**Climate & Culture Committee/Profile School**

**Climate Development Workshop Thursday, Dec 6, 2018**

**Attendees: Tim Wennrich, Cindy McLaren, Gabby Granger-Clark, Shawna Murphy, Ben Jellison, Sandy Hamilton, Kim Knihgton, Josh Lawton, Liz Lawton, Caroline Green and Bill Bryan**

**Not In Attendance: Rick Christoffersen, Anne Eaton**

**SUMMARY AGENDA**

Introduction

* Objectives/Agenda
* Questions Exercise
* Operating Norms – Contracts/Results

Survey Findings & Improvement Strategies

* Prioritize Findings
* Establish Strategies
* Develop Action Plan

Define Implementation Success Factors

Team Development

Next Steps

**OBJECTIVES**

Identify & Prioritize Challenges

ID & Prioritize Enhancement Strategies

Create Enhancement Plan

Create High Performing Team

**ESTABLISHED OPERATING NORMS**

|  |  |
| --- | --- |
| **COLLEAGUES** | **FACILITATOR** |
| \*Confidentiality where appropriate | \*Guidance |
| **\***Honesty | \*Expertise/Examples |
| **\***Objectivity | \*Flexibility |
| **\***All here for the same reason – assuming good intentions/outcome | **\***Productive Disruption and Dissonance |
| **\***Dedication – Sustained | **\***Curtail Unproductive Conversation |
| **\***Participation | **\***80-20 Rule |
| **\***Build Trust |  |

**REVIEW SURVEY RESULTS AND IDENTIFY PRIORITIES**

What are the **Enhancement Tracks** that will improve the Climate?

* Student
* Faculty/Admin
* Leadership Development

What are the **Success Drivers** in making improvement?

* Role Clarity
* High Performing Teams
* Integration (Individuals/Teams to one TEAM)
* Program Initiative Owners

Student Workgroup Identified Priorities

* Student Input into the decision making process
* Formalizing process of input
* Role Clarity

Staff Workgroup Identified Priorities

* Role Clarity for all parties (Faculty/Admin, Students, Parents)
* Collaboration/Decision Making
* Build Respect/Trust

**CONCLUSION/PRIORITY IDENTIFICATION:** CREATE **ROLE CLARITY** TO SUPPORT VOICE, ENHANCE COLLABORATIVE DECISION MAKING AND SET FOUNDATION FOR RESPECT/TRUST**.**

**DEFINE WHAT ROLE CLARITY LOOKS LIKE AND PATHS TO ACHIEVE**

**STUDENTS**

* Define expectations of the Profile Student
* Define student expectations of Profile

Plan

* + Review Expectations of the Profile Student (find/update as need be: faculty/staff input and student input (via Student Council?) Graduate, Middle Schooler, Regular Student
	+ Establish how Profile helps students “get there” \*to be completed after step 1
	+ The current vehicle is S.C and small group discussions. Need to formalize this process and widen engagement/participation:
		- Class meetings?
		- Student Council

**FACULTY/STAFF**

* 360 degree review of roles, expectations of roles with the purpose of alignment internally and externally:
	+ What does my job description say I do?
	+ What is my boss’s expectation of what I do?
	+ What are my co-workers expectation of my role?
	+ What are parents/students expectations?
	+ What do I actually do?
* Are there misaligned expectations? Are there holes in filling needs – what are the things that take the eye off the actual job and how can focus be put back on the job? Is there duplication happening?

**ESTABLISHED PREMACE:** Leadership skills are highly necessary in all levels of educational roles, however, tend to be an underdeveloped skill set in the profession.

**LEADERSHIP EXERCISE**

**How People Differ**

|  |  |  |
| --- | --- | --- |
| Knowledge | Learning Styles | Motives/Need for:-relationships- task accomplishment- influence |
| Tech Skills | Values/Beliefs | Traits (curiosity, etc) |
| Basic Interpretive Skills | Self Image | Aptitudes |
|  | Interests | Physical Characteristics |

**\***more control over column #1, less control of column #3

**Customer Value Disciplines**

Product Leadership – Operational Experience – Customer Intimacy (\*unlike business professions, educators need to be good at all 3)

**Universal Needs – what people need:**

1. Others Need to feel: heard, valued, cared for
2. Self Need to feel: sense of competence, control and authenticity

\*Responding well to those needs develops trust and credibility. In order to be a strong leader you need to work on trust and credibility in the above to “put it in the good will bank account”

**Participated in Leadership Assessment “quiz”/Defined group’s leadership aptitudes and compared them to other groups (educators, Presidents, etc.) \*\*see leadership packet for full discussion**

**Leadership Assessment**

* Relationship
* Task
* Influence
* Intellectual Curiosity
* Altruism

**Good Leaders:**

* Heart before head
* Touch before task
* Relationships before Relevance/Rigor

**Conclusion: leadership requires a high degree of Influencer ability/desire but tends to be a lacking skill set.**

**HOW DO WE DEVELOP LEADERSHIP**

Students

* YLTA – does it work
* Lack of Upper Classman Leadership
* Apathy
* Branding \*students/staff/parents
* Extra Curricular Activities
* How do we identify non traditional leaders (non engaged)
* Community Service
* Internships/ELO’s

Faculty

* Define what roles require leadership and extent
* Assess competencies within the group with the intention of leveraging strengths that exists with the purpose of enhancing the team’s effectiveness (not with the intention of penalizing weakness in leadership)
* Entire school should go through leadership development exercise!

**Establish Committee Roles**

* **Team Leader/Fac/Liaison**  - Rick and Tim
* **Admin** – Ben
* **Notes/Recorder –** Sandy
* **Time Keeper –** Kim
* **Facilitator/Internal –** Josh
* **Communication Team –** Caroline, Sandy, Josh, Tim

**Communication Team Role**

* Share correspondence – all committee members
* Post minutes for public (website?)
* Create community buy in plan
* Use influence/support matrix to help define the communication plan

**Established What the Communication from the Meeting will be:**

* Reviewed results
* Roles Defined & Clarified – issues to be addressed
* Who is on the Team
* Action Items
	+ Comm Team Meeting
	+ Student Engagement
	+ Comm to Board
	+ Creating HPT

**Climate & Culture Committee Meetings: generally every 2 weeks from 7:30 am – 9:30 am in Josh’s classroom, starting January 10th**

**Homework for January 10th:**

* Communications Team Meeting
* Meeting Notes – Sandy
* Tim/Rick sit down (with Bill?)
* People up to Date
* Establish Project Binder (Bill/Sandy)
* Establish Communication Protocol (Bill/Sandy)
* Suggestions – Role piece (“How to” – Bill to provide)
* Take the PSI “quiz”
* Josh facilitate initial staff communication to include survey results at Wed, Dec 12th staff meeting

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**INITIAL GROUP QUESTIONS**

* What will homework be?
* How do we validate results in terms of measuring success moving forward?
* Are we going to Identify places where there was an internal direction change?
* What is our top priority for school improvement?
* Is there buy in on the survey results?
* What is the process for communicating with the community?
* How do we get student buy in?
* What is my role?
* How will this team lead?
* Does this entire team stay together through the entire change process?
* What actions can be taken to improve student morale?
* What is the future of this committee?
* How do maintain confidentiality of the work but report to other interested parties?

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