

## IMPROVING SCHOOL CLIMATE: SCHOOL CLIMATE DEVELOPMENT MODEL

**Minimum Time Required: 60 minutes**

### **Slide #2: Time Learning Task**

*From the cards provided, select the one that represents the area you spend the majority of your time on.*

- ▶▶ Tell the group they are to try to come to consensus, realizing that they all have different roles and thus different perspectives. The learning is in the dialogue.
- ▶▶ Allow time for the groups to discuss and sort the cards. Once the groups have completed the task, process the task together as a large group.
- ▶▶ Ask each group to hold up the card that represents the area they spend the majority of their time. Most groups will select the “Dealing with, problem solving” card. Again – there may be others depending on the roles of the participants at the different tables.
- ▶▶ As much as we’d like to spend our time on student growth & skill development or community-wide school climate building, we end up focusing on the problems.
- ▶▶ “Community-wide” refers to the school community

### **Slide #3: Putting it Together Learning Task**

*Using the grid provided (which will be on slide # 4), place the four cards in the area that best matches title with description.*

- ▶▶ Participants use the same four cards, arranging them in a grid pattern that matches the overlapped titles provided.

#### **Slide #4: Putting it Together Grid**

This is the grid referenced in the previous slide. Have this up on the PowerPoint while the group is completing the task.

#### **Slide #5: School Climate Development Model**

- ▶▶ There are two scales – focus and purpose.
- ▶▶ Focus – where do we focus our energy – on the individual or on the environment surrounding the individual?
- ▶▶ Purpose – why do we do what we do – to fix a problem or for development / to prevent a problem from occurring?
- ▶▶ To truly create a positive school climate, we need to switch our focus from “fixing the problem” to “creating the climate”.

#### **Slide #6: Programs & Practices Learning Task**

*Each card provided lists a program or practice that schools may engage in. Place each card in the area that best represents its focus and purpose.*

- ▶▶ This task is completed in the same small groups, not as a large group.
- ▶▶ Allow time for the groups to discuss and sort the cards. Once the groups have completed the task, process the task together as a large group.
- ▶▶ Remind them to consider the focus and purpose of each program or practice.
- ▶▶ Allow them to disagree with other tables and explain why they placed the practices in different quadrants.

### **Slide #7: Programs & Practices One Version**

- ▶▶ BE VERY CLEAR THAT THIS IS NOT THE ONLY CORRECT ANSWER – this is a starting point for discussion. Tell participants NOT to move their cards to what is in the PowerPoint version.
- ▶▶ Ask for an example of a program or practice that a group has placed in a different quadrant. Facilitate a conversation that emphasizes that BOTH can be correct – where it goes all depends on the focus and the purpose.
- ▶▶ It is not so much what we do as why we do it. A student assistance program could fall into any quadrant, depending on how it is implemented and what the purpose of implementation is.
- ▶▶ This is an opportunity to consider the programs & practices that are actually implemented at your school, and where you focus your energy. If the majority of programs offered focus on “fixing the Problem” then a shift needs to occur. The majority of programs & practices should focus on “creating the climate”
- ▶▶ There will always be a need for programs & practices in all 4 quadrants, but the main focus should be on safe & respectful community-wide school climate building

### **Slide #8: School Climate Development Model Revisited**

- ▶▶ Have the group look at the graphic again from the perspective of moving from fixing the problem to creating the climate. If schools can make that shift they are well on their way to building a safe & respectful positive school climate.