

Building a Classroom Culture of Trust, Respect and Collaboration 2018

What are the key components of a Harkness classroom?

What does a classroom based on respect? trust and collaboration look like? What do you see the teacher doing? What do you see students doing? What do you hear students and teachers saying?	What will you do to create this in your classroom? What can the teacher do to create this atmosphere? What will be students be asked to do to create this atmosphere? How will they be instructed?
Teachers and students being patient, understanding, and caring.*	This is modeled constantly by the teacher, students, and all others in the classroom.
Teachers and students being aware that all students have different processing speeds and strengths and weaknesses.*	Modifications and differentiation are used, experimented with, and adjusted as necessary.
Peer feedback has more of an impact than teacher feedback (in most situations); for example, when one student is talking “too much,” feedback from his/her peers can help.	
Understanding of all kinds of student differences (personalities, learning strengths and weaknesses, gender identity, processing skills, etc.) and planning for it in advance*	Teachers are prepared, but also flexible and ready to act on the spot.
Students and teachers advocating for everyone to have a voice.*	Many choices are given for student voice.
All students and teachers being prepared to contribute; the process of preparation will look different for all students.*	Contributing is modeled and practiced (i.e. through the games we played in class).
Respect for different levels of participation.*	
Students are engaged with the material - body language, no earbuds, coming to class on-time*	Teacher and students are ready for class bell-to-bell.
Interact with students as people and fellow learners - greet students at the door - relationships matter*	Sets the tone for urgency to learn.
Ask for student opinion and feedback	
Positive and encouraging comments from teachers - Teachers and students calling out negative comments (sexist, racist) to allow for a safe classroom environment	Role play scenarios Teach students what to say and how to say it
Adhering to non-negotiable and norms*	Consistently by everyone in the classroom.

Students reflect on participation or involvement in a group to share how they were feeling but also to think about their own actions - clear questions on which to reflect*	
Put students into groups together getting to know each other through a task without teacher involvement - mixes of kids who are not necessarily friends *	Teacher is ready to facilitate this. Students are not always allowed to choose their own groups.
Everyone participates; good listening and respect for others' ideas and contributions. Everyone is comfortable and able to participate without feeling that one or a few people are dominating the discussion.*	This is practiced through games and small groups.
Teacher enforces expectations as needed and sets the tone of the class.*	
Students feel free to express their ideas and disagreements are acknowledged with respectful language. (Sentence starters as needed)*	
Body language - students are engaged, making good eye contact with the speaker and with one another, active listening, and being sensitive to others' body language and nonverbal communication in the group.*	
Think time - students wait to share verbally until they have an idea formed. *	Silence is okay--model this
Students facing each other.	
Student tracking the speaker (not always the teacher)	
Transitions are quick and safe	
Students are able to sit and move around the classroom in a way that all can physically be and share the space *	
Teacher uses accelerated students as helpers in class (facilitators, etc.)	
When visitors enter room, they often have a tough time locating teacher because s/he is seated and working alongside students	

Technology is used deliberately for focused academic work, and Chromebooks are placed in designated location until needed in class. Phones and other electronic devices are kept in lockers - including ear buds unless specifically and purposefully permitted by the teacher.*	Students and teacher are fully present and focused on one another and/or the task at hand.
Students are actively engaged bell to bell--when working in small groups, there is a quiet buzz of on-topic conversation.	

Note: An asterisk means the same idea was had.