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ABSTRACT

This paper focuses on the principal's role in developing an improved or humane school environment for learning. It explores the thesis that the principal can be an effective and dynamic climate leader for change, but that he works within a participative process that involves all those who are part of the school environment and some who are not. The authors examine determinants of school climate, the principal's role in creating and maintaining a more positive environment, implementation strategies for a principal to begin improving his own skills toward fulfilling such a leadership role, and techniques for assessing the effectiveness of the approach. (Author/WM)

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THE PRINCIPAL AS THE SCHOOL'S CLIMATE LEADER:

A NEW ROLE FOR THE PRINCIPALSHIP

AN OCCASIONAL PAPER DEVELOPED BY A TASK FORCE

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- Individualized Continuing Education for School Administrators
- Annual Gallup Poll on "How the Nation Views the Public Schools"
- Improvement of the Quality of the School's Environment
- The Principal as the School's Climate Leader

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THE PRINCIPAL AS THE SCHOOL'S CLIMATE LEADER

Over the years, the secondary school principal has been viewed as the school's instructional leader and improvement of instruction has been seen as his paramount job.

> The principalship at both elementary and secondary school levels has been invariably viewed by authors of research reports and administration textbooks as primarily a leadership position, with particular reference to the improvement and supervision of instruction.[1]

Efforts to develop improved designs for the principalship, for the most part, have suggested means whereby he can improve his contributions as an instructional leader.

This paper considers the role of the secondary school principal, and is based on the concept that he is first and foremost a climate leader, and that his key function is improvement of the school's climate or environment for learning.

Rationale and actual responsibilities and competencies of the secondary school principal are outlined later along with ideas on implementation.

If the concept of the principal working as a climate leader is of interest, read further.

INTRODUCTION

During the past decade American schools have made great strides in strengthening cognitive development. New programs have emerged in mathematics, science, English, and recently in the social sciences. University faculty in a variety of disciplines has had a strong impact on the organization of cognitive curricula.

There have been many new developments and major advances in physical plant construction, classroom design, and the use of instructional technology. There has been a large investment of human and fiscal resources in a plethora of scheduling alternatives and individualized instructional systems. *Bigness* has become increasingly characteristic of all our endeavors — our corporations; our social institutions, such as schools and churches; our automobiles; our aircraft. In a society with a technological complex, and a passion for information and facts, we have neglected the most important variables for the determination of our own future — the affective area which relates to humane development of humans.

In most of our efforts to change schools we have maintained a monolithic approach to learning. We have continued to equate learning with the manipulation of verbal symbols. We have not created a pluralistic school climate with a wide range of options. Closure, rather than openness, has been the rule, rather than the exception.

Consequently, cognition has been emphasized at the expense of humaneness. As Borton puts it:

> There are two sections to almost every school's statement of educational objectives — one for real, and one for show. The first, the real one, talks about academic excellence, subject mastery, and getting into college or a job. The other discusses the humane purpose of the school — values, feelings, personal growth, the full and happy life. It is included because everyone knows that it is important, and that it ought to be central to the life of the school. But it is only for show. Everyone knows how little schools have done about it.[2]

Society teeters on the brink, and the question is whether humaneness or self-destruction will reach the finish line first. If the school continues to perpetuate an antihumane climate in which failure, punishment, and closure are characteristic, it will guarantee its own demise, and, ultimately, that of the American social system.

It is easy enough to talk about a humane school, and to describe such an environment in glowing *other world* terms. But in reality, what is a humane school? What are the characteristics of its learning climate? What instructional conditions must exist if it is to answer such questions as what new roles may the principal assume in order to build and support such a climate, and how can such a climate be built?

How can an organization maintain efficiency and still be concerned with people? Can a school have trust and open communication between principal and teachers, between teachers and parents, among other teachers, and still retain respect for individuality and diverse value positions? How does a principal assist his staff to move from a closed climate toward openness without courting disaster? These and other questions are the focus of this paper.

