

# KAH Masters 2018

## Anthony Muhammad

Change in culture begins with a change in mindset, as Treasure Hunters with the will to lead, collectively we must believe that all types of kids can succeed.

We must work together to create a healthy school culture, so all kids feel safe and nurtured.

So it's about the people and specifically the leadership that matters, it's not the practice or the theory, so what's more important the logistics or the cultural philosophy.

We have to embrace high levels of performance for all students in a collective manner, so that they believe that their dreams for their future really matter.

Students don't benefit from the status quo, when we provide them with opportunities, we can create caring adults that become generational.

The more children and youth who get to live out their dreams, the more a community culture is created where kids are guaranteed to succeed.

We can't penalize kids for not partaking in the buffet because what is served is not always pliable, what we need to put into our practices are appetizers that create opportunities that are meaningful and available.

We have to be in this work altogether, to be interconnected culturally, the success of all students is creating cultural equity where learning is not an invitation but absolutely a guarantee.

It begins with cultivating the people, digging deep in the soil beneath, remember its great minds that take complex issues and simplify them so that we can understand the work necessary to ensure all kids succeed.

A healthy school culture articulates an unwavering belief that are overtly and covertly, collective belief is the foundation of good practice cultivating a common theory of action.

We sometimes embrace the practice but miss our purpose, we have to be willing to reflect on our practices so that change can be made and it includes all of us.

There are two forms of change that we must consider, there is a difference between the technical having the skill and the cultural having the will. We have to have both to change the practice simultaneously, technical change must be strategic or we succumb to innovation fatigue.

A cultural change is what we want to see, it's a change in belief, actions and behaviors, and being able to build our cultural capacity.

We have to have the will and the skill, they go hand in hand, when we believe and practice together, our culture is seen as a one sound band!

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## **Anthony Part 2 - Transforming school culture- how to overcome staff division**

There are misconceptions about technical change when transforming a school, changing structures don't always benefit the student's views.

Change is about productive organizational behavior that keep kids at the forefront, and the change that works in their favor. Change must create a healthy school culture where Treasure Hunters really believe, that connecting to kids will help all kids succeed.

Healthy is productive and prescriptive and holds us accountable for the why and what we do, a positive school culture is about creating an environment that improves productivity of the people who works in the system too.

If we believe all children can learn, we have to believe all adults can be transformed.

Hiring good people is a good first step, but if you can't create the conditions to sustain them, then it's a toxic culture that you will get.

There are four types of educators that create a school culture divide, operating as a believer is the one that develops positive school pride.

Believers are Treasure Hunters who are committed to success for all students. Success is not negotiable, and they stand on their truths, believers are always willing to confront the naysayer's negative talk and toxic attitudes.

A tweener is an educator who needs to figure out where they fit in, they don't have any roots in the system, and therefore just follow any directions good or bad that are given. However a moment of truth might persuade them to break their silence to speak up for cultural equity for all youth.

Survivalists have lost their professional compass, and are not concerned about organizational change, they're just trying to get done, and have no real concern for student gains.

Fundamentalists are discontented but not dissatisfied. They believe not all children can learn and that school reform is a waste of time. They have no problem sitting on the bus, but creating conflict the whole time, spreading word about slicing the tires. They believe students are the issue while maintaining status quo, they try to tarnish a culture by always acting emotional.

So what kind of educator are you, I think it's safe to say that you're at the Masters because you are a believer too! You have the will and the skill to treasure hunt, and are unapologetically bold to ask others to join you.

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## **No such thing as a bad kid.. Charlie Appelstein .....The power of a positive, trauma-informed, strength based approach**

Strength based connections help kids to change their thinking, the goal of a Treasure Hunter is to help them stop negative thinking.

All Kids have some type of skill, they just don't always choose to use them, when they feel connected, they then are eager to show and share them.

Strength based connections help kids to change their thinking, the goal of a Treasure Hunter is to help them stop negative thinking.

It's all in the power of relationships, and treating kids nice, when you work with kids remember you are a pie making sure that every kid gets an equal slice.

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No reward or consequence changes a kid's behavior, it's the relationship you foster with them that works in your favor.

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Every kid has amazing ability, and it's the relationships that brings that out, we as Treasure Hunters have to intentionally connect to kill a kid's self-doubt.

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The Treasure Hunters job is to help friendless kids access the Upper part of the brain, we have to connect meaningfully so our relationships are sustained.

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When we model and teach kids that it's ok to make a mistake, we teach them that it can be positive, because it's an opportunity to take.

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Remember, kids who display behavior there is always a message they are trying to share, it should trigger a reflective thought in us, and not penalize them but show them that we care.

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What we do, and how we look inside our kids Rolodex, Little change can ripple into dramatic solutions giving kids hope, even though we know we don't control the risk.

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It just takes one post card that we put in the mail, and the message perceived says I don't really want to fail.

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Kids traumatized have a higher risk to do self-harm, we have to change the environment, and really think about how we can create a stronger bond. Remember trauma limits kids from maximizing their potential, so we always have to reflect on what support is essential.

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Relationships help build kids from the inside out, positive and frequent experiences create their neural pathways to recognize that every relationship counts.

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Hope is humanity's fuel, it create opportunities for kids to thrive at school, if we always treat kids better than they are, our belief in them helps them to soar, and then they can time travel to places they never thought of before.

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What kind of environment or circle do you give kids permission to time travel in, a strength based culture will provide kids with ongoing positive recognition.

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Kids act the way they are treated, life isn't what you see, it's what is perceived, so as caring adults attitude is the key.

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So try to start every shift or day acting like you care about kids and want to be around, make sure you grease the wheel with them to help them self-care with phrases that positively are profound.

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What messages do you send to kids to help them develop their eco map with ease, remember being a successful youth care professional means being a great actor and reframing using a hydraulics squeeze.

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Terminal thinking is the inability for kids to articulate their future, so we have to help kids to look outside their circle to be a part of a positive culture.

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So never put a kid down for wanting attention, kids have to learn how to fail, but the environment doesn't have to be full of negative tension.

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As Treasure Hunters and Aces it's critical that we get in our kids brain because our connection helps produce a chemical reaction, when we focus on doing, rather than understanding, we help kids to better handle social distractions.

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Yes, it is the Treasure Hunters role to tap into existing strengths, and engage kids in creative play, strength based culture gives students opportunities to be hopeful every day.

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Strength based is all about attitude and actions, creating opportunities for kids to increase self-satisfaction and motivated to follow their passions.

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## **Arizona State- The T. Denny Sanford School of Social and Family Dynamics**

How do we maintain, sustain and enhance the idea of Kids at Hope across our communities, through purposeful partnership with Arizona State University.

The Sanford school of social and family dynamics will help take this idea of hope to the next level, first to make sure that all students matriculating feel hopeful as ASU Sun devils.

This enhanced partnership will focus on a collective impact, synergistically coming together to research the science of hope and why in some people and places, the feeling of hopefulness lacks.

Research to practice and practice to research will help us understand the how, why and way we spread the idea of hope, this work will evolve at The Center for the Advanced study and practice of hope.

Using research to inform the practice, and refining, advancing, and highlighting organizational success, we really should be studying Hope.... birth to career success.....no exceptions!

This new endeavor will seek to take hope partnerships and collaboration to the next level making connections in the community, thanks to making their work matter demonstrated by the ASU faculty.

Treasure Hunters coming together in all shapes and sizes, but all searching for the same thing, understanding the science of hope and bringing it to all youth and families in the community.

Treasure Hunters and Hopeologist are going to make a difference in this world through programs in youth mentoring and social change, transforming this idea of hope analyzing pre and post data exchange.

At the heart of this research cycle is an ongoing dialogue of this work, researchers and practitioners serving as partners in hope, advancing belief in the Kids at Hope cultural framework.

The partners are cooking up hope with goals, pathways and aces, stirring together positive future expectations, agency and internal- regulation and trust and connectedness, all in hope to look at the power of relationships.

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So do you want to be a consensus builder or courageous leader in joining the researchers and practitioners in understanding the science of hope, remember you have to be unapologetically bold and share the Kids at Hope scope.

Thank you to the Sanford school and their alignment in hope, an ASU collaboration to help school children and youth emotionally and intellectually cope. It's the mission of the Sanford school to help inspire and transform children's lives.

They measure themselves by who they include, with no exceptions, ASU does not exclude. They are likeminded individuals who share in the responsibility of fostering a community where everyone achieves and succeeds.