

# Virtual European Summit on CPS

September 22, 2021

School principals' conceptions about implementing Collaborative & Proactive Solutions (CPS) as a way to develop the school learning environment, pedagogic leadership and student health care – a qualitative assessment

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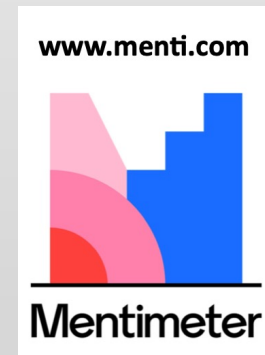


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“The problem with X-ray is that the machine can’t see highschool in the head”

# Agenda

- Results – an overview
- Presentation
- Background
  - Experience with implementing CPS
  - The Swedish school law
- Research
  - Purpose
  - Working process
- Results





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## Results – an overview

School development	Principals pedagogic leadership	Student health care development
Establishing of school values	Principal as a role model	Changed perspective on students
Change of school culture	Principal as a symbolic leader	Changed attitude
Change of school climate	Widened scope of leadership	Changed teacher behavior
Challenges on organizational level	Challenges in principals leadership	Challenges in student health care development





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# Presentation

- Master of psychology (1997)
- Lic. Psychologist (1998)
- Clinical experience - Child- and Adolescent center, BUP-Första Linjen
- Schoolpsychologist (2001)
- Provider of CPS (2016)
- Experience implementing CPS (2016-2019)
- Trainer for Lives in the Balance (2018)
- Specialist in Educational Psychology (2018)
- Owner at Zeropointpsychology Inc. (2019)



## Background – to frame the results

**Experience of change management –  
Implementation of CPS**



**Experience from school systems –  
The Swedish school law**



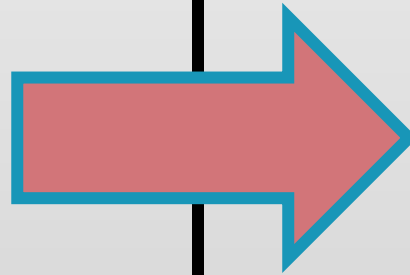
# Experience of change management – Implementing CPS

CPS Certification  
Training

Network – other  
CPS Providers

Research  
implementation  
methodology

Studytrip to  
Portland, USA



**Structures and processes of CPS implementation  
(Education, supervision, coaching, support to  
coregroups and principals)**



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- **Purpose**

- examine school principals' conceptions about implementing CPS
- examine effects on the health promotive and preventive work

- **Working process**

- reflections of WHAT to investigate
- focus on leadership
- interview questions
- pilot interview
- in-dept interview, 6 principals
- inductive thematic analysis

**School principals' conceptions about  
implementing Collaborative & Proactive  
Solutions (CPS) as a way to develop the school  
learning environment, pedagogic leadership and  
student health care –  
a qualitative assessment**

Author: Zandra Christiansen

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October 2018

## Background – to frame the results

**Experience of change management –  
Implementation of CPS**



**Experience from school systems –  
The Swedish school law**



# The Swedish school law (2010:800) & the Student health care (Elevhälsan)

## **The Student health care should;**

- foremost work health promotive and preventive
- collaborate (En "samlad" elevhälsa)
- cherish the salutogenic perspective
- contribute to create environments that provide learning, development and health
- enable students' participation and influence




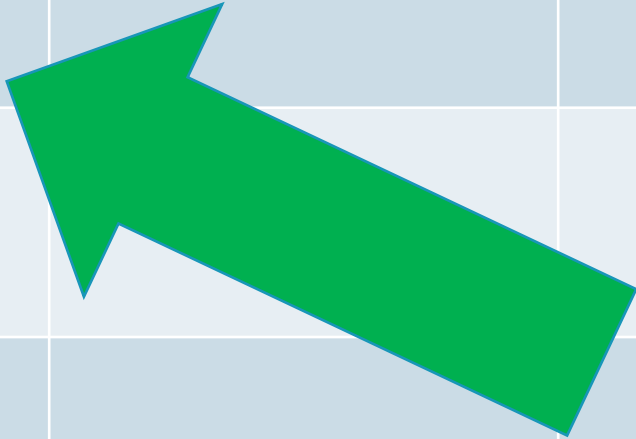
# The student health care should foremost work with health promotion and preventive work

(2 kap. 25§ Skollagen)

	Health promotion	Prevention	Remedial
Organizational level			
Group level			
Individual level			

But most of the time...