ASSUMPTIONS

This paper focuses on the principal's role in developing an improved or humane school environment for learning. Its thesis is that the principal can be an effective and dynamic climate leader for change, but that he works within a participative process which involves all those who are part of the school environment, and some who are not. Most principals, we assume, basically value or agree in principle with the importance of the affective and human aspects of the school program. However, they have had very little assistance from social science or administrative experts on how to bring it about. Therefore, in exploring how a principal can move toward becoming an effective climate leader, this paper examines the following topics:

- Determinants of the school's climate.
- The principal's role in creating and maintaining a more positive environment.
- Implementation strategies on how a principal can begin improving his own skills toward fulfilling such a leadership role.
- Techniques for assessing the effectiveness of the approach.

The concepts of this paper are not designed to de-emphasize skills, attitudes, and knowledge students gain through studies in areas such as language arts, social studies, mathematics, and science. However, the most fruitful and efficient learning occurs in a designed, wholesome, and humane school climate. The common set of academic standards and values, unrealistic rules and regulations for administrative convenience, and the single school environment for all are just some segments of the school climate which must be continually reconsidered and subjected to innovation. Without continuous improvements, the effectiveness and the efficiency of the learning program is in danger, and schools will be subject to continuing unrest, instability, and quite possibly disruption. Such situations are clearly not in the best self-interest of the principal, school, or the community.

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[1] R. L. Ebel (ed.) **Encyclopedia of Educational Research.** 4th ed. (New York: MacMillan Company, 1969), p. 1042.

[2] Terry Borton, *Reach, Touch, and Teach,* **Saturday Review,** January, 1969, p. 56.

In a recent advertisement the Denver Chamber of Commerce expressed this view:

> The learning experience is proportionate to the quality of the teaching environment. [3]

DETERMINANTS OF THE SCHOOL'S LEARNING CLIMATE

The school system can be conceived of as a set of interacting sub-systems all focusing ultimately on the central objective of providing a positive learning environment for students.[4] The entire structure provides a "support system in relation to the learning processes in the classroom".[5] The first focus is on the individual student, the second on the classroom's students, and the third on the educators directly working with students. Other levels concern the faculty peer group, the principal, the school district, parents, outside resources including agencies and change agents, and general societal and governmental forces.[6]

Another view of climate pertains to the nature of the school as a healthy organization. Miles[7] presents ten dimensions of organization health. The first three deal with organizational goals, the transmission of messages, and the way decisions are made. These are goal focus, communication adequacy, and optimum power equalization. A second group considers the internal state of the school and inhabitants' needs. These are resource utilization, cohesiveness, and morale. The final four dimensions of organization health deal with growth and changefulness. These concern innovativeness, autonomy, adaptation, and problem solving adequacy.

Another view of the determinants of the school's learning climate considers all of the elements which comprise and influence the school as a total institution and its learning climate. This paper contends that it is the principal's job not only to understand, but to enhance, where possible, the effectiveness of these influences. (A list of many of these influences appears as a rating scale in Appendix A.)

In commenting on prevailing practice, Goodlad observes:

> Little effort has been made to determine the ultimate aims of schooling and the respective contribution each discipline can make to them. Instead, the objectives of schooling have become the composite of the objectives set for each subject . . . . The goals of today's schools do not extend beyond those subjects that have succeeded in establishing themselves in a curriculum.[8]

The following concepts and opinions about the secondary school's climate or environment are important:

