

My Role in Creating Relationships and Team Atmosphere

Central Noble Primary:

Robby Morgan:
morganr@centralnoble.k12.in.us:

Background Leading to this Inquiry

- I want to get better at building personal relationships with my staff. Before my building was realigned I felt like I knew all my staff members, families, hobbies...etc. Now that I have 50% new staff I feel like I don't have those meaningful relationships with them.
- The issue for me is that I am very much a people person and like to know my teachers as more than just an employee. I want to know about them personally, because it helps me be able to work better with them.

Purpose of This Inquiry

How can I increase my understanding and empathy for my staff to create a better team atmosphere in my building?

My Wondering

I wonder if taking time to meet with each teacher for 5-10 minutes a week could help me know them better and give me greater insight to their lives outside of school.

My Actions

in my building we have 30 minutes of collaboration built in every morning. I used this time to make my way around to teachers rooms to meet with them and just talk. First, I came up with specific questions to start off our conversations such as How are your kids, If I don't know them how many do you have and what are their ages, What do you enjoy doing, or just simply talked to them about anything but school for 5-10 minutes. Second, I created time in my schedule in the mornings to be able to get to the teachers rooms. I purposely blocked out time on my calendar so nothing would come up that would make me miss too many days in a row without talking to someone. Third, I created a spreadsheet to record my questions and answers that I got through my conversations with teachers. Last, I collected the data and took pictures or screen shots of notes, food, or tweets that teachers left me.

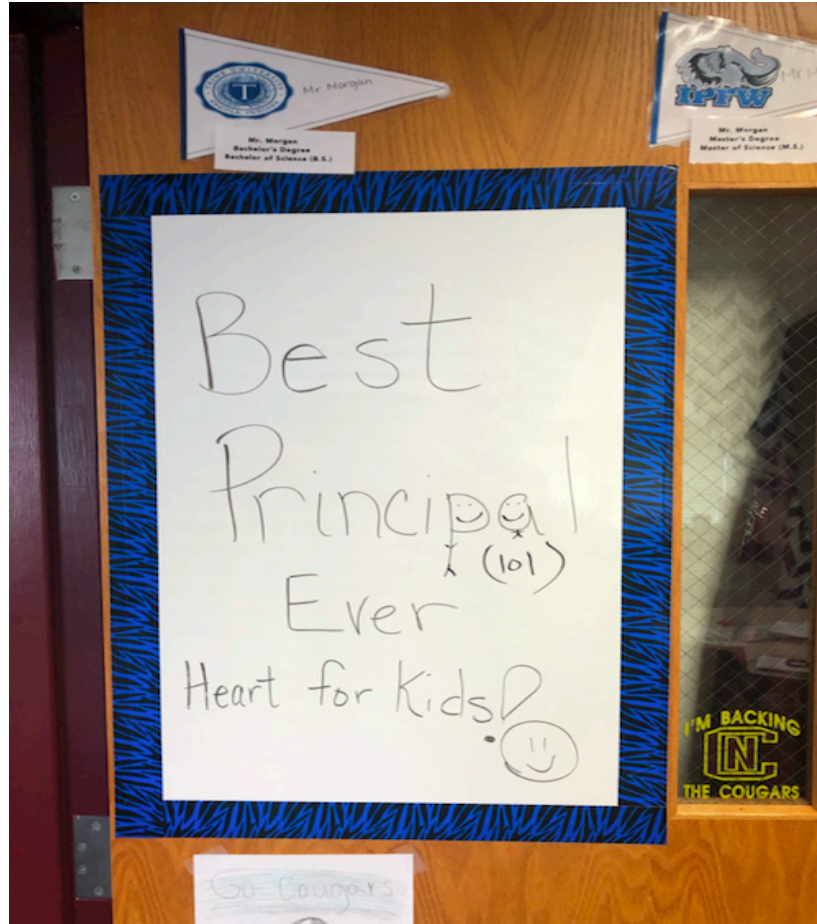
Data Collection

I collected data through a google sheets document. I put every teachers name down column A and then dates across row A. Each time I met with a teacher I would record what we talked about. Sometimes I would have specific questions that I asked and other times I just talked to them. I also kept pictures and screenshots of emails, notes, or texts from staff members.

My Data

2/11	How are your kids? If I don't know them how many do you have and what are their ages?	Jarret, Emma, Tucker. Jarret is working 3rd shift, Emma is in her freshman year of college, and Tucker is a 6th grader			Ben is a teacher for West Noble at their alternative school	Brittany, Jessie, Kelly. All 3 are working full time jobs		
2/12	How are your kids? If I don't know them how many do you have and what are their ages?		2 Kids one is in 8th grade and the other is in 6th grade at Carrol	3 kids all still pre-school age. Her youngest Tucker is only 16 months old			3 grown children Brenda has 6 grandkids	No kids and dating anyone


My Data



My Data





My Data

 **Dawn Shrader CNCS**
473 Tweets 

Tweets **Tweets & replies** Media Likes



  1  4 

 **Tom Loud** @loudlearning · 3/4/19 
Tell us about the best Principal you've worked for. What was it about that Principal that made them so great?

 61  13  68 

 **Dawn Shrader CNCS** @Daw... · 3/6/19 
His passion for the kids and for improving every member of his staff one step at a time was (and still is) amazing! He gave me some of the most helpful feedback I've ever received. He's also just a great friend... thanks [@CNPrincipal](#)

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My Discoveries

- Learning Statement One: I learned that for many of my teachers I was the first administrator to take an interest in their personal lives and they were grateful that I wanted to know more about them.
- Learning Statement Two: I learned that I need to show as much empathy to my staff as we do our students.

Where Am I Heading Next

- During this action research journey the biggest take-away that even adults have precipitating factors that affect their days. We talk all the time about precipitating factors and how they affect the behaviors and attitudes of our students. Through this journey I found that the same holds true for my staff members and that I need to also show empathy to them.
- Doing this action research has made me be very cognizant of what may be causing issues for staff members. By understanding them and knowing them more I have built rock solid relationships with my staff and feel that we as a whole work better because of it.

Where Am I Heading Next

In conclusion I believe that to make better relationships we as administrators have to show more empathy to our staff. By knowing our staff personally we can help them through rough patches in their personal lives that can ultimately affect their work days. Having strong relationships can also help you know what staff members you can count on to help other staff members out who may be having the same struggles as them.



[My Role in Creating Relationships and Team Atmosphere]

Principal Name: Robby Morgan

School Name: Central Noble Primary

Principal's Email Contact: morganr@centralnoble.k12.in.us

Background Leading to My Inquiry (Slide 1)

- I want to get better at building personal relationships with my staff. Before my building was realigned I felt like I knew all my staff members, families, hobbies...etc. Now that I have 50% new staff I feel like I don't have those meaningful relationships with them.
- The issue for me is that I am very much a people person and like to know my teachers as more than just an employee. I want to know about them personally, because it helps me be able to work better with them.

The Purpose of My Inquiry (Slide 2)

How can I increase my understanding and empathy for my staff to create a better team atmosphere in my building?

My Wondering (Slide 3)

I wonder if taking time to meet with each teacher for 5-10 minutes a week could help me know them better and give me greater insight to their lives outside of school.

My Actions (Slide 4)

In my building we have 30 minutes of collaboration built in every morning. I used this time to make my way around to teachers rooms to meet with them and just talk. First, I came up with specific questions to start off our conversations such as How are your kids, If I don't know them how many do you have and what are their ages, What do you enjoy doing, or just simply talked to them about anything but school for 5-10 minutes. Second, I created time in my schedule in the mornings to be able to get to the teachers rooms. I purposely blocked out time on my calendar so nothing would come up that would make me miss too many days in a row without talking to someone. Third, I created a spreadsheet to record my questions and answers that I got through my conversations with teachers. Last, I collected the data and took pictures or screen shots of notes, food, or tweets that teachers left me.

Data Collection (Slide 4-8)

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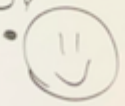
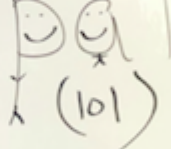
My Data (Slides ?)

Display data and share the ways you analyzed the data. **You may need additional slides.**

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Best
Principal
Ever
Heart for kids!



Go Cougars



My Discoveries (Slide 9)

- Learning Statement One: I learned that for many of my teachers I was the first administrator to take an interest in their personal lives and they were grateful that I wanted to know more about them.
- Learning Statement Two: I learned that I need to show as much empathy to my staff as we do our students.

Where I Am Heading Next (Slide 10)

- During this action research journey the biggest take-away that even adults have precipitating factors that affect their days. We talk all the time about precipitating factors and how they affect the behaviors and attitudes of our students. Through this journey I found that the same holds true for my staff members and that I need to also show empathy to them.
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