

Promoting an Ethical School Culture

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Two Questions

What is culture?

What does ethics have to do with school culture?



Code of Ethics in Education

An agreed upon set of principles that helps guide a practitioner in making decisions that are in the best interest of the profession and people it serves.



The Golden Circle

WHAT

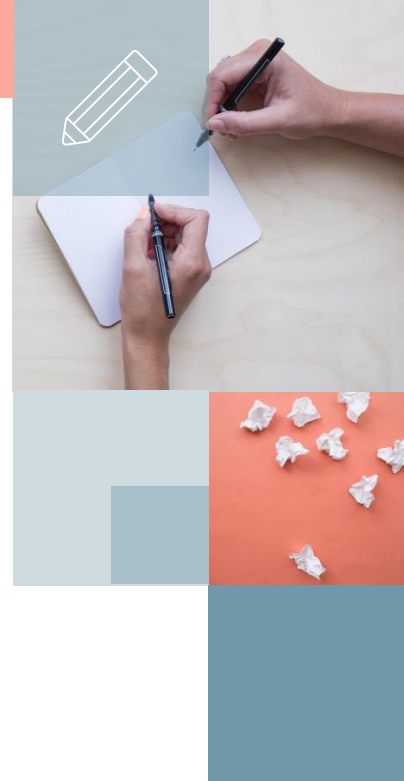
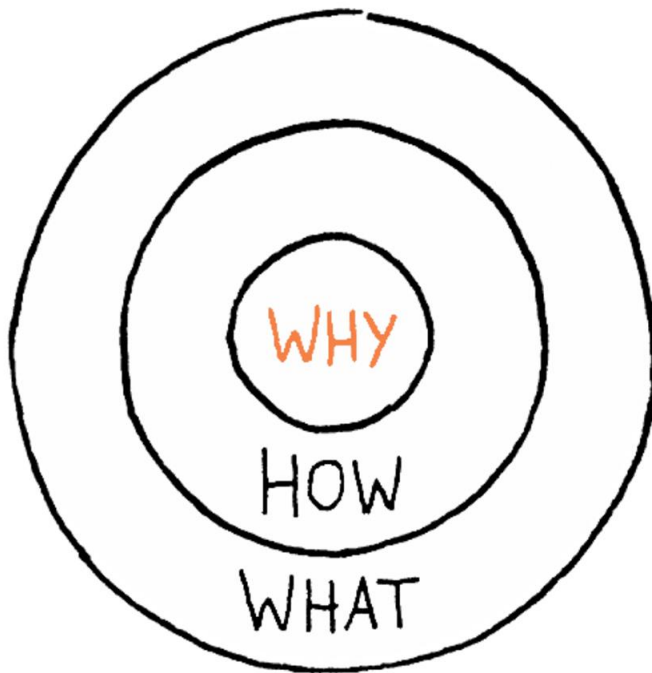
Every organization on the planet knows WHAT they do. These are products they sell or the services

HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.



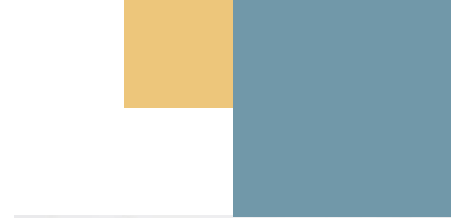
Mission and Vision

Mission Statement - explains why your school/district exist (why)

Vision Statement - explains what your learning community hopes to achieve (communicate often)



What is your vision/operating principle for school culture?