- In accomplishing its instructional program, the school must have an enjoyable, exciting, and productive learning climate. Attainment of it is a continuous process. The organized learning program is, of course, the most vital element of the climate and is the school's reason for being. The mere advancement of quality in the formal curriculum and instruction program, however, does not insure a wholesome and quality learning climate. Attaining a wholesome climate necessitates continuous and concomitant improvements in all elements of the school's environment.
- Without a systematic and continuous re-examination of the numerous elements of the school's climate, they probably will continue as they are subject only to minor and insignificant modifications.
- Educators must ask questions such as –
  - What role should the organized environment of the school play in developing constructive attitudes contributing to promoting the abilities and personal traits of all students? It is not enough that we answer this question or pursue this inquiry from the standpoint of general philosophy because it is in the school's practices that we give conscious or unconscious answers to every implication of this problem. It matters not how much we extol the promotion of an expanding student responsibility as one of the aims of the school if we hold mature students continually in the shadow of authority and require all to answer to regulations designed to trap the indifferent.[9]
- Given the improved preparation of teachers in regard to curriculum content and instruction, the typical school now has individuals or sub-staffs to serve as a competent resource for the curriculum areas. The principal has help in fulfilling the functions of instructional leadership, but there is still need for him to provide leadership in fostering curriculum improvement. He also must be concerned with attainment of the school's overall objectives, many of which relate to the climate or environment for learning.
- While school personnel cannot solve most of society's weaknesses and problems, they can positively affect the nature and the wholesomeness of the school's climate. If it is inadequate, the fault rests with them, and the failure is a direct reflection upon the principal as a climate leader. Unless educators, students, and parents work in a planned and deliberately designed manner to achieve a continuously improved and wholesome climate for learning and for youth, the environment will be determined by tradition.
- The principal is trapped by the existing conceptualization of his role and by the accompanying expectations established for him by such factors as tradition, prevailing practice, faculty, parents, and students. He is a prisoner of these forces unless he has strength and vision enough to create his own role and to understand and improve the various determinants of the school's climate. The following findings are from the study of change in the League of Cooperating Schools:
  - The principal can be a key agent for change. However, even the best principals as rated by superintendents need a whole new set of skills in order to be effective change agents. These skills include such things as managing decision making; implementing scientific problem solving procedures; becoming aware of a great variety of resources which can be brought to bear on such

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[3] **Denver Post**, February 7, 1971, p. H12.

[4] Robert S. Fox, and Others, **Diagnosing the Professional Climate of Your School** (Unpublished manuscript, 1970), p. 10.

[5] **Ibid.**

[6] **Ibid.**

[7] Matthew Miles, *Planned Change in Organizational Health: Figure and Ground*, **Change Processes in the Public Schools**, (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965), pp. 11-34.

[8] John I. Goodlad, **The Changing School Curriculum** (New York: The Georgian Press, 1966), p. 92.

[9] Ivan H. Linder, **Characteristics of Humane Secondary School Environments** (CFK Ltd. commissioned paper, 1969), pp. 2-3.

problem solving; becoming more discriminating in selecting such resources; and developing the skills to deal with the conflict built in the middle management role.

- The principal as a change agent in effect becomes a *rate buster*. That is, he differs from his fellow principals by setting higher goals for himself and his school.[10]

CHARACTERISTICS OF A POSITIVE SCHOOL CLIMATE

The school's learning climate or environment is the aggregate of social and cultural conditions that influence an individual's quality of life in school, groups of people within the school, and the school as a community. Climate also includes the design and conduct of the school's subject area curricula, extracurricular activities, guidance and counseling.

The following rating scale and diagram chart present some of the more important characteristics of a wholesome, student-serving school climate. (Appendix B presents a description of each characteristic listed.)

