

Psychological Safety, Belonging, & Repair

**Freedom High School
January 2025**

Developed and facilitated by Tamara Osivwemu

Introduction

**"If you have come here to help me
you are wasting your time, but if you
have come because your liberation is
bound up with mine, then let us work
together."**

**Lilla Watson &
Aboriginal rights group, 1970**



Why does this matter?



Mission Statement

Freedom High School will provide a range of educational experiences for all students to acquire the key knowledge and skills to become critical and innovative thinkers who are college and career ready.

Vision

1. Be a Professional Learning Community which fosters innovation and enables students and staff to reach their maximum potential.
2. Prepare all students for success after high school by offering challenging coursework with targeted student support.
3. Provide a safe and nurturing environment designed around student needs which promotes respect for all.
4. Provide multiple avenues for the community to participate in the education of our students.

The background of the slide is a light gray with orange torn paper-like shapes at the top and bottom. Two thin vertical black lines are positioned on the left and right sides of the slide.

Connection

Share your lock screen with your neighbor.
What does this photo mean to you?



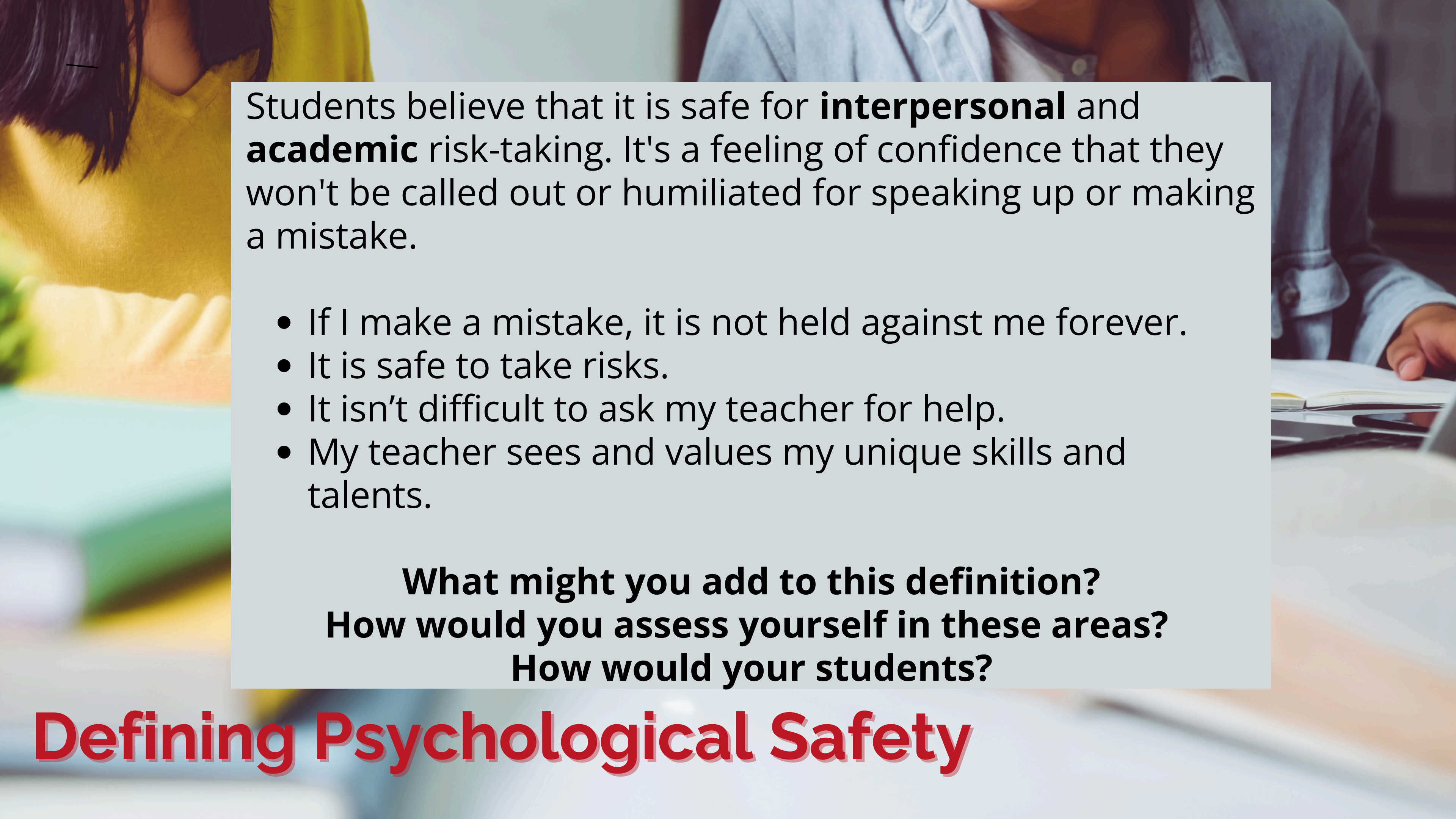
“Team psychological safety is a shared belief held by members of a team that it’s OK to take risks, to express their ideas and concerns, to speak up with questions, and to admit mistakes — all without fear of negative consequences.”