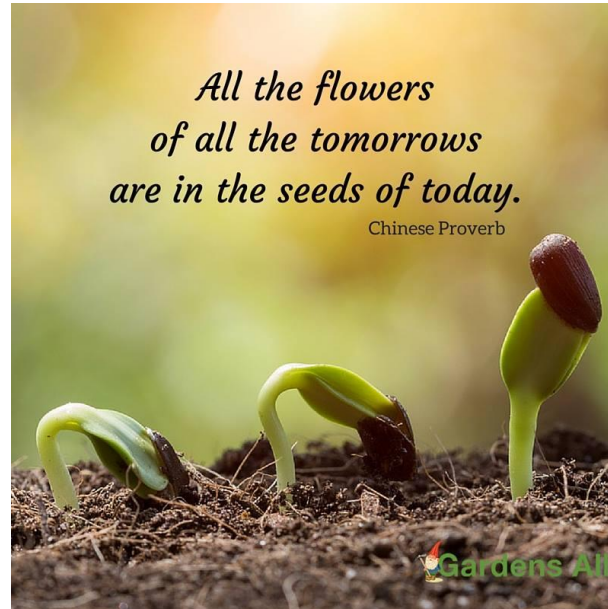


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A school culture is formed by everyday thoughts, words, and deeds accumulated over time

*All the flowers
of all the tomorrows
are in the seeds of today.*

Chinese Proverb

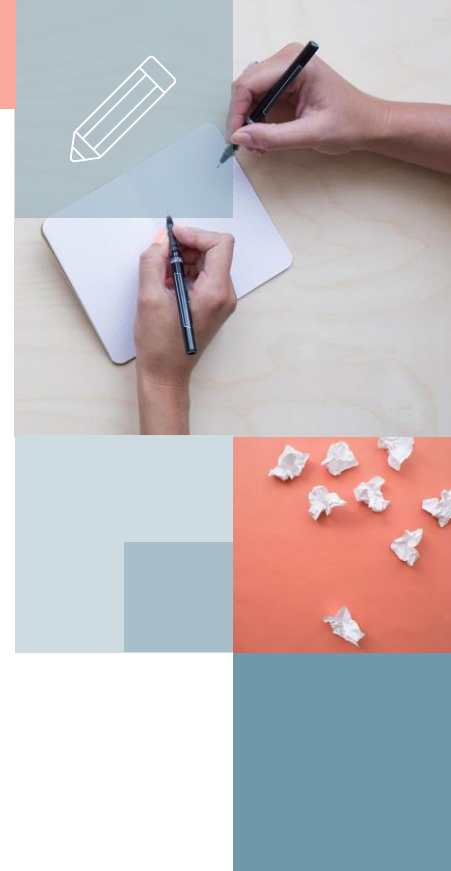


 Gardens Ah

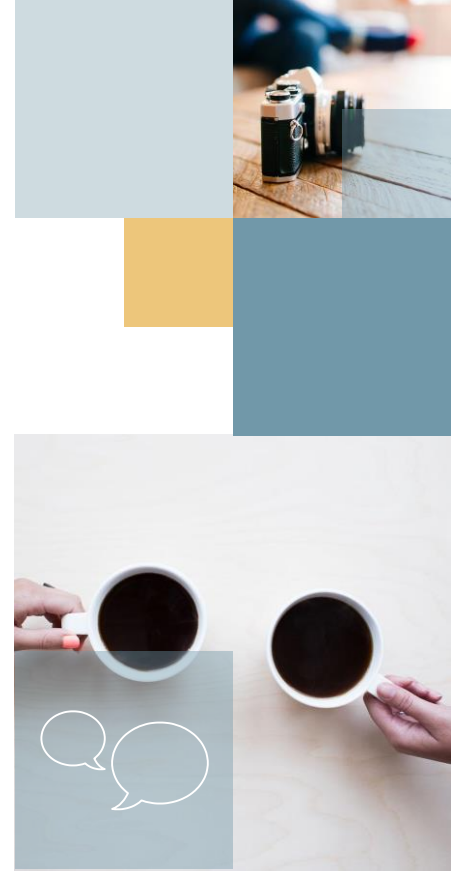


Types of Culture

- Formal - Job descriptions, traditions, mission/vision statements, symbols (mascots, hashtags)
- Informal - How people interact with each other, share information
- Subcultures - Grade levels, departments, novice/veteran teachers

