

Staff Climate and Engagement

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Workshop Objectives

Define staff climate and engagement.

Identify the importance of staff climate and engagement.

Learn and practice skills to improve staff climate and engagement.



Agenda

What is staff climate and engagement?

What is staff climate like in California?

Why does staff climate and engagement matter?

How do we improve staff climate and engagement?



What is staff climate and engagement?

The Campus: Is it clean, attractive, welcoming, safe?

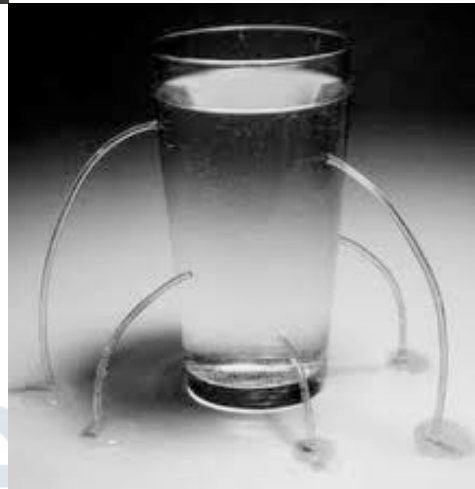
Relationships: Are they courteous, kind, respectful, supportive?

Daily Activities: Are they meaningful, worthwhile, enjoyable, successful?

What is staff climate like in California?

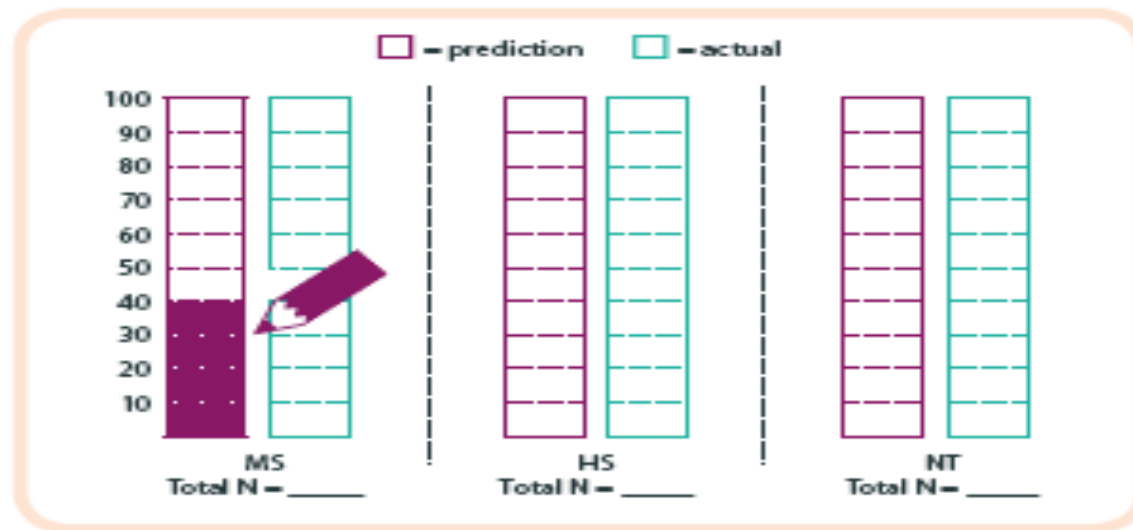


Check Your Assumptions!



Predict how staff answered a staff climate related question.

Color in the purple columns with your prediction.



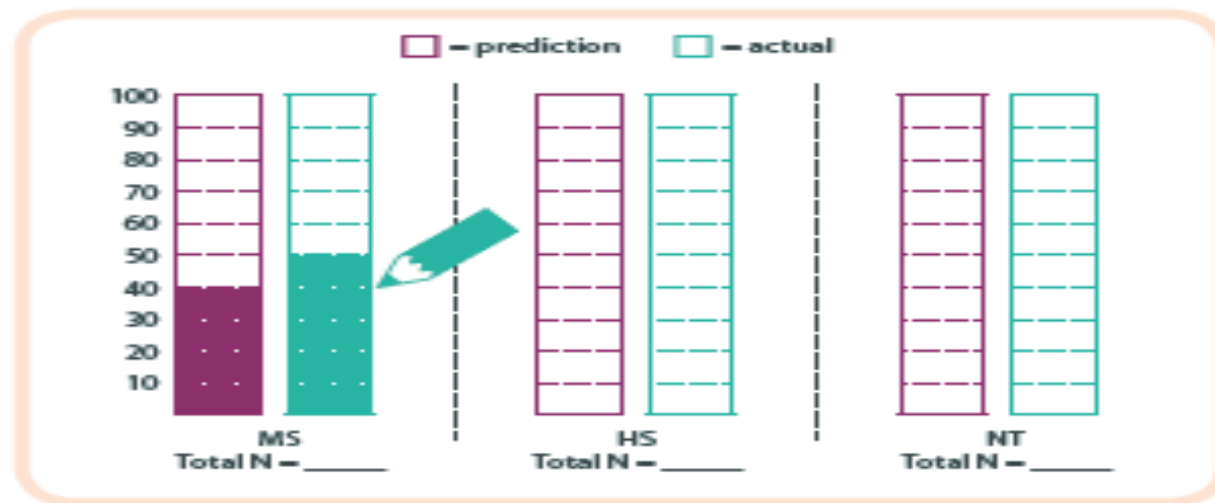
Compare your prediction to the actual CSCS data.

Color in the green columns with the actual percentage.

Table 3.1
Adults Really Care About All Students

| | TS | ES | MS | HS | NT |
|-------------|----|----|----|----|----|
| | % | % | % | % | % |
| Nearly All | 63 | 79 | 61 | 41 | 54 |
| Most | 32 | 19 | 34 | 47 | 46 |
| Some | 5 | 2 | 5 | 11 | 0 |
| Few | 0 | 0 | 0 | 1 | 0 |
| Almost None | 0 | 0 | 0 | 0 | 0 |

Then color in the teal (i.e., light-colored) columns with your actual percentage. Example:



What is staff climate like in California?

What percentage of high school teachers and staff in California **agree/strongly agree that this school is a supportive and inviting place for staff to work?**

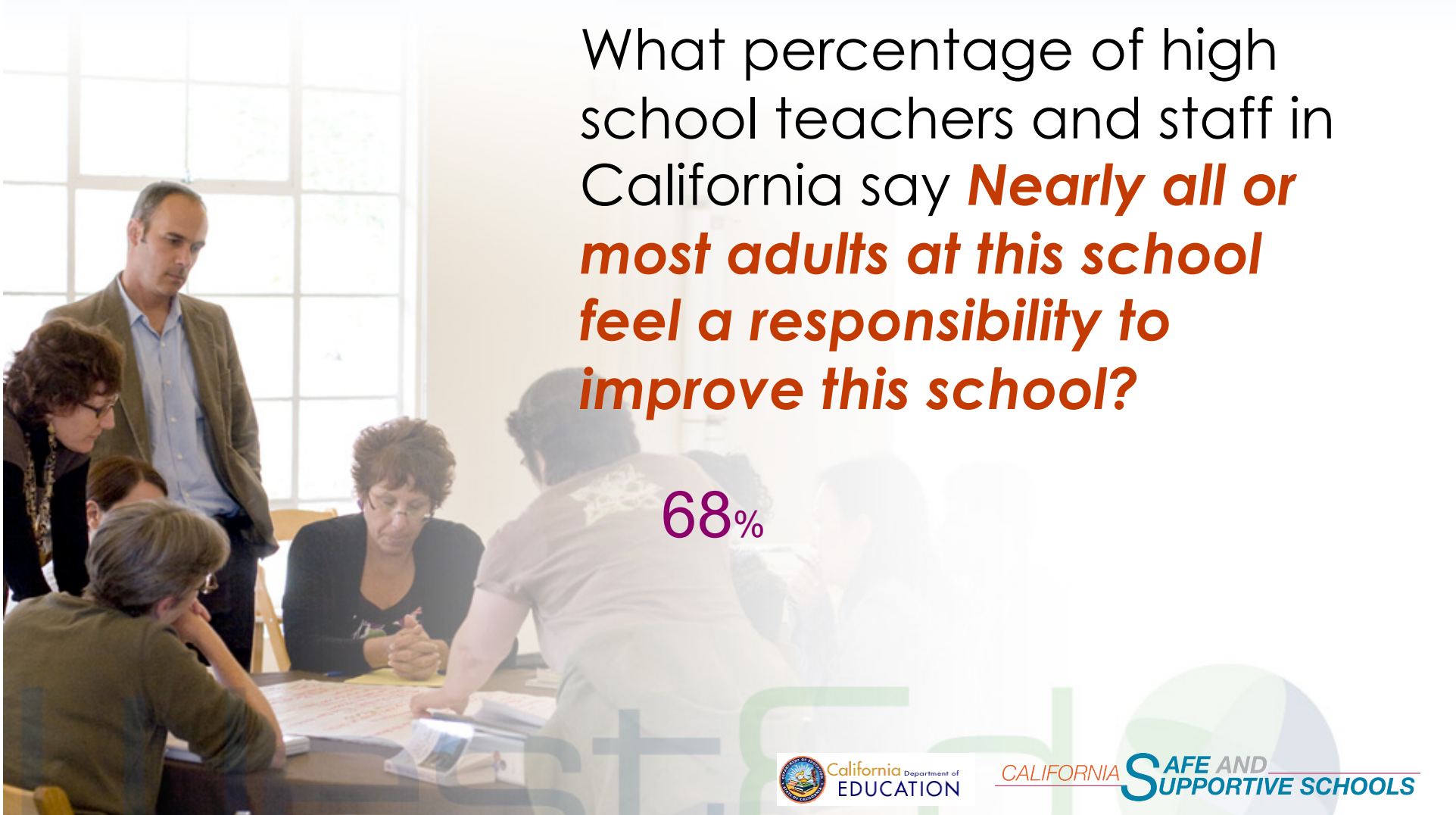
81%



What is staff climate like in California?

What percentage of high school teachers and staff in California say **Nearly all or most adults at this school feel a responsibility to improve this school?**

68%



What is staff climate like in California?

What percentage of high school teachers and staff in California say **Nearly all/most staff have close professional relationships?**

57%

What is staff climate like in California?

What percentage of high school teachers and staff in California say **Nearly all/most adults at this school support and treat each other with respect?**