What is Psychological Safety? Harvard Business Review

Students believe that it is safe for **interpersonal** and **academic** risk-taking. It's a feeling of confidence that they won't be called out or humiliated for speaking up or making a mistake.

- If I make a mistake, it is not held against me forever.
- It is safe to take risks.
- It isn't difficult to ask my teacher for help.
- My teacher sees and values my unique skills and talents.



A blurred background image showing students in a classroom. On the left, a student with dark hair is wearing a yellow sweater. On the right, a student is wearing a light blue button-down shirt and is looking down at papers on a desk.

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What might you add to this definition?
How would you assess yourself in these areas?
How would your students?

Defining Psychological Safety

Competency	Description
Reflect on one's cultural lens	Be reflective about their own group memberships that may be based on race, ethnicity, social class, and/or gender. They are cognizant that their life experiences and those group memberships may create biases that can influence their interactions with students, families, and colleagues.
Recognize and redress bias in the system	Recognize that their students' access to educational opportunities may be influenced by their social markers (e.g., race, ethnicity, social class and language) and advocate for all students to have access to high-quality teachers and schools.
Draw on students' culture to shape curriculum and instruction	Draw on their students' cultures and life experiences when planning their instruction and reject instructional materials that contain cultural biases and/or stereotypes. They supplement the curriculum if it lacks the representation of their students' heritage.
Bring real-world issues into the classroom	Connects curriculum to real-world problems and ask students to consider solutions to them. These issues may involve injustices that exist in their communities or nationwide. Through this process, CREs empower their students to see themselves as change agents that can right the injustices that exist in the world.

Competency	Description
Model high expectations for all students	Hold high academic expectations for all students and believe that all students are capable of academic success
Promote respect for student differences	Be a model for how all students should respect one another and embrace their fellow classmate’s social, cultural, and linguistic differences.
Collaborate with families and the local community	Work to break down barriers that may keep students’ families from participating in their children’s education (i.e., work schedules, language barriers). CREs make efforts to learn about the families and community in which they teach.
Communicate in linguistically and culturally responsive ways	Understand and honor both the verbal and nonverbal culturally-influenced communication styles of the community in which they teach. They also seek to communicate with parents that speak a home language other than English by utilizing translation services.

Working Towards Repair

The goal is to be hard on the problem, not on each other.

