



Eight Ways to Change Climate, Develop Culture, & Build Community

SEL Conference
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Don & Susan Breedwell

CLIMATE

[Klahy-mit] Noun



Miss Mary Elizabeth Woody — Fourth Grade

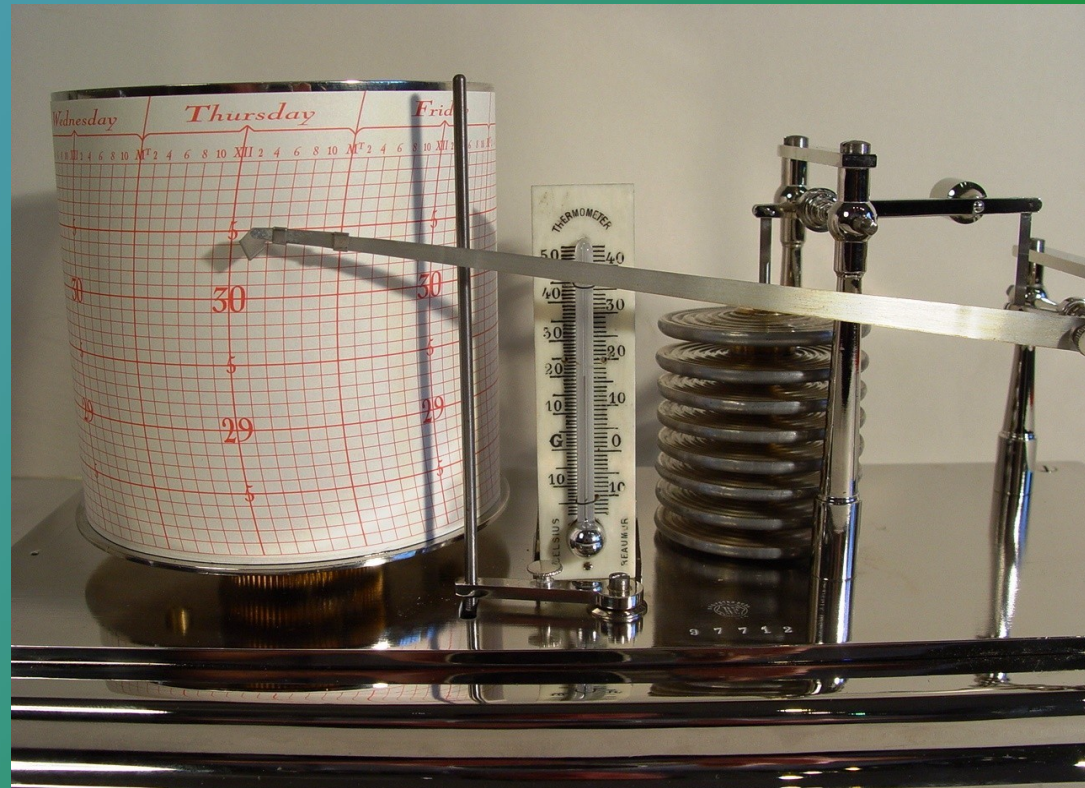
- This is the collective perception of how well a school provides
 - suitable conditions for learning;
 - for positive social, emotional, and character development;
 - for all staff to grow professionally;
 - and for parents, families, and community resources to become engaged in the school.

CLIMATE

[Klahy-mit] Noun

- We only notice climate when there are “events.”
- Winter: Too cold
- Summer: Too hot
- Spring: Too much rain
- Fall: Not enough rain

Ever call the phone company to thank them for a dial tone?



“What gets measured gets managed.”

– Peter Drucker

CULTURE

[kuhl-cher] Noun

...the sum total of ways of living built up by a group of human beings and transmitted from one generation to another.

Culture resides
in people's minds.



CULTURE

[kuhl-cher] Noun

There are six general types of school cultures:

1. Collaborative
2. Comfortable-collaborative
3. Contrived-collegial
4. Balkanized
5. Fragmented
6. Toxic

#1-5 (Fullan & Hargreaves, 1996), #6 Deal & Kennedy 1999.