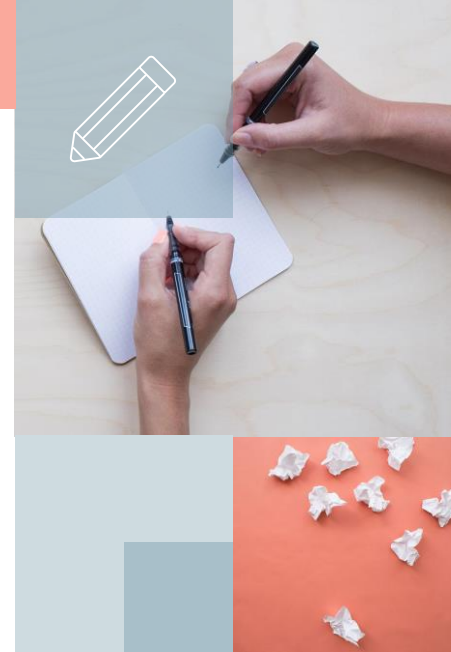


Take 2 minutes at your tables and select a song that would describe how your school/district currently works together to solve problems, cope with conflicts, achieve successes, and deal with tragedy.



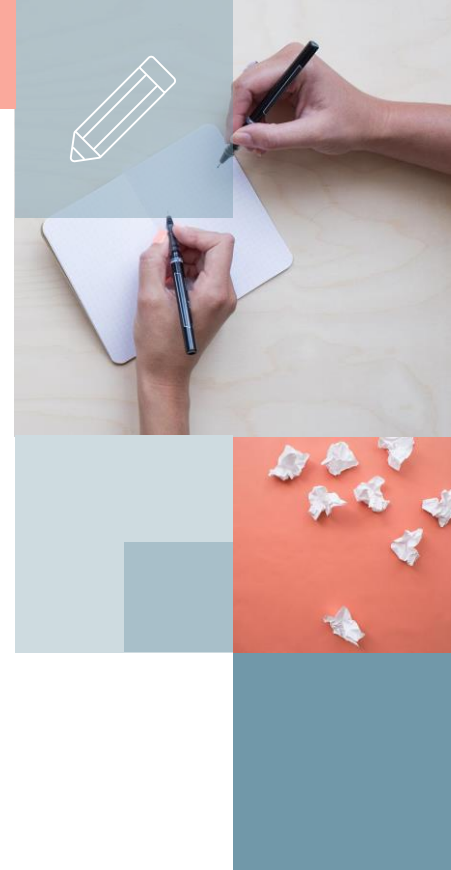
Building positive, ethical cultures - the seeds

- Defining
- Collaboration
- Communication
- Consistency
- Coaching
- Connection-building



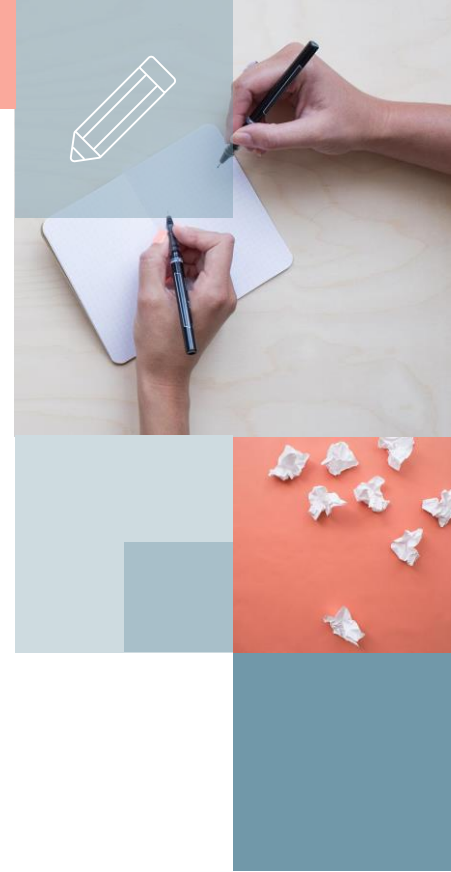
Seeds of Collaboration

- Revisit school mission vision
- Set common, aligned goals
- Create opportunities for sharing
- Communicate your purpose as a leader
- Ensure every team member understands their purpose and plays an integral role



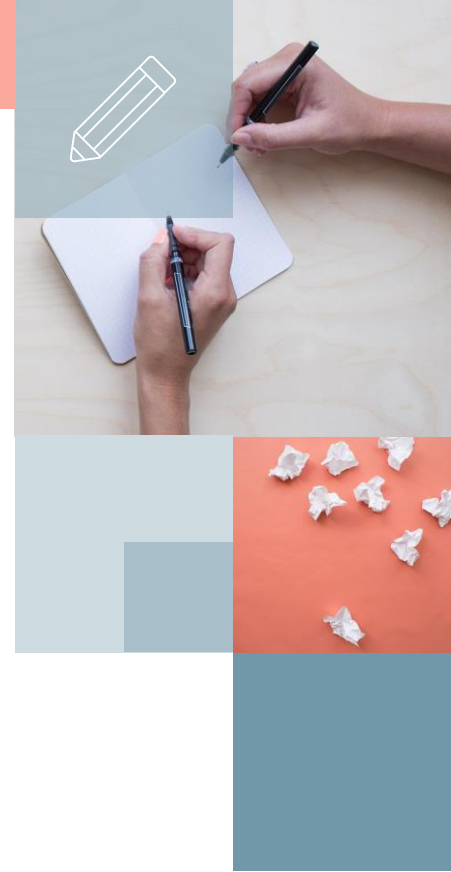
Seeds of Communication

- Transparency
- Shared decision making
- 1 on 1 to discuss purpose, role, and rocks
- Follow-through
- Be direct, be timely, don't assume



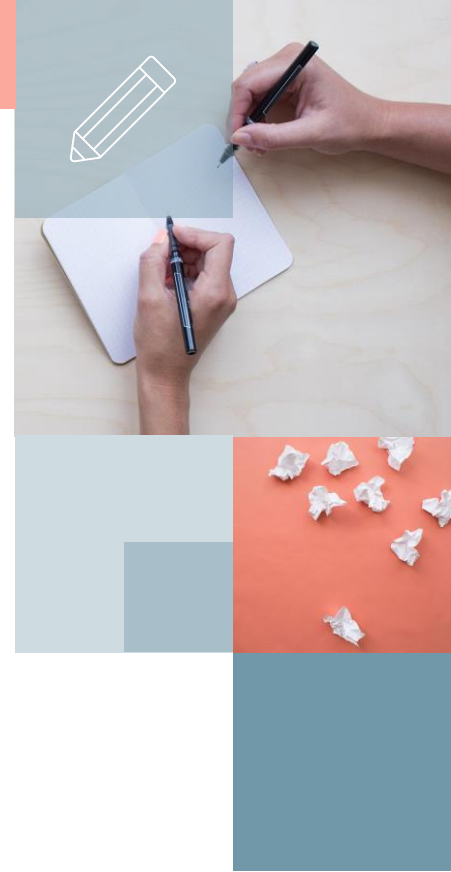
Seeds of Consistency

- Communicate clear expectations
- Norms
- Start out like you can hold out
- Put it in writing
- Have a perception monitoring mechanism (i.e. survey)