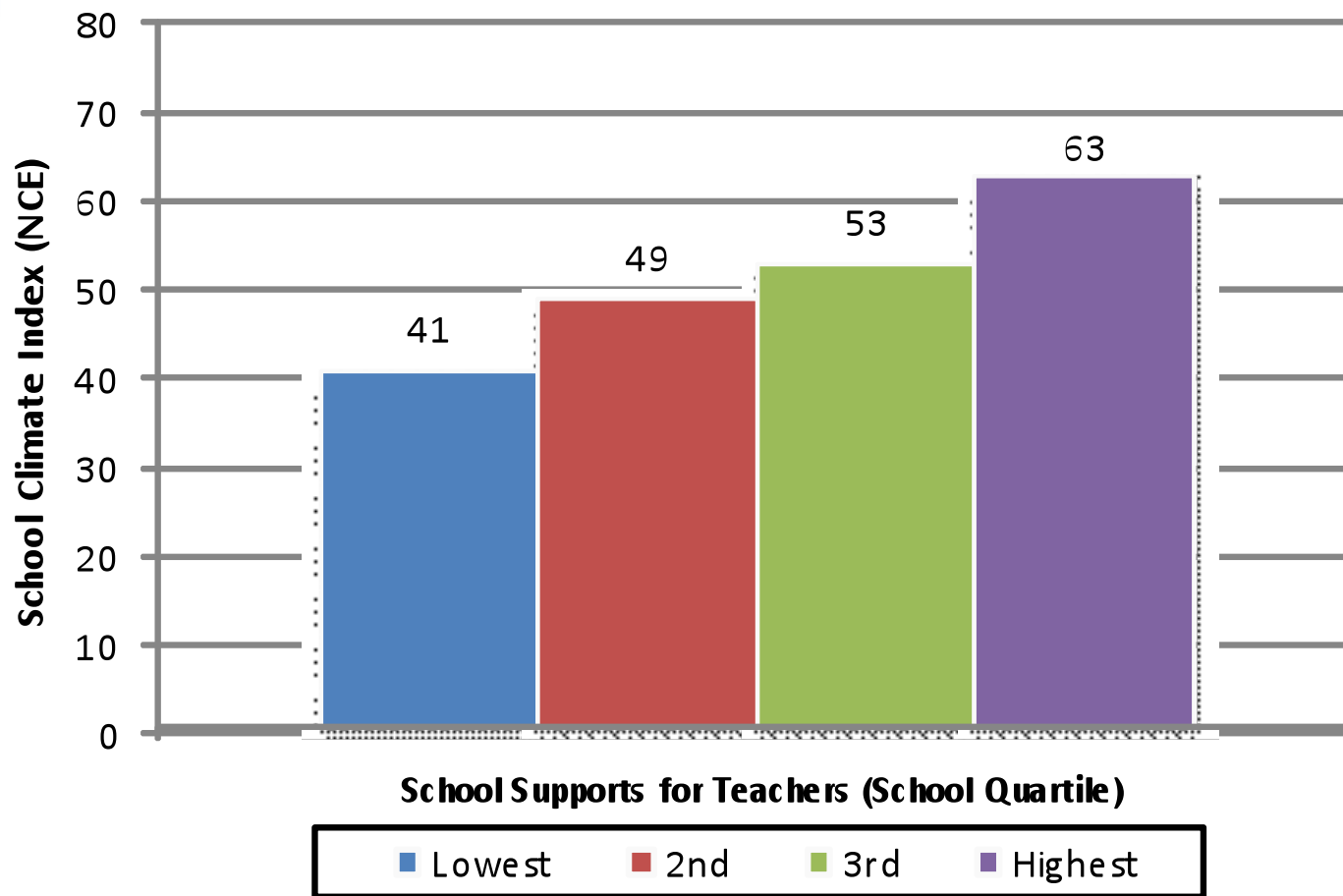
77%



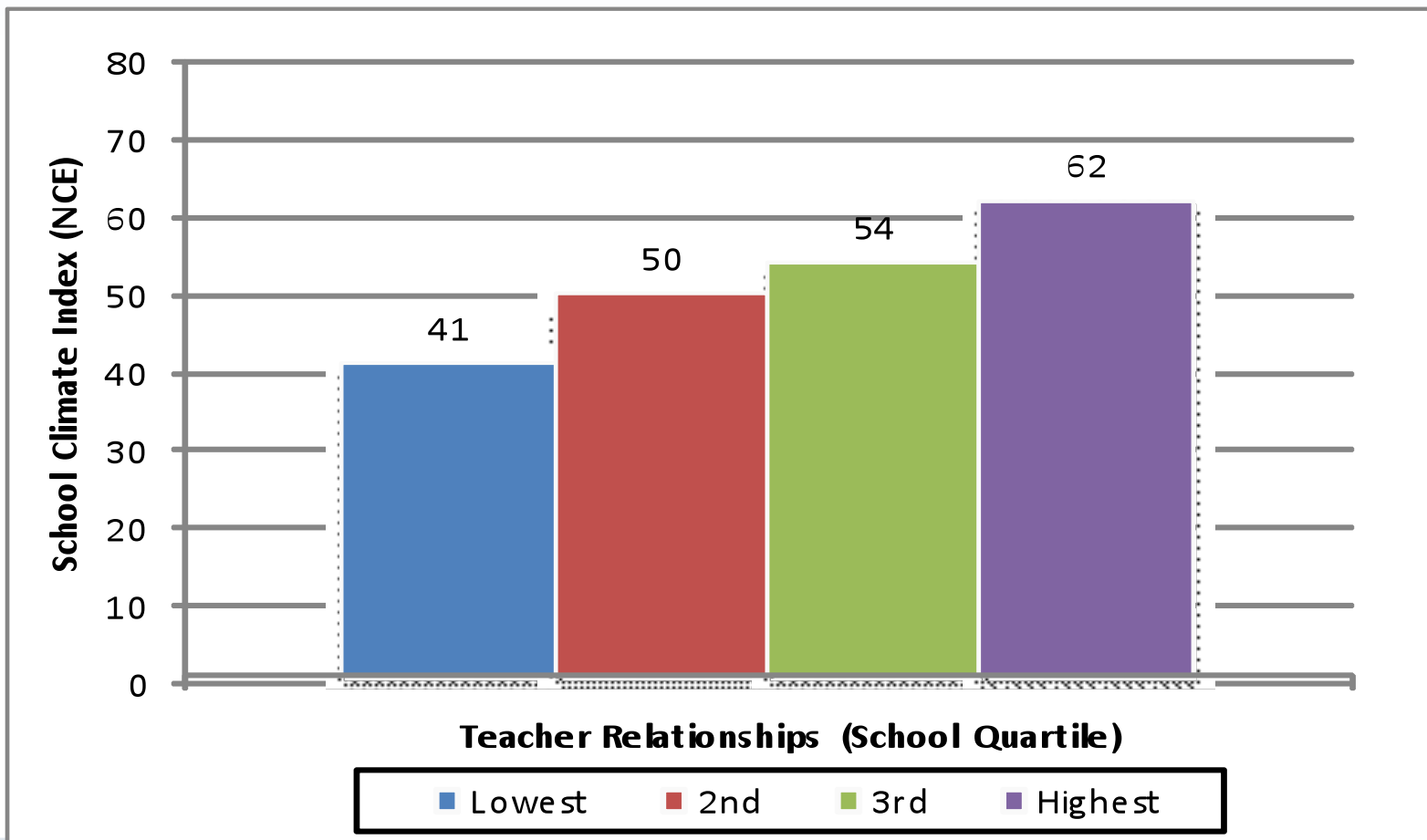


Why does staff climate and engagement matter?

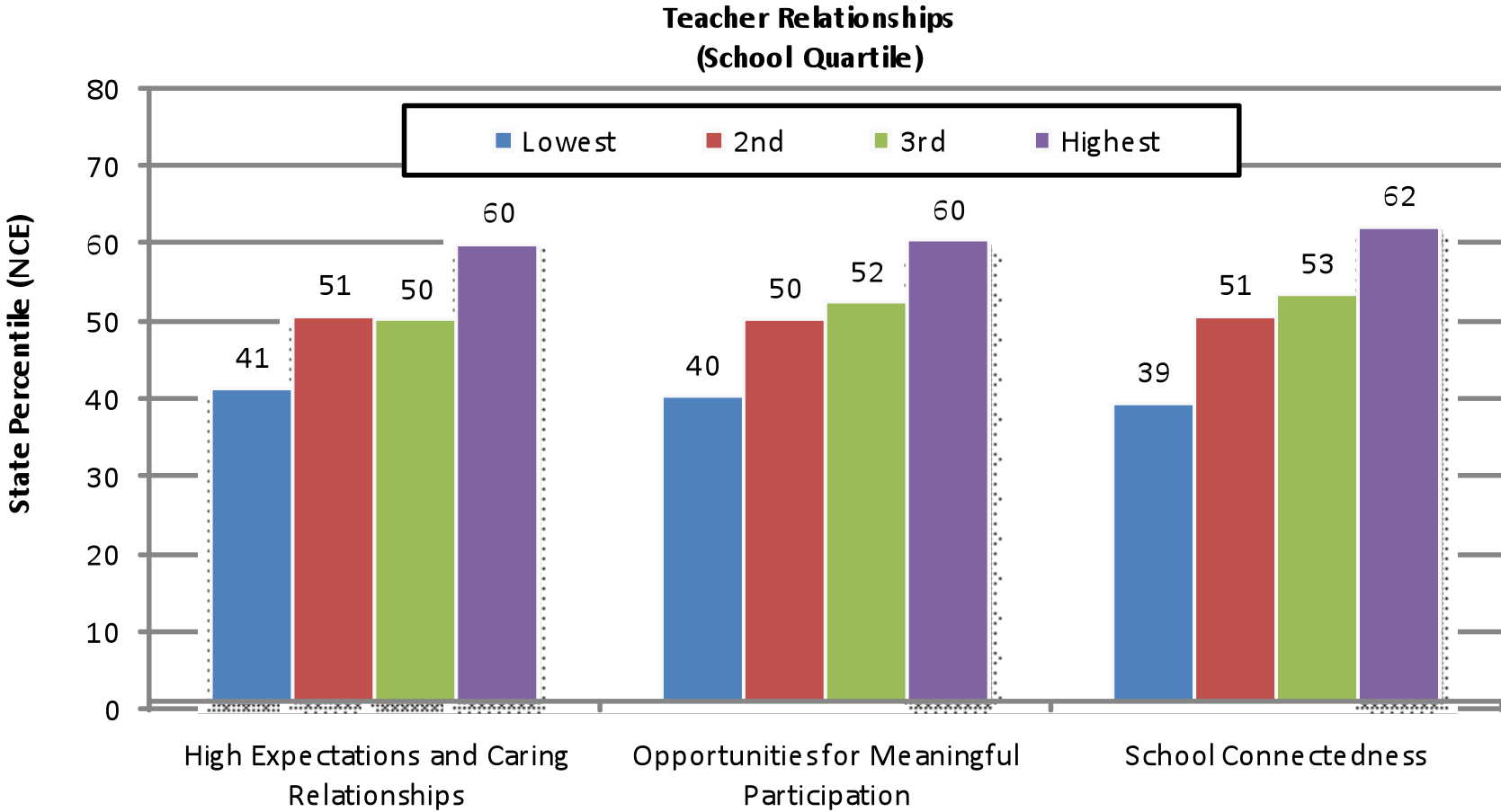
School Climate Index by School Supports for Teachers



School Climate Index by Teacher Collegiality



Developmental Supports for Students by Teacher Collegiality



Why does staff climate and engagement matter?

“I have come to a frightening conclusion. I am the decisive element in the classroom.

It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.”

--Dr. Haim G. Ginott



CALIFORNIA SAFE AND SUPPORTIVE SCHOOLS

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Again, climate and engagement:

Relationships: Are they courteous, kind, respectful, and supportive?

Daily Activities: Are they meaningful, worthwhile, enjoyable, and successful?

If not...what are some barriers?

“...it is **my response** that decides...”

How can we learn to **respond** to these barriers in a way that contributes to positive school climate?



SEL Competence:

What are the characteristics of a socially and emotionally competent person?



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What are the characteristics of a socially and emotionally competent person?

As defined by CASEL, the core SEL competencies are:

- Self-awareness
- Responsible decision making
- Relationship skills
- Social awareness
- Self-management

Again...what are the barriers?

Mindfulness-based programs

Contemplative approaches can:

- Enhance awareness
- Increase effectiveness of classroom management and instructional techniques
- Help us provide social and emotional support to at-risk kids
- Enhance resilience and enjoyment of teaching



The Teaching Tree



West.

Respond vs. React

The ever-increasing social, emotional and cognitive demands of teaching require new skills.

Being able to meet these demands requires the **Four R's: Respect, Recognition, Regulation, and Responsiveness.**



Respect

Always maintain respect for the power of emotional experience: yours, your students', their parents, your administrators and co-workers...



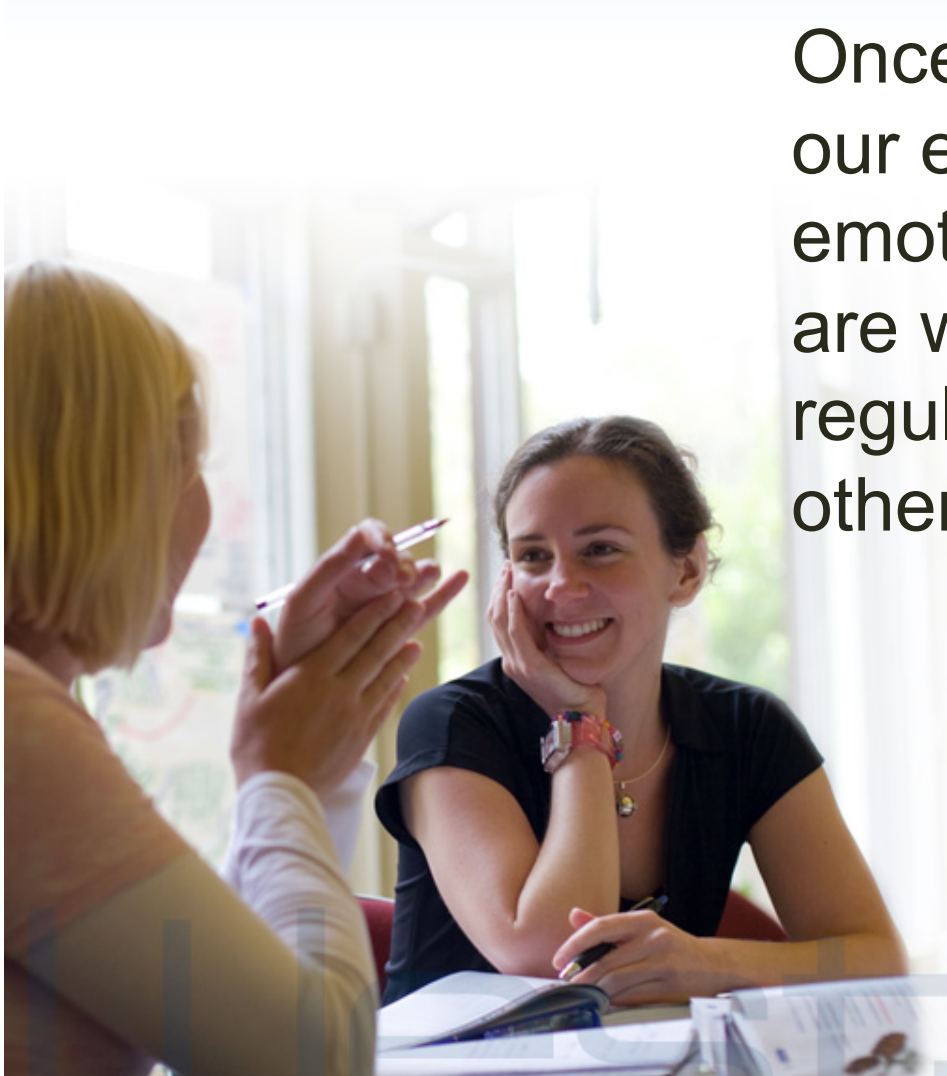
Recognition

How do we recognize an emotional state as it's happening?



Regulation

Once we're able to recognize our emotions (and the emotions of others), only then are we able to learn to regulate ourselves and help others regulate themselves.



Responsiveness

Successfully regulated emotions give us the power to choose how to respond... rather than to react emotionally.



Positive climate and engagement starts with each of us.

“I’m much more calm. I’ve learned how to just take things for what they are and not keep everything on my shoulders all the time. And because I’m not doing that anymore, that allows me to treat my kids better and address their needs better and try and teach them to be that way through my example.”



Positive climate and engagement starts with each of us.

“This has helped me to be a better teacher and colleague. At times of frustration, stress, or just plain irritation, I remember the mindful techniques I learned to bring to myself back to a calm level. When I am calm, I am a far more effective teacher. My relationships at work, both with students and my colleagues, are better as well, and I have **reconnected with myself as a teacher because of it.**”