What type do you want?



COMMUNITY

[kuh-myoo-ni-tee] *Noun*



... a social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.

COMMUNITY

[kuh-myoo-ni-tee] *Noun*



We need to be “involved” with the community and the community needs to be involved with us.

WHAT DO WE DO FIRST?

I just ordered a chicken
and an egg off the
internet, to see which
one comes first...



I'll keep you posted.





1. A Peculiar or otherwise odd person, especially one who is Perceived to be overly obsessed with one or more things those of intellectuality, electronics, etc.
2. A carnival performer whose show consists of bizarre acts, Such as biting off the head of a live chicken.

GEEK OBSESSIONS

■ GEEK TOOLS

It's all "geek" to me!

"There are no shortcuts to creating a positive, productive, safe, caring, challenging, supportive and engaging school culture and climate."

- Maurice J. Elias in Education Week Teacher





NOTICE NEEDS

MASLOW'S HEIRARCHY of NEEDS

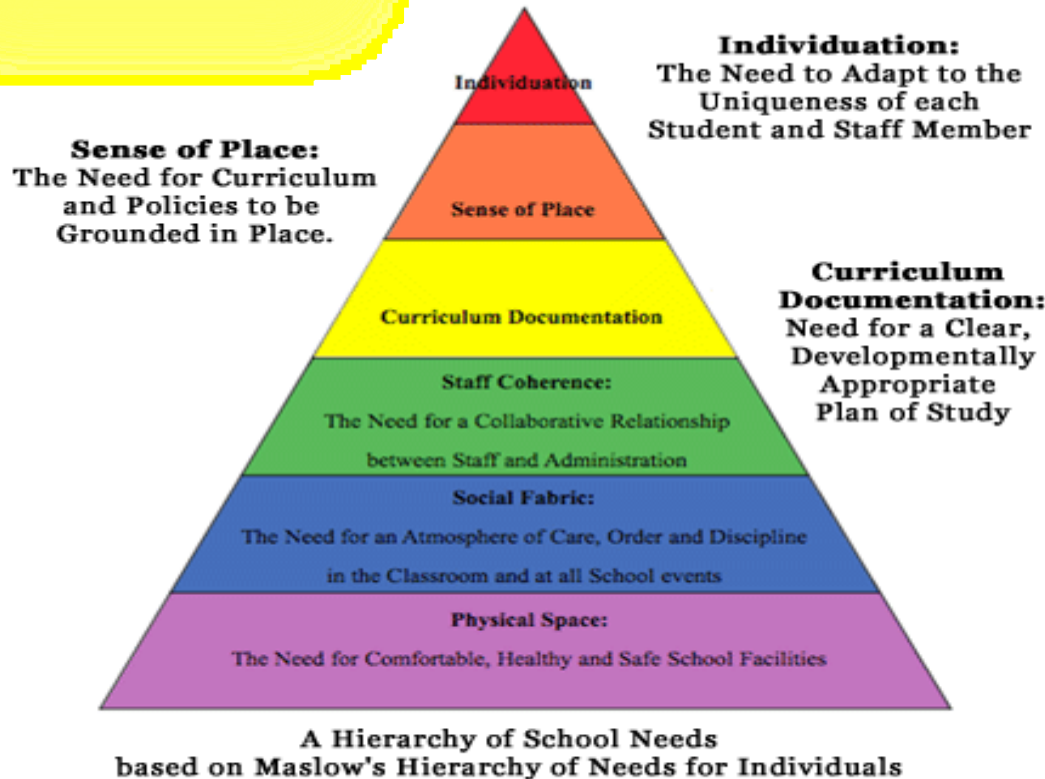


- Meeting the basic needs is imperative to meeting self-control and self-management
- Having an anchor point allows us to navigate anywhere.



NOTICE NEEDS

- Schools also have a hierarchy of needs.
- The North star is easily found. It is a constant used to find “home.”





STRUCTURE STRATEGICALLY

South is the opposite direction of North. We need to create a culture that “turning around” is not failure but of looking in a new direction.

- Create a structure of engagement and experimentation, not compliance and helplessness.



STRUCTURE STRATEGICALLY

- Consistent routines and procedures (not drills) provide growth and safety, which can be translated to safety when unexpected times occur.
- Teach “Oops” times where the routine and procedures need to be modified due to the situationn or circumstances. This works for teachers and students.
- Apply culture, age, setting, etc. to teach and reinforce self-management skills.



EXERCISE EMPATHY

em·pa·thy

noun \ 'em-pə-thē \

the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner





EXERCISE EMPATHY



- Active Listening

- Wait time
- “Tell me more”

- Internalize

- Model it
- Name it

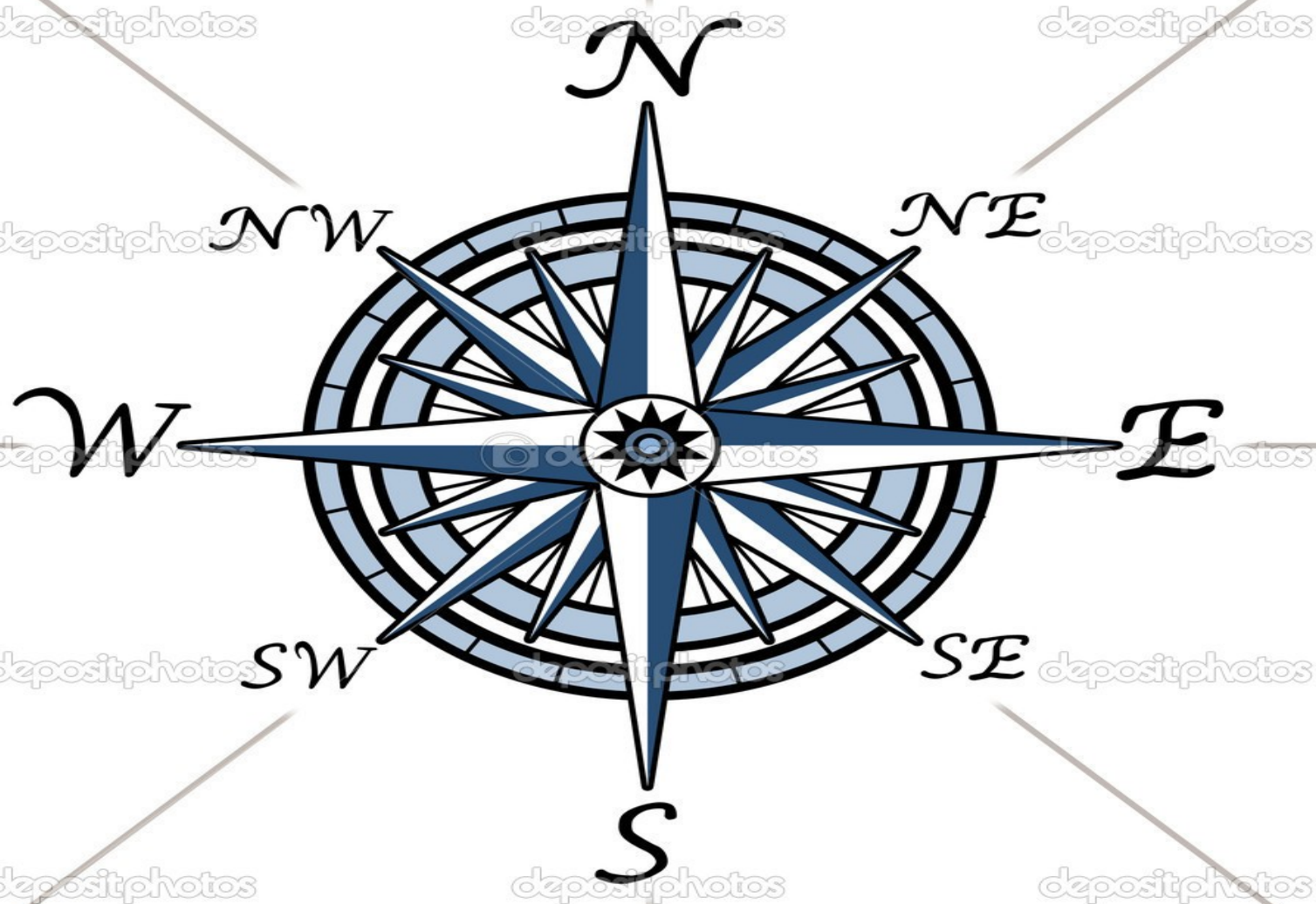
- Continuous

- Persistency
- Invest time



WISE WITH WORDS

The way we
talk to our
children
becomes their
inner voice.





NAVIGATE EMOTIONS



From the “Amygdala” or emotions come the above characters.



NAVIGATE EMOTIONS

- “The Cognitive brain gets fuel from our emotional brain.”
– Dr. Martha Denkle, 2015

Emotional arousal has powerful influences over cognitive processing. Attention, perception, memory, decision-making and the conscious concomitants of each are all swayed in emotional states. The reason for this is simple: emotional arousal organizes and coordinates brain activity. -LeDoux, 2000

- Navigate through the emotions by:
 - Naming the emotion
 - Own the feeling
 - Walk or navigate the emotion down with choices



SHOW ENCOURAGEMENT

Encouragement is different than praise. Praise can create “approval junkies” and discourage risk taking. Encouragement recognizes ownership and responsibility for the effort not merely the product.

Provide encouragement in unusual places when it’s unexpected.

Encouragement can change the locus of control from “what others think” to “what I think.”



SHARE WILLINGLY

Collaborate generously and freely.

Share the excitement of learning, by providing ways of sharing stories of learning.

Make the teacher's lounge a "way-station for the weary" not a station for "the dreary."

Trust one another.

This is team effort and everyone is on YOUR team.

Avoid silos. This may lead to fragmentation and isolation.

Remember *why* are we here?



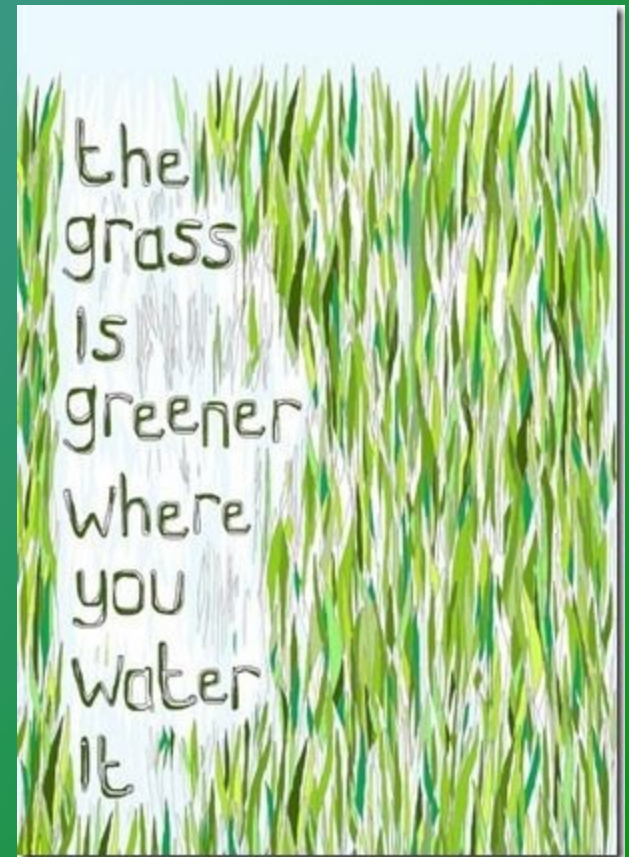
NURTURE WINNINGLY

Nurture relationships to make them stronger.

Nurturing partnership
achieves a win for the team
as well as the team's players.

Nurturing can be motivating, not
competing. When one reaches a
plateau, a nurturer can offer the
leverage to continue.

Regardless of type, all families
need to be nurtured and
strengthened.



For electronic copies, references and other resources visit www.donebreedwell.com

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