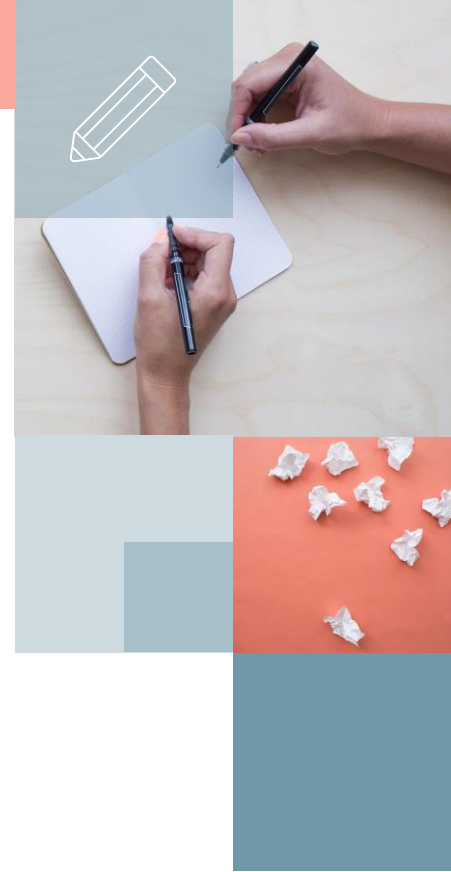
Common Expectations

- Know exactly what is expected (staff and students)
- Know consequences (clear process and procedures)
- Energy, enthusiasm, and dedication
- All interactions are fair and consistent (teacher and student)
- School Pride



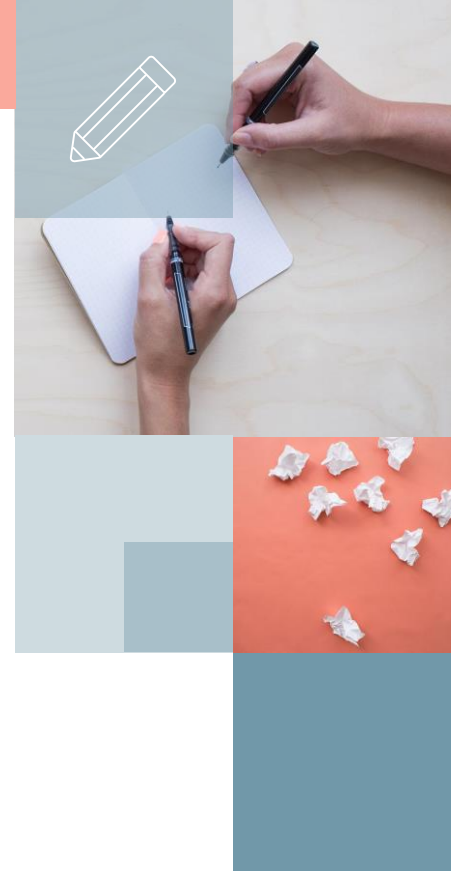
Seeds of Coaching

- Model expectations and action items
- Mentor and create mentoring opportunities
- Inspect what you expect, but Reflect what you expect
- Build capacity-capitalize on opportunities to build-up and empower



Seeds of Connection-building

- Show that you care
- Celebrate the little and big moments
- Be visible and available
- Look and listen



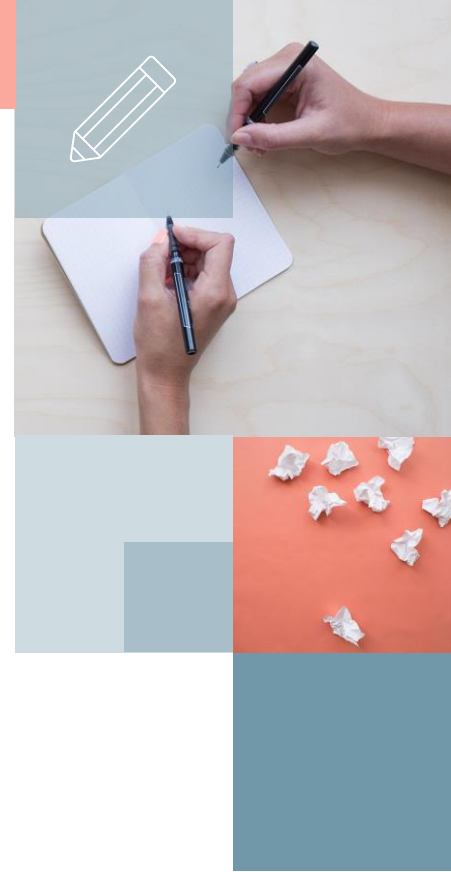
A Healthy Culture can:

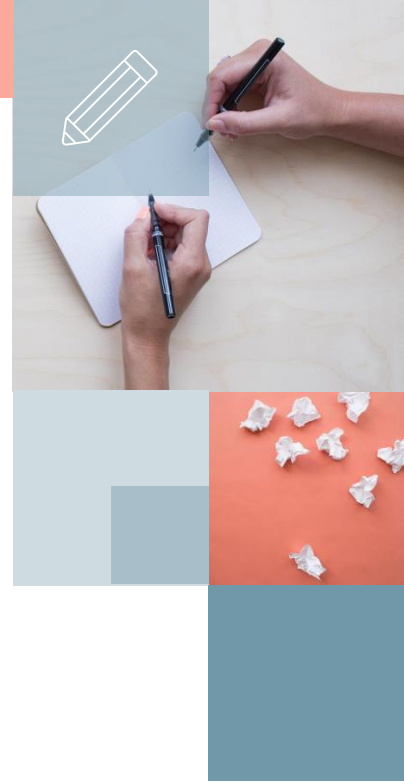
- Unify stakeholders
- Assist with a plan for school improvement
- Focus on the future and what the school wants to become
- Promote self-directed learning
- Professional collaboration
- Teachers and administrators share knowledge and plan together
- Focus on student learning



Work Ethic Virtues

1. Attitude
2. Competence
3. Gratitude
4. Initiative
5. Perseverance
6. Professionalism
7. Reliability
8. Respect

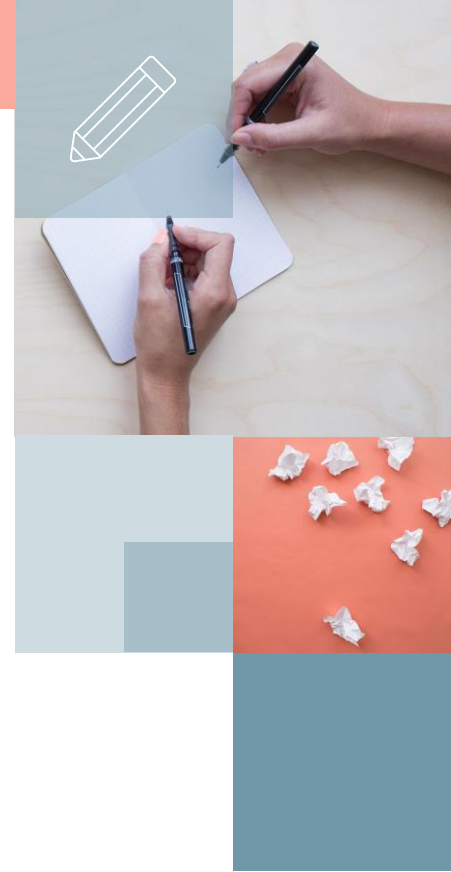




Ethical School Culture

The ethical aspect of:

- Teacher's profession - professional development, quality of teaching, evaluation and monitoring
- Students caring - student's knowledge and skills, respect of student culture, safety
- Parental Involvement - parent collaboration
- Teachers and colleagues - respect, confidentiality, collaboration, emotional support
- Resecting law, regulations, and student rights