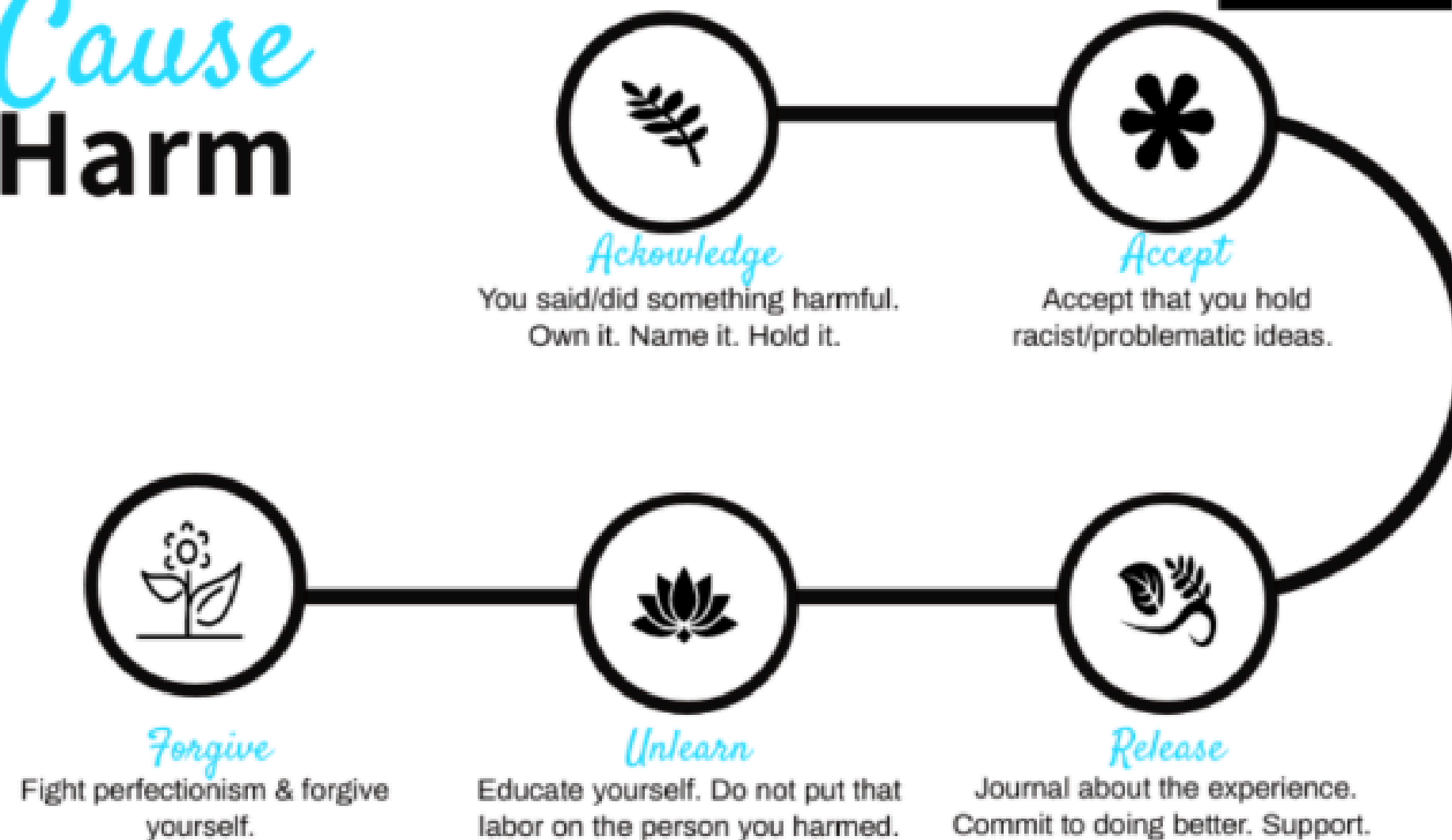
Strategies - Academic	Strategies - Relational
Student reflection - surveys, feedback (see PPT from last week's staff meeting)	<u>When we cause harm</u> A framework for repair
SMART goal-setting	Closing circle <u>Appreciation, Apology, Aha</u>
SEL practice - Roses & Thorns	SEL practice - Brag sheet

Working Towards Repair

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When You *Cause* Harm

The Institute For
Anti-Racist Education



Working Towards Repair

The goal is to be hard on the problem, not on each other.



Resources

[What is Psychological Safety?](#)

[7 Ways of Creating Psychological Safety for Students](#)

[Handle with Care](#)

[Making the Transition to Learner Centered Instruction](#)

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