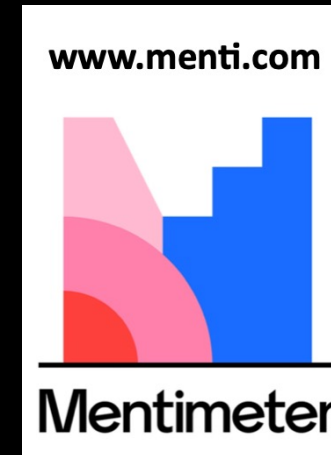
	Health promotion	Prevention	Remedial
Organizational level			
Group level			
Individual level			





# What makes it difficult for you not being able to work more in a health promotive and preventive way?

1. Go to [menti.com](https://www.menti.com)
2. Enter the code 2847 7542
3. Write one word/sentence on each row (press Submit after several words)








# Results

School development - Principals pedagogic leadership - Student health care development



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# Results

School development		Principals pedagogic leadership		Student health care development	
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"Difficult to ascertain what is what"



CPS vs other efforts of school development





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# Establishing of school values & Establishing of existing school values

"Kids do well if they can" because it is an approach... it is somehow the foundation in our values"

"We have a common approach on how to handle our students despite how we differ in our ability to do it"

"It's a work in progress, attempting to change the way people think"

"We have a common starting point that "Kids do well if they can". So when we discuss we have the same bases of comparison"



# Establishing of school values & Establishing of existing school values

- A common platform
- Consensus
- Change management





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## Change of school culture & school climate

"I think that when we interperate Ross Greenes philosophy we are more prone to looking at ourselves and our own organisation"

"It's not somebody else's problem, it is in fact our own problem to solve"

&

"Generally speaking I believe CPS has helped our school in becoming more interested and curious in listening to others"

"One reason for our scuccess is that our working environment has become more open, warm, and mutual curiosity has led to prestige disappearing"







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# Change of school culture & school climate

- "Where you look at yourself"
- Enable student's participation and influence
- &
- A warmer school climate
- Not feeling questioned










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# Principal as a role model & symbolic leader

"I could easily convey all the cliché's and the reprimand the student....without listening to what the student has to say, but that would be contradictory. To truly represent CPS you need to fully practice CPS in all your leadership"

"If we want students to be listened to and they feel that grown-ups are giving to them the way they deserve, with the assistance of CPS I'll strive to become an even better leader"

"School leadership needs to participate to be able to understand, have a context but also to be effective in the process"

"It's often about getting the newest teachers on board. I must find some way of "politely persuading" them to commit (laughing)"