School Culture Assessment Activity

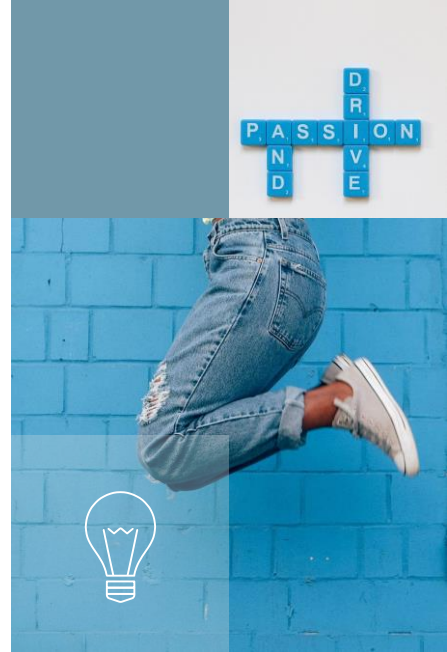
- What practices are working that we need to continue?
- What's something we need to change?
- What's something we need to start or a possible next step?

Culture Assessment

Adapted from Atlanta Public Schools Definition of Leadership Excellence Self-Assessment

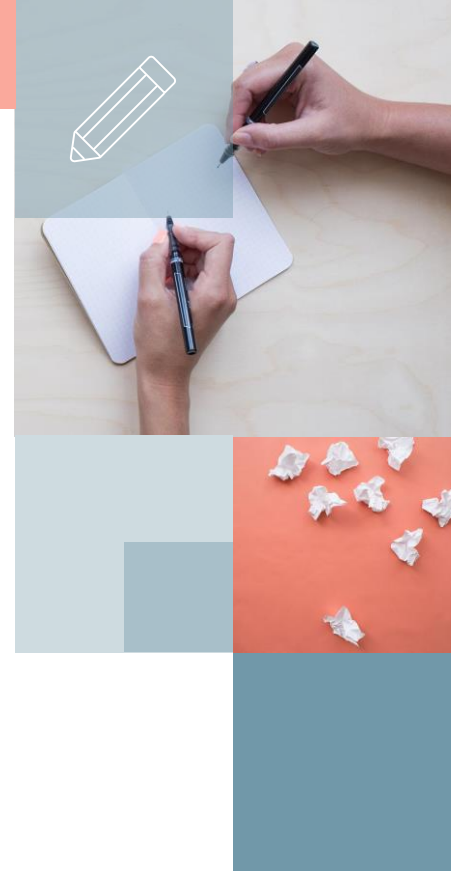
Directions: Use the scale below to rate your skills and knowledge for each leader competency (1 low, 5 high). Reflect on whether or not this is an area of strength, an opportunity for growth, or a specific school improvement goal for FY20.

| <u>Student Culture Total</u> | <u>Staff Culture Total</u> | <u>Community & Family Engagement Total</u> |
|--|---|---|
| Creates and Implements a Vision 1 2 3 4 5 | Shared Ownership 1 2 3 4 5 | Stakeholder Input 1 2 3 4 5 |
| School Environment 1 2 3 4 5 | Systems & Routines 1 2 3 4 5 | Interpersonal Communication 1 2 3 4 5 |
| Monitor & Evolve Systems 1 2 3 4 5 | Behavioral Expectations 1 2 3 4 5 | Organizational Communication 1 2 3 4 5 |
| Knowledge of Students & Staff 1 2 3 4 5 | Knowledge of Students & Staff 1 2 3 4 5 | Respects Community and Honors Heritage 1 2 3 4 5 |
| Identifies Student Needs 1 2 3 4 5 | Support Culturally Responsive Teaching 1 2 3 4 5 | Community Advocacy 1 2 3 4 5 |
| Adaptive Style 1 2 3 4 5 | Productive Conflict & Disagreement 1 2 3 4 5 | Models Equity 1 2 3 4 5 |
| | "Lead Learner" 1 2 3 4 5 | |



