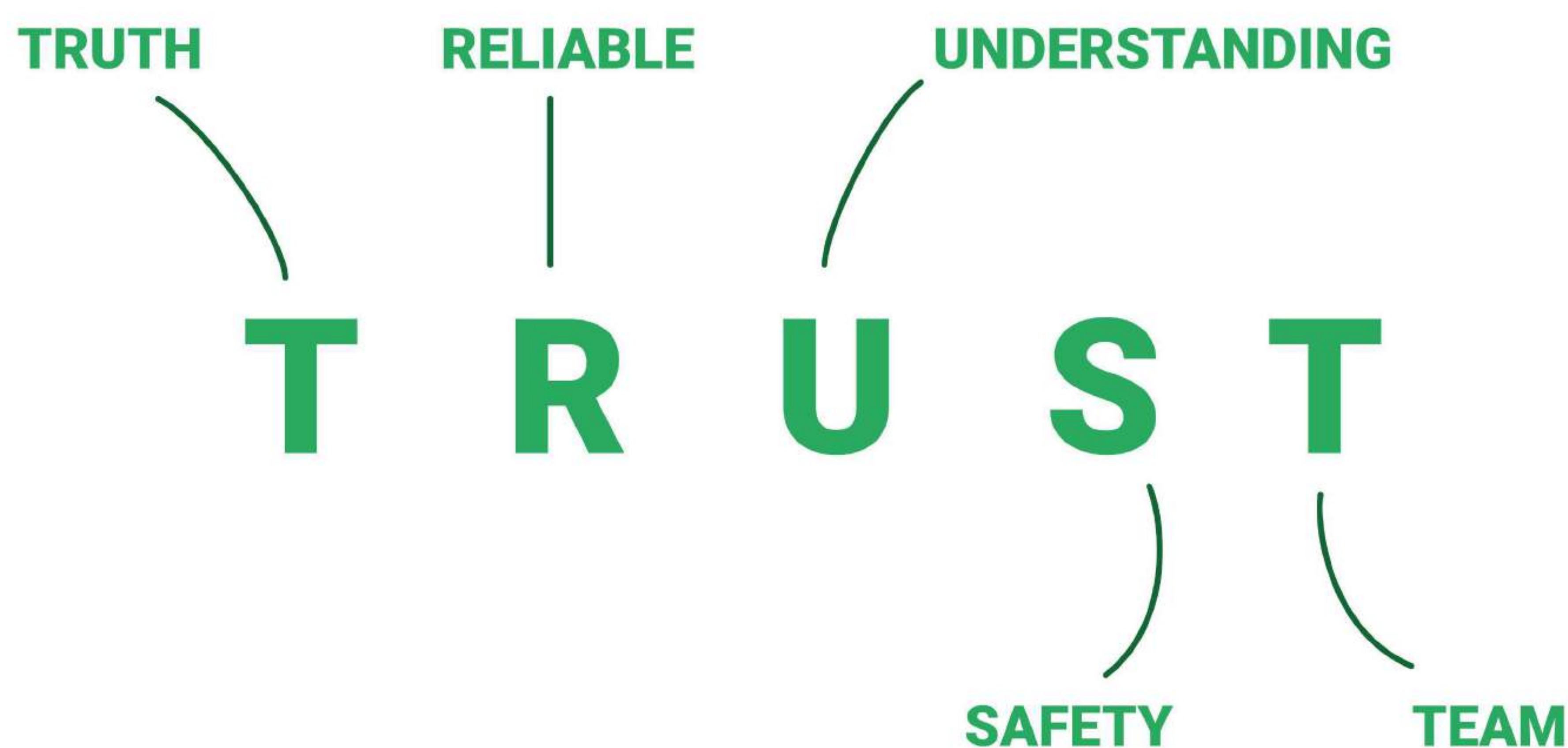
To guide your colleagues and learners to **identify the ingredients** necessary to build trust.



WORKSHOP STRUCTURE

1. Introduce participants to the building blocks of T.R.U.S.T and its associated skills
2. Link these ideas to the 7R Frameworks developed by Naledi
3. Tell stories of Trust
4. Build the Trust Bridge
5. Recognise the challenges
6. Make a commitment

IDENTIFY THE BUILDING BLOCKS OF TRUST



BRAINSTORM

Use these questions to guide the brainstorm. You can do this verbally going round the room, or use newsprint for people to write up responses in a silent brainstorm.

- What does TRUST mean for you?
- How easy/difficult is it to speak about trust? Why?
- Which word from the Trust block resonates with you most?

Share some reflections on Trust as suggested below:

- ➔ Relying on someone else to do the right thing.
- ➔ Feeling a sense of safety. Teams who trust are more effective.
- ➔ Believing in someone's integrity to the extent that you put yourself at risk.

LINK THE ELEMENTS OF TRUST TO THE 7 Rs

UNPACKING THE 7 Rs

The seven values and skills listed below – known as the 7 Rs – are linked to core ideas and conversations around Trust.

1 RESPONSIBLE

To lead, be dependable, think and act proactively, take ownership of your future.

2 REFLECTIVE

To look at and evaluate your own behaviour and thinking.

3 REASONING

To think objectively and logically.

4 RESILIENCE

To keep going when things are tough and not to be defeated.

5 RESOURCEFUL

To be creative, think out of the box, to make a plan.

6 RELATIONSHIP

To have a meaningful connection with someone involving respect, care and communication.

7 RISK-TAKING

To invite the possibility of harm and loss for the sake of progress and growth.