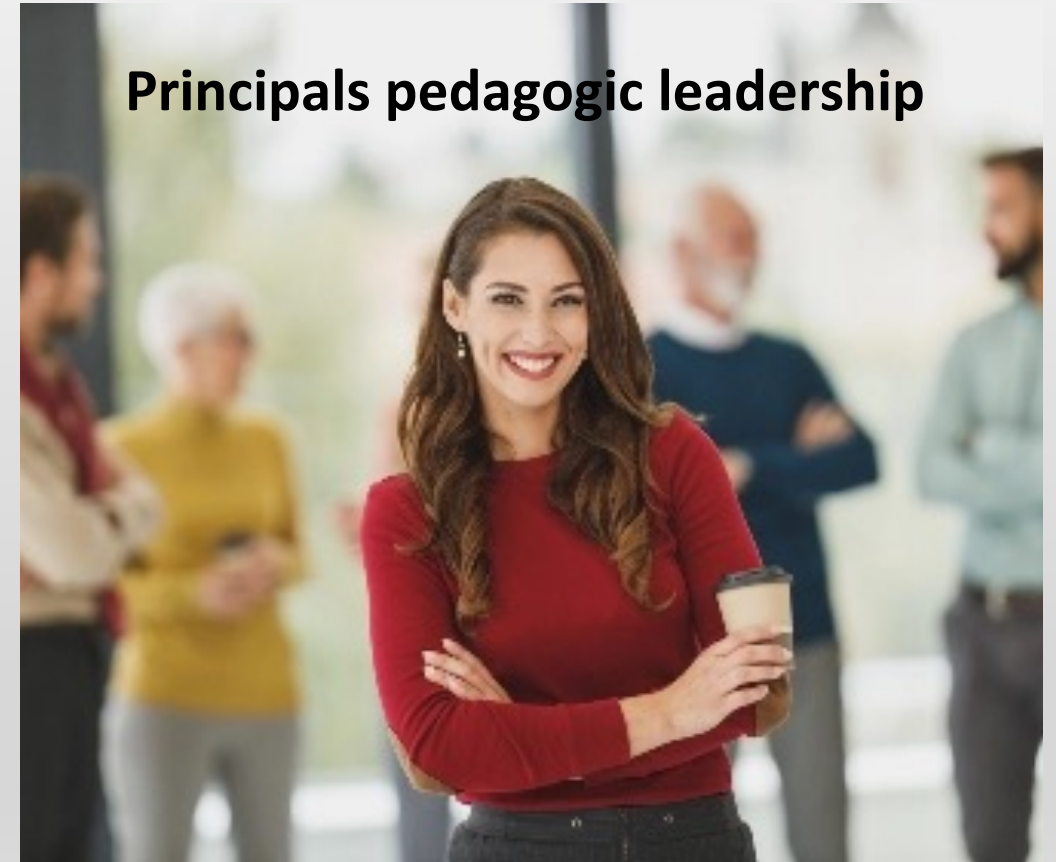




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# Principal as a role model & symbolic leader

- genuine principal who shows the way
- is involved in the process
- has a distinct leadership with high expectations





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# Widened scope of leadership

"I'm not a dictator. And it is a lack of prestige that I think we should cherish. While, when our values are shattered and our attitude towards our fellow human being becomes bad, I put my foot down clearly"

"I'm really clear about it, that it's kind of not negotiable and it's not something that I've just made up because it's in our steering documents-that's how we should think, so I think that's really helpful."

&

"I have as much benefit from CPS training for staff and parents as the educators have against students"

"I've had a huge benefit, taking the difficult conversations and avoiding misunderstandings in it and if you're speaking forthright you can feel attacked... but if you go through this; I've noticed that you're having difficulties... What's up?"





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## Widened scope of leadership

- Support to put into words what is important
- Help and support when having difficult conversations with “other adults”





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## Anecdotal evidence

“I haven’t had one single phonecall from a parent since August”




(Principal, Monday the 17th of December 2018)





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# Changed perspective on students

"As before... the extremes, someone else should take care of those, it is not included, the subject teachers should not take care of it. They should be excluded, they should be out, sit in a smaller context- in a Studio or in a different context."

"When describing that the student has a number of errors to be corrected"

"The CPS has contributed to us forge relationships in a different way. We have become better at talking to the students and not only telling students what to do or correct errors, but there is another curiosity."







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# Changed attitude towards students' behavior

"I think we have learnt to address students in a different way. It becomes a preventative measure because in the end you might avoid larger conflicts down the line with students. That's school development!"

"Responding to children with attitudes that also don't trigger, that's where I think we can make a difference - that I think we've seen at school."

"That we kind of articulate ourselves differently in the meeting with the student, instead of blaming the student...it's more like; I see you're having difficulties..."



➤ Changed perspective on students



➤ Changed attitude towards students' behavior





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## Changed teacher behavior

"It's very rare today to come and want me to solve the problems for someone... Those questions are actually completely gone. But I usually hear; This happened, I solved it like this."

"It's no longer that you come and say, oh this child is so difficult or a mess, but you've thought about it and it's something more concrete"

"Take this kid and move it away, we can't do this! I'll hear less of that."





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## Changed teacher behavior

"As an educator, I always think I am the owner of a problem that arises in my student group until I contribute with what I can do. Then I can seek help."

"Have you spoken to the student? It shouldn't have to go all the way up to me or to anyone else. Have you looked at the routine? Have you had a Plan B conversation or; here there are too many lagging skills that I hear from different directions so we start an ALSUP! I think the teams have adopted that well."

"Eat where you stand. That it is the teachers who work around the student, what do we do; That we do an ALSUP, I'll talk to the student."