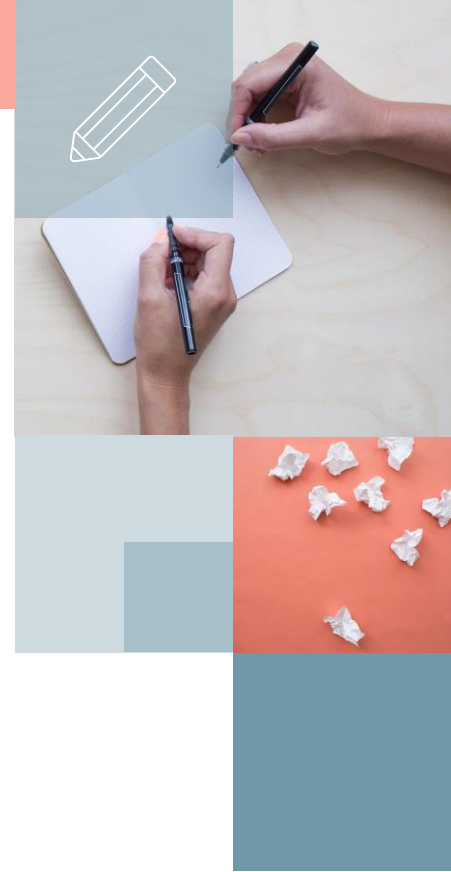
New Principal Culture Case Study

- What are potential strengths Mary has that she can build on?
- What's something Mary needs to change?
- What's something Mary needs to start or a possible next step?

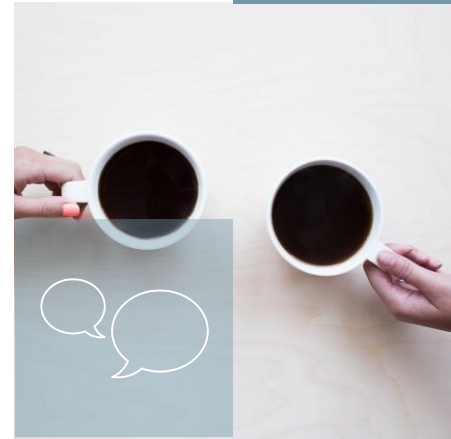


Rock, Paper Scissors

1. Turn to a neighbor and conduct three rounds of rock-paper-scissors.
2. When the winner is established, the person they defeat becomes their biggest cheerleader.
3. Find another winner/cheerleader pair and compete again, and the winner gains the loser and their cheerleader as their personal cheering section.
4. Repeat until there are two people
5. Compete in front of the group.



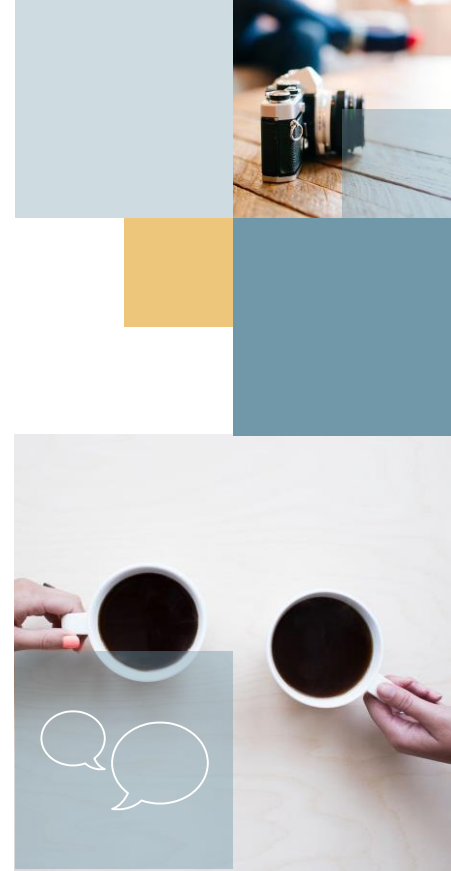
Schools must intentionally
define their culture before the
culture defines the school



My “To Do” List

Cite several takeaways, implications, or strategies that you have determined to further develop to enhance your school/ district culture.

- 1.
- 2.
- 3.



Questions?

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