SCENARIOS & ACTIVITIES FOR GROUP-BASED WORK

Resources: Use a flipchart and your laminated 7R cards as much as you can. Many people are visual learners. Seeing their answers and ideas reinforces what they hear.



ACTIVITY 1: REFLECTIVE ENGAGEMENT

- Spread the 7R laminated sheets as developed by Naledi in a circle, around the room.
- Give each participant a copy of the workshop notes.
- Briefly explain the T.R.U.S.T framework and the 7Rs – clarify that the 7 skills work in combination with each other.
- Ask participants to identify 2 Rs and 1 part of T.R.U.S.T that would best build Trust in the classroom.
- Participants write individual responses in their notes.

ACTIVITY 2: SHARING TRUST STORIES (Get actively involved)

INTENTIONS

- To build courage & deeper understanding about Trust.
- To own your experiences.
- To build Trust communication skills.

INSTRUCTIONS

- With a partner, turn your chairs to face each other.
- One of you shares a story about a time when you trusted someone deeply – this could have been at home, at work (or school) or in any other context. The listener does not interrupt.
- Aim to cover everything – who, when, why, how etc.
- Call time and allow the listener to feed back a summary of the story.
- The second person then shares a story about a time when they struggled to trust someone, following the same process of explaining all the details. The new listener then gives a summary of the story.

DEBRIEF

Ask the following questions after the activity:

- How did it feel to share your Trust story?
 - How did it feel to listen to the other's Trust story? How did it feel to be listened to?
 - What have you learnt about Trust?
 - Has your trust in the other person improved through the activity?
 - What was difficult or empowering for you about this activity?
 - Who interrupted or was tempted to interrupt when listening? What impact does interrupting have on Trust levels?
- Be ready to ask follow up questions if necessary for greater clarity and understanding for participants.
 - Look for opportunities to link their experience of the activity to T.R.U.S.T and 7Rs.
 - Capture some of the key comments on flipchart.

THE BENEFITS OF ACTIVE LISTENING

Question your participants on what they gained, and draw out some of their reflections. Here are some example answers:

“

You open up, trust more, engage more, you are encouraged to listen more.

This process can draw you closer to others, whether these peers are colleagues or learners. You get to understand why they do certain things.

Why did it feel harder to tell a positive story?

I've been accused of trusting too much as a result I've learned to have lower expectations of people.

If you cannot trust a parent who promises trust, how can you trust a stranger?

This process gives you a sense of belonging. You have both taken risks in opening up to each other.

”

ACTIVITY 3: BUILDING A TRUST BRIDGE (Have some fun!)

INTENTION

To deepen the understanding of Trust through experiential learning. Trust skills are made more concrete and tangible through physical interaction. Participants see how Trust skills benefit the process of teaching and learning in the classroom.

INSTRUCTIONS

- Ask questions about Bridges. What is their function? How important are they? Link responses to Relationship/Trust building.
- Demonstrate first a bad, then a good Trust Bridge with another participant. Be slow, explain as you demonstrate. The demonstration builds safety and Trust.
- After observing, participants build their own Trust Bridge with a partner.
- Encourage and affirm at every opportunity.

DEBRIEF part 1

REFLECTION

- Participants write down 4 skills/behaviours they observed that helped the Trust Bridge activity succeed, including 1 element of T.R.U.S.T and 1 of the 7 Rs.
- Participants share their responses.
- Use a flipchart to capture the behaviours they observed.
- Elicit as many trust-building behaviours as possible.



DEBRIEF part 2

CONNECTING TRUST TO THE CLASSROOM

When you have run the workshop with colleagues, discuss how to action these ideas in the classroom.

- Participants identify which of the captured trust-building behaviours would benefit learners and enrich classroom experiences. Why and how could this happen?
- Participants describe how they would feel if these trust-building behaviours were exhibited in their classrooms. How might it change the learners' experience of learning and school generally?

Some reflections from participants:



Allow others to lead, you'll get to know them better.

Entrust responsibility to colleagues and learners.

Understanding others helps you to lead them better.

Trust, delegate, and trust that they will execute as expected.

Build relationships with colleagues and learners. Look through an empathetic lens, and allow yourself to take risks.



Teachers reflect on the importance of trust-building behaviours at the Axis Summit.



CHALLENGES & BARRIERS

- People are not comfortable talking about Trust in any setting, so anticipate resistance.
- If you are not able to demonstrate a belief in the importance of Trust in the classroom, participants will notice it and reduce their engagement.
- Be prepared to do a lot of affirming and encouraging with this subject, in order to allow participants to know it's safe and acceptable to discuss Trust.
- Most people have many bad experiences with Trust, so expect them to be awkward, shy and not forthcoming.



A COMMITMENT TO ACTION

People struggle with change and commitments, and they fear being judged. Can You:



Choose one trust-building behaviour that would benefit your learners or your peers that you think you do not practise enough, and commit to this.

OR



State which trust-building behaviour you will commit to action in your workplace or classroom in the immediate future.

OR



Write down the name of one student, peer or colleague you could be more trusting with, and action it.





SPREAD THE WORD

If you want to share these ideas with other teachers in your school or network, you will find a complete Workshop Guide and set of resources and handouts at:

globalteachers.org

These work on the principle of modelling what you would do with learners with other teachers. The workshop also gives all participants a chance to enrich these activities and resources with new ideas, and to help you address any problems you might have come across in using this approach.

WE WISH TO ACKNOWLEDGE THE GENEROUS SUPPORT OF OUR SPONSORS

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