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## Changed teacher behavior

"In the past, it has been that it has come to the student health care team... where the principal, counsellor, school nurse and... special education teacher; Can you figure it out? But now we have a routine. Start talking with the student.

"We have got a much better structure from our EHT meetings as we have gotten away from discussing behaviors and adult theories and become more effective... for many years we sat and dwelled on children's behaviour and never got on."

"We've gotten away from that where we're just discussing what the student is doing and getting a lot better at discussing what we actually **know** and what our expectations are for the students."

## Student health care development



## Changed teacher behavior

➤ “Reduced running to the principal”



➤ Increased own responsibility

➤ Enhanced collegial learning



➤ Changed dialogue and work within the student health care team, EHT





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“Now when the Convention on the Rights of the Child has become law we must listen to the students even more and therefore make sure the girl gets the ADHD-assessment!”

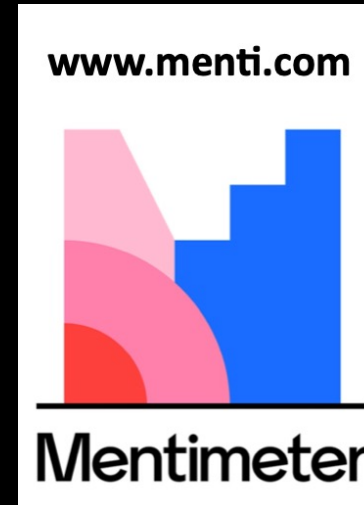
(Principal, Student health care meeting, March 2020)



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# What can I do tomorrow, guiding me as a star in the direction to something within the results of this study?

1. Go to [menti.com](https://www.menti.com)
2. Enter the code 2847 7542
3. Choose two options and click Submit







# Difference between those who participated in the CPS arrangement and not

## **Changed attitude towards students' behavior**

"We have learned to address children in a different way"

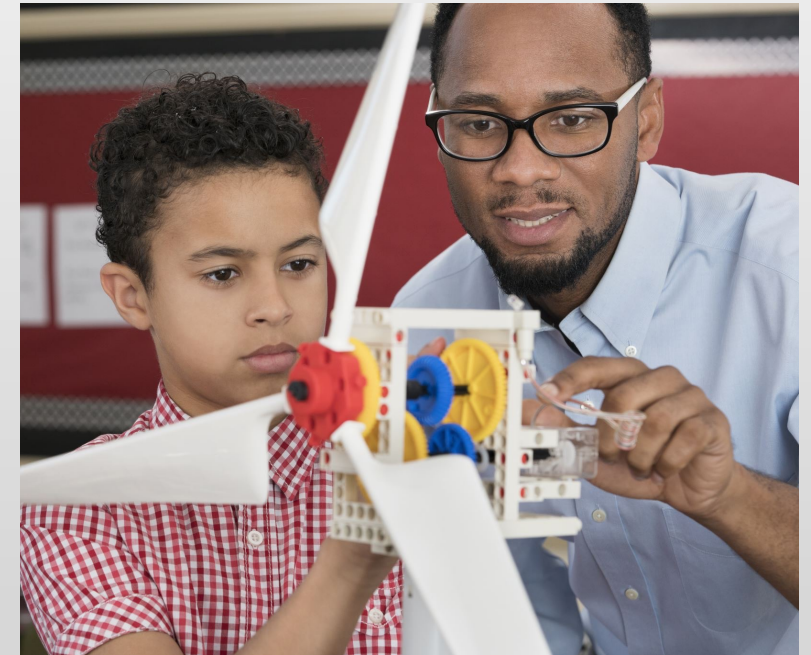
"Treats children with attitudes that do not trigger"

"Fewer situations where teachers stand and shout at their students"

"Does not sit down with a student to bark or correct behavior"

---

"Get into conflicts with the children much more and are in conflict with parents"





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# Challenges ; School development - Principals pedagogic leadership - Student health care development

- No quick-fix
- Other expectations from parents
- Collisions with other efforts of development/processes
- Time
- Get other staff on board
- Not to own the implementation process
- "When it's burning"