A SECONDARY SCHOOL CLIMATE RATING SCALE

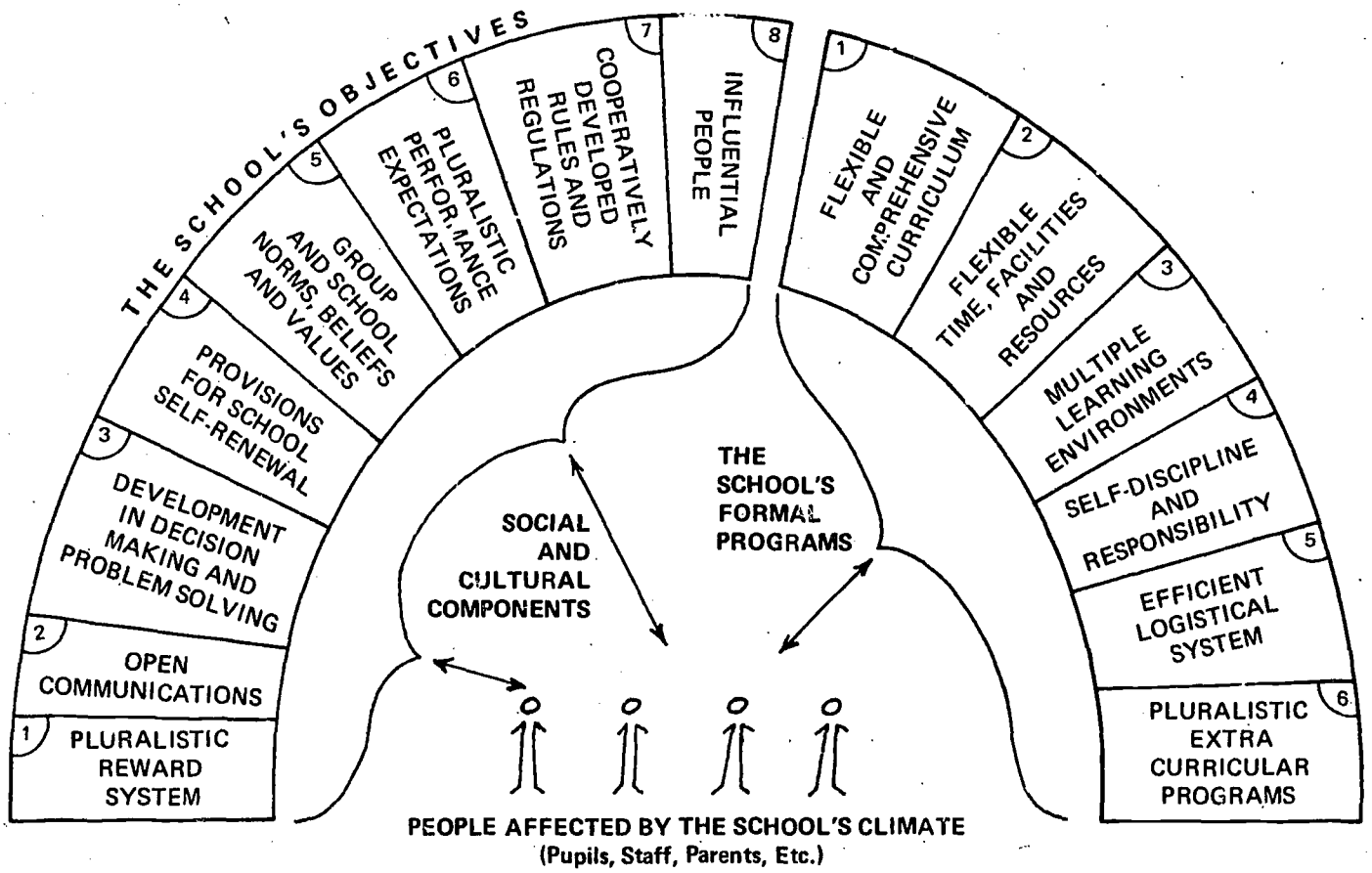
This is a rating scale for junior and senior high school principals, teachers, and others to use in analyzing their school's climate in relation to fifteen characteristics of a desirable effective school climate.

DESIRABLE SCHOOL CLIMATE CHARACTERISTIC	TO WHAT EXTENT IS THE CHARACTERISTIC TYPICAL OF YOUR SCHOOL? THE CHARACTERISTIC –
THE SCHOOL'S OBJECTIVES are clearly stated and understood by students, staff, and parents. They serve as reference points for school improvements, decision making, and day-to-day operations.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
SOCIAL AND CULTURAL CONDITIONS	
1. **Pluralistic Reward Systems** minimize punishment and emphasize positive reinforcement of effective behavior. The school provides wide variety of ways staff and students can be productive and successful.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
2. **Open Communication Channels** consist of frequently used communication lines which cross age, clique, racial, sex, and hierarchial barriers.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
3. **Involvement in Decision Making and Problem Solving** exists for widespread participation by students, staff, interested parents, and others in improving the school. Each person within the school is involved in shaping that part of the school which affects him most.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
4. **School Self-Renewal** is characterized by constant improvement and change as the institution seeks to adjust to people and societal needs.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
5. **Group and School Norms, Beliefs, and Values** of the school are consistent and clear to students, staff, and parents, and reasonably well accepted by them.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
6. **Pluralistic Performance Expectations** are reasonable, flexible, and take into account individual differences among people. Individuals are frequently encouraged to set their own performance goals.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
7. **Rules and Regulations** are cooperatively determined, clearly stated, and viewed as reasonable and desirable by those affected. All necessary rules and regulations are stated.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist
8. **Characteristics of Influential People** in leadership positions are authentic, warm, and sensitive. They care about others and about their school.	Exists on Designed Basis ____ ____ ____ ____ Does Not Exist

[10]Mary M. Bentzen, *Study of Educational Change and School Improvement: A History of the League of Cooperating Schools*, /I/D/E/A/ **Reporter**, Fall Quarter, 1969, p. 9.

