

# Conference for education professionals “School - why and what should it be?”

27th of October // 10.30 – 15.30



**Interreg**  
**Latvija–Lietuva**

Eiropas Reģionālās attīstības fonds



EIROPAS SAVIENĪBA

*The project No. LLI-506 «The safe environment for pupils and teachers - the basis for quality education (Safe School)»*

## **“Where to find strength and inspiration in teaching?”**

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First day at school





# Social networking

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- Mother says: «The happiest day in ever!
- Daughter, turns her head dismissively
- Mother's followers have dusted it up with «likes»



Feelings are sticky







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- Emotional infection at a collective level –  
tendency to imitate and  
synchronize with other people



Prie







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# Emotions raise awareness of a group values and goals

(Collins, 2004; Scheve & Salmela, 2014)





Emotional collective experience can significantly change the development of processes in society (Vinogradova, 2022)



# Emotions invite to stop or try

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Emotions affects desire to engage in further actions if ones have been successful(Collins, 2004).

- Individual can influence emotions of the group
- Collective emotions promotes group unity





# Task

Individually ( 3 min)

Remember and write down situations, what were joyful

*Atcerēties un pierakstīt dažādas situācijas, kas skolā radījušas prieku*



# Task

In a small group (10 min)

Share situations

Notice - Why ?

Find commonalities

*Mazajās grupās - dalieties, pamaniet – kas rada prieku, meklējiet kopīgo*







# Collective academic optimism ( CAO)

Set of **teachers' beliefs**, recognizing the importance of academic achievements and capacity of the team to **overcome challenges** and get a **positive impact** to all students

(McGuigan & Hoy, 2006; Woolfolk Hoy, Hoy & Kurz 2008)

- collective property of schools – encourage culture of optimism
- leads teacher's thoughts and activities

(Hoy et al. 2008)





*Foto-F64, Pītenis*





# Why CAO is so important?

- When academic optimism in a school is high, it acts as a force for student achievement (Hoy et al. 2006; 2008; Boonen et al 2014)
- Collective academic optimism affects more than socio-economic status (Hoy et al.2006; Smith & Hoy, 2007)

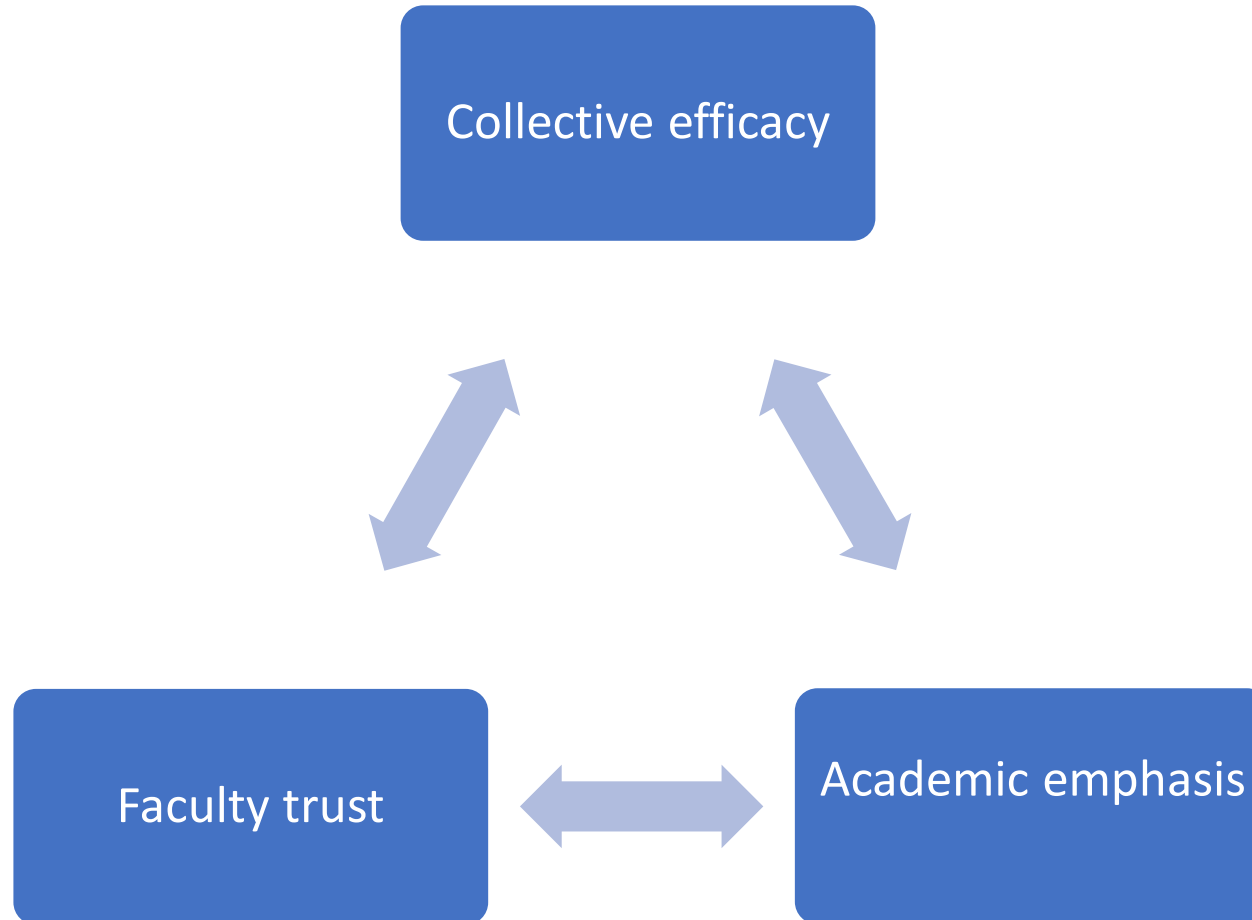


What's on  
the other  
side?

Pessimism as a defence – justify failure and reject responsibility (Kanter, 2006, Donohoo, 2017).

Learned helplessness (Maier & Seligman, 1976) , which arise in situations where individuals are unable to control processes

# The relationships between the elements of collective academic optimism





# Collective efficacy– cognitive process

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Collective efficacy is the **perception of teachers** in a school that the **efforts** of the faculty as a whole will have a **positive effect on students**

Teachers believe they are **able to affect student learning**, teachers set higher expectations, exert greater effort, and are more resilient when things are difficult

Main sources:

mastery experiences, vicarious experiences, social persuasion

(Tschannen-Moran & Barr, 2004, Donohoo, 2017)

# Academic emphasis - behavioral dimension

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Academic emphasis- the **extent** to which the school is driven by a quest **for academic excellence**

- teachers believe that their students can learn and excel
- teachers can get the best from their students
- the learning environment is orderly and serious
- students are motivated to work hard

«Students are challenged but not demotivated because the standards are either too high or too low»

(Boonen et al, 2014; Hoy, 2012; Goddard, Hoy et al 2006; Sweetland, & Hoy, 2000)



# Faculty trust– emotional dimension

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Faculty trust is emotional reaction, **willingness to be vulnerable** to another part, based on feelings that the colleagues, students and their parents **are benevolent, reliability, competent, honest, and open**

- teachers must be able to form trusting relationships with parents, students
- effective teachers must trust that their students possess an openness to learn and the capability to succeed

«When teachers create a safe and trusting environment, students feel comfortable to take chances and learn from their mistakes, and parents come to believe that teachers are motivated by the best interests of their children»

(Hoy & Tschannen-Moran 1999, 2000, 2003; Goddard et al 2001Hoy et al. 2006; 2008)











# Paldies!

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