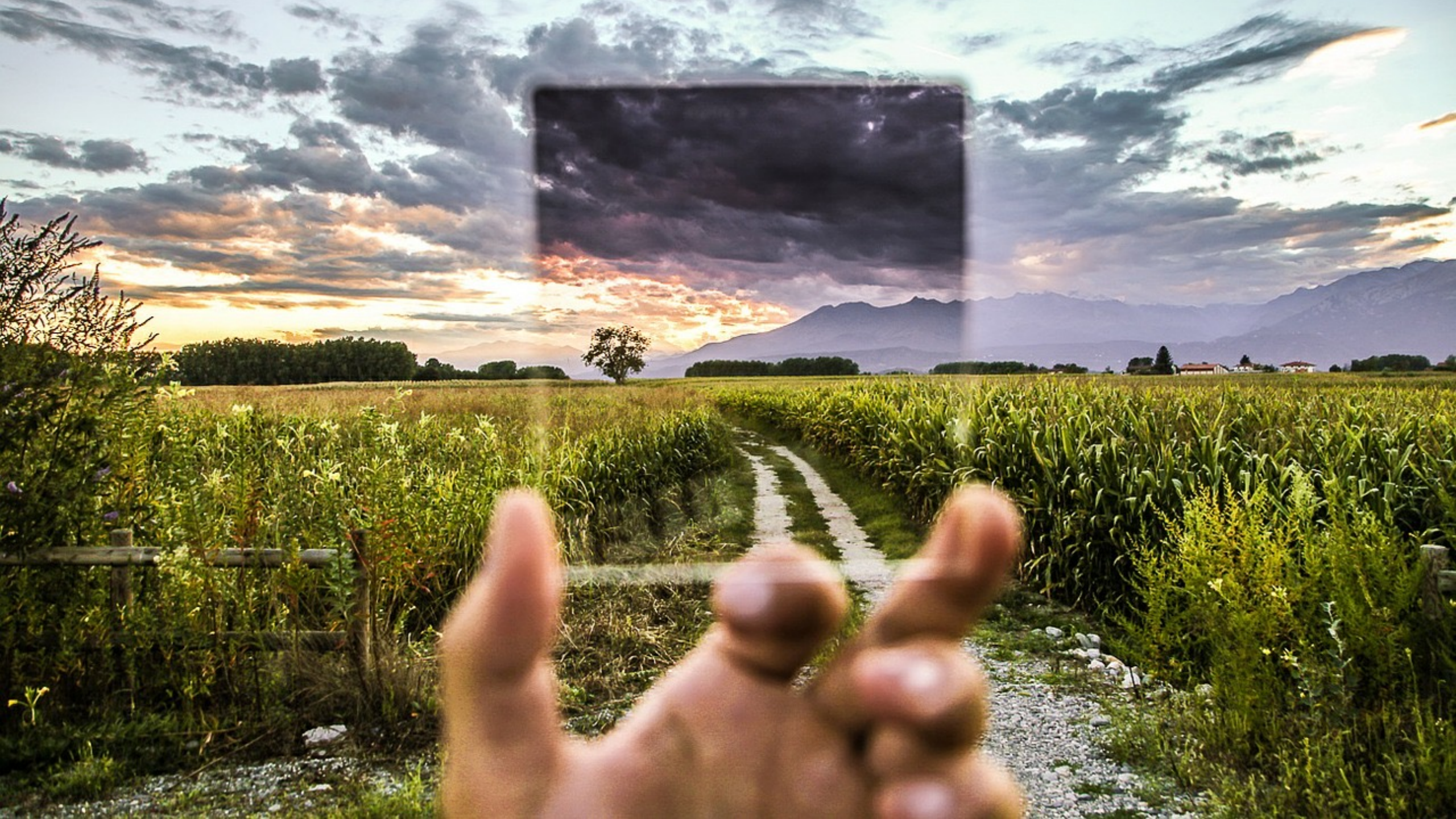


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“Skills and commitment are needed to build systems and structures to handle statements like this. But above all, it takes **courage** and **innovation** to **question** and **challenge** the systems that sometimes constitute an obstacle. ”

(Principal, LinkedIn, January -20)







# Virtual European Summit on CPS

September 22, 2021

## Thank you!

Specialist Thesis;

<https://media1.zpoint.se/2019/03/Specialistarbete-Leg.-psykolog-Zandra-Christiansen1.0.pdf>

Article in Tidskriften Elevhälsa, nr. 4, 2019;

<https://zpoint.se/barn-gor-ratt-om-de-kan/>

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