DESIRABLE SCHOOL CLIMATE CHARACTERISTIC	TO WHAT EXTENT IS THE CHARACTERISTIC TYPICAL OF YOUR SCHOOL? THE CHARACTERISTIC —
EDUCATIONAL CONDITIONS	
1. **Flexible Use of Time, Facilities, and Human and Material Resources.** The school makes available to individuals a wide variety of options regarding how they can use such resources. It also provides extensive independent resources needed for productive work.	Exists on Designed Basis — Does Not Exist
2. **Flexible, Open-Ended Curriculum** provides a wide variety of pace and content options to learners. It is *not* assumed that all learners in a group have the same content needs or that most will learn at the same rate.	Exists on Designed Basis — Does Not Exist
3. **Multiple Learning Environments** exist for teachers and students.	Exists on Designed Basis — Does Not Exist
4. **Self-Discipline and Responsibility.** The school has designed and sequential experiences for students to gain these characteristics.	Exists on Designed Basis — Does Not Exist
5. **Efficient Logistical System.** School procedures enable all individuals to efficiently acquire material resources needed for productive work.	Exists on Designed Basis — Does Not Exist
6. **Pluralistic Extracurricular Programs** serve all staff and students, and are subject to constant reorganization as staff and student needs change. To the greatest extent possible such activities are offered on an open enrollment basis.	Exists on Designed Basis — Does Not Exist

CHARACTERISTICS OF A POSITIVE SCHOOL CLIMATE



THE PRINCIPAL'S ROLE AS A CLIMATE LEADER

THE SETTING

Fulfillment of role responsibility is an obligation to perform certain duties which involve a social process of shared expectations since everyone in an organization usually expects others to perform certain activities.

Several leadership functions are important in developing and maintaining a positive school climate. The principal may be expected to perform some of these; some may be performed by others. Additionally, the principal, as a part of his role, may be expected to see that someone performs these functions. If the skills are not found within the staff, the principal is expected to identify and secure the necessary expertise.

The authors do not intend to rigidly prescribe the principal's functions, nor to predict what will be the expectations of staff or parents. Proposed, however, is a set of functions that are needed and are, in fact, frequently included as part of the principal's role.

The development by the principal of both role expectations and appropriate role behaviors in a particular school are legitimate foci for his attention and his staff for at least two reasons. One reason is that conflict often arises between persons within an organization when role responsibilities vary or are in opposition to the way others see it. Secondly, since the school is a complex network of relationships, the way others perform is affected by the principal's conception and performance of his role.

It is appropriate here to examine what is seen as a need for change in emphasis or priority among the principal's leadership functions. Within a school are usually two types of driving and constraining forces: organizational and interpersonal.

Organizational forces include schedules, cafeteria requirements, maintenance operations, etc. When administrators are asked why they cause constraints, the answer usually is "They won't let us change." Irrespective of who *they* are, the administrator is dealing with the affective domain and people are involved.

While the principal obviously must be concerned with the ongoing instructional program, the authors differ with tradition in affirming that it should not be his overriding concern. It is simply not necessary nor helpful to the school's growth for the principal to establish performance objectives for himself which largely duplicate the faculty's efforts.

Given the improved preparation of teachers with regard to curriculum content and instruction, there is less need for the principal to serve in the more traditionally conceived role of the instructional leader. Among his responsibilities, the principal is an educator of other staff members. He fosters instructional leadership on the part of others.

The principal has a role in fostering curriculum improvement, but he must be concerned primarily with attainment of all of the school's objectives, many of which pertain to the learning climate or environment.

MAJOR RESPONSIBILITIES OF THE PRINCIPAL

In gross terms, the principal fosters the development of a positive and humane school environment for "in many instances the routine of the school has settled into such a fixed pattern that it absorbs the attention of the school staff and tends to subordinate the broader purposes of education".[11] Specifically, the principal has three basic responsibilities.

1. **The Principal Fosters Projects and Programs Designed to Identify and State General Goals and Precise Measurable School Objectives and to Continually Improve Them.**
   Examples to elaborate some of the dimensions of this responsibility include:
   - The principal assists his staff in developing an awareness and desire to implement school objectives that have not previously captured major attention of the various subject matter areas.
   - The principal assists in organizing planned programs which achieve school objectives not closely associated with any of the disciplines. Examples are:
     - Student achievement of service and assistance to others and the practice of citizenship skills.
     - Student attainment of the characteristics of self-direction, self-discipline, and self-responsibility.
     - Student achievement of the ability to use language arts skills in all endeavors.
     - Continuous success for each student.
     - Achievement of an open and supportive system of communication horizontally between peers and vertically between younger and older students, teachers, and administrators.
     - Realization of an extracurricular activity program which captures a high percentage of student interest. Activities are individualized and based on principles of adolescent growth and development.
   - The school's design reduces the negative effects associated with large schools.
   - The principal assists his staff in developing a commitment to the value of pluralism. Students and staff should have an opportunity to select from among a variety of environments and to provide feedback on their effectiveness. For example, some students and teachers may work better within a structured situation while others achieve best in a freer setting.
   - The principal serves as a catalyst for projects and programs designed to continually improve the various disciplines.
     - The principal educates staff members to provide daily instructional leadership.
     - Student involvement in an active rather than passive role is an instructional goal.
     - The principal encourages his faculty to consider major issues related to climate improvement, such as the effects of bureaucracy on school life, and to develop improvement programs.

To summarize, the task of the climate leader principal is: identify the needed school climate, identify the organization behaviors observable among administrators and staff in the desired school climate, identify the management system necessary to facilitate the desired outcomes, and specify program priorities to facilitate staff growth, accountability, and evaluation consistent with the climate.

2. **The Principal Organizes Processes to Foster the Attainment of School Objectives and an Effective Faculty and Student Morale.**
   - **Open Communication** is initiated at all levels to provide information for problem solving processes and school improvement endeavors, thus enabling all staff to accurately appraise and understand problems.

[11] Ivan H. Linder, *Characteristics of Humane Secondary School Environments* (CFK Ltd. commissioned paper, 1969), p. 1.

- **Shared Decision Making** is widely utilized throughout the school. Ideas from different work groups are shared so that the information is available for decision making. Where possible, decisions are made at the same level at which they are implemented. The decision making process contributes to high motivation, cooperation, and morale.
- **Problem Solving.** School based problems or weaknesses are actively sought and honestly handled by administrators, staff, and students. The process of solving problems is viewed as one type of opportunity for continuous school improvement.

3. **The Principal Organizes Support Systems to Foster the Achievement of the School's Objectives.**

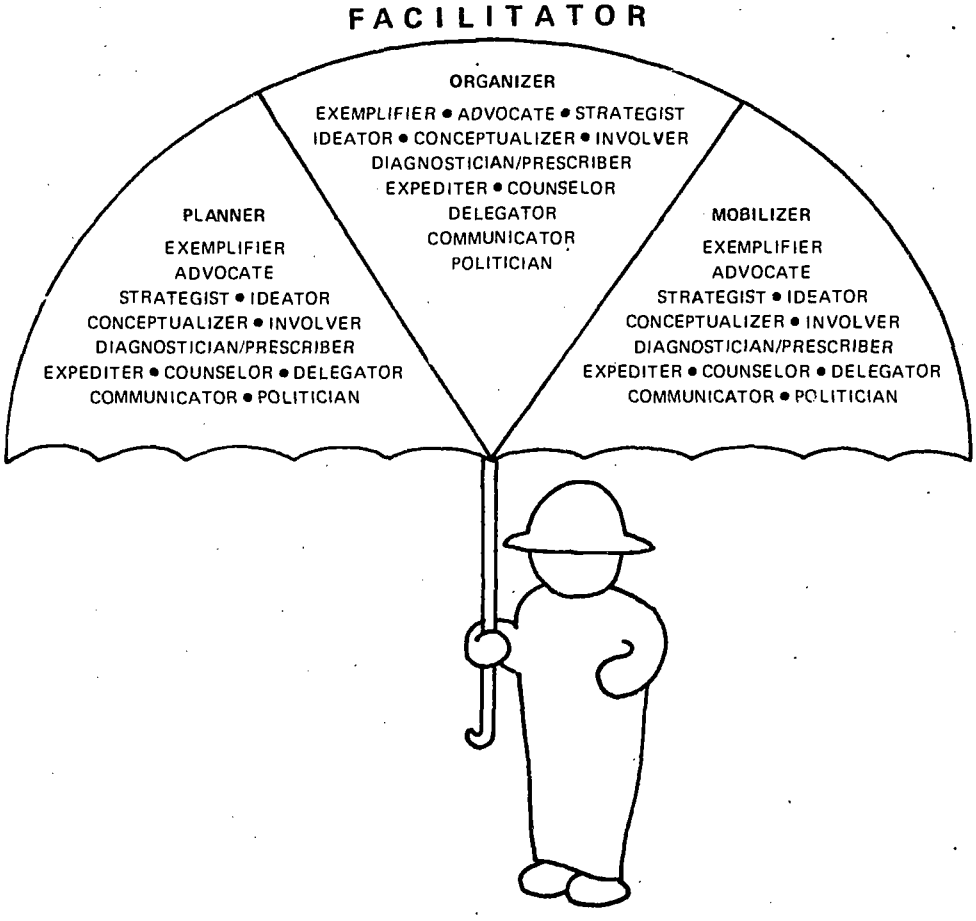
- Significant involvement programs are developed to enhance **Community, Parent, and School District Support Systems** for the school and its climate.
- **Accountability Systems** are developed to assist each staff member and the school as an institution to achieve a wholesome climate. Each staff member realizes that his personal growth is essential to development of the desired school climate. Each realizes there are no right or wrong ways to grow personally and professionally. By developing an individualized continuing education program,[12] the principal demonstrates that he also is striving to grow in the direction of the desired administrative behaviors consistent with the school's climate. Personal and professional growth are viewed as a process of mutual assistance and that each person's growth on stated growth goals proceeds at different rates. The growth of one person is not compared to that of another. Each understands that personal and professional growth is expected, and as such is measured against each individual's stated goals.
- **Logistics System.** There are at least three elements of a logistical system: (1) procedures by which the school obtains personnel, (2) quality of services such as purchasing, centralized equipment and materials (tape recorders, films, etc.), student scheduling, expendable supplies, learning area equipment, secretarial, and some aspects of custodial and maintenance services, and (3) the straightforward communication program concerning what a school's staff can and cannot expect of the system.

LEADERSHIP FUNCTIONS REQUIRED IN CREATING AND MAINTAINING A POSITIVE SCHOOL ENVIRONMENT

Not all the school's leadership comes from the principal. In fact, leadership functions may be performed by several persons. However, the principal is the one to whom many look for crucial inputs. What are some of the functions he must perform if a positive and humane school climate is to develop and be maintained?

These functions are shown on the following diagram. The umbrella represents the principal's facilitative role.

Within each of the three major categories of planner, organizer, and mobilizer are twelve suggested roles. Planner is one who designs programs and projects for the improvement of the school and its climate, and who has an impact on the future.



[12]See **Individualized Continuing Education for School Administrators — One Approach** (A CFK Ltd. Occasional Paper, 1970).

Mobilizer is one who utilizes resources, both human and fiscal. Not only is the principal responsible for this, but he is the only one who can possibly initiate it in today's school. The organizer is one who assumes the responsibility for seeing that interdependent parts of a whole system complement and support each other for the purpose of meeting institutional goals and objectives.

Some of the Principal's Roles in Fostering the Development of a Positive School Climate.

- **Exemplifier** – One who verbalizes the school's belief and value system, and insists that task force decisions be justified on the basis of written philosophy, goals, and objectives. He makes his own decisions and governs his own actions on the basis of the stated philosophy, goals, and objectives and publicizes the philosophical basis for his decisions and actions.
- **Advocate** – One who advocates actions consistent with the school's stated philosophy and which appear attainable. Conversely, he actively opposes proposed courses of action which are inconsistent with the stated philosophