Facilitator Notes: School Climate/School Culture (10 Slides)

Participant 'Take-Away' Element(s):

To be introduced to the School Climate/School Culture Model

To understand that School Climate is all about any/all relationships in the school and that there are many levels of School Climate

Facilitation Type(s) Involved:

Table Cards; *Always make sure that each table group has the correct envelope out of the folder before reading any directions on the slide.*

Handouts (from binder)

Table Conversations

Slide #1:

This is a place holder slide for you to introduce yourselves and give any brief introduction to the topic, if that is appropriate. Move to the next slide.

Slide #2:

Once everyone has the "MANY MODELS" envelope out of the folder, have them find the "Non-Negotiables" handouts from the envelope and then *read* the directions exactly as it reads on the slide. Ask them to work with you and have 'tunnel' focus and not over think this… "Stick with us, here!" Then, have them have table discussions. Once you hear anyone mention that this is negative or they would never greet students this way, bring them back together and ask them what they talked about and solicit some comments. If they immediately go to "I would always say something positive, or good morning," etc., be emphatic that you know that but what if this was the set of non-negotiables you are solely working with, get them to admit this is negative, off-putting, etc. Then move to the next slide.

Slide #3

This is merely a place holder slide to indicate that although many use the terms, 'climate' and 'culture' interchangeably, that we are going to make a distinction so that everyone is completely clear about the meaning of School Climate so that everyone knows what needs to happen to improve School Climate. Move to the next slide.

Slide #4

This is a place holder slide so that if they wish, they can pull out this model from the "MANY MODELS" envelope. Move to the next slide.

Slide #5

Read exactly what is on the slide, then move to the next slide.

Slide #6

Read the slide again with the Model graphic and ask them to discuss this at their tables. When they have had sufficient time to discuss the questions, pull them back together and ask them what they talked about. Get several comments. The hope is that they recognize that there are

any number of relationships missing from the center School Climate circle (only because of font size…every imaginable relationship is intended to be included). The hope is also that they wrestle with the arrows. Usually, people recognize that the arrows could go both ways. This is true. The outer culture impacts the relationships. If the culture is toxic, then relationships suffer. The reason the arrows were placed as they are in the model is to be provocative. Also, if there is *any* hope of changing a toxic culture, it is the people/relationships that will facilitate this. It is best to get the participants to bring as much of this out as possible rather than the facilitators just telling them all of this. Usually, the facilitators do have to mention the final point (that people are the only ones who can change anything). Move to the next slide.

Slide #7

Talk through the contents on this slide. When you read the initial definition, punctuate that it is not just about how students treat one another; it is about the *people* in the school; adults, too. You can read it, but as you do, give brief examples of positive and negative (+/-). The bottom bullets are the categories of how people treat one another. The use/abuse of power is about the bullying arena, but you are only going to mention that in passing; don't go down that rabbit hole! All the categories fit into the buckets of treating one another physically, emotionally and intellectually which can be done intentionally/unintentionally, consciously/subconsciously and overtly/covertly. Move to the next slide.

Slide #8

Hand out the second (green) set of 'Non-Negotiables.' After everyone has the new set, read the slide and ask them to have table conversations about the new set and compare it to the first white one. When everyone has had sufficient time to talk about it at their tables, bring everyone back to a whole group conversation. Ask them what they talked about and get several comments. After receiving these comments, you should ask some guiding questions: (1) Who is the white set aimed at? (answer: students). (2) Who is the green set aimed at? (answer: everyone). (3) If you start with the white set, how easy is it to get to the green set? (answer: not very). (4) If you start with the green set, how easy is it to get to the white set? (answer: easy). (5) Which one is more like our own Social Contract/Working Agreement? (answer: the green one). (6) What's the main difference between the green one and our own Agreement? (answer: we created it ourselves). In all of this, make sure they understand that the white set is about rules and the green set is about relationships. Even though no one likes the white set, many of our student/parent handbooks read very much like the white set. Move to the next slide.

Slide #9

Show them the model one more time and then move to the final slide.

Slide #10:

This slide is meant to indicate that the learning task is finished, so the group will know that your facilitation is over and we are ready to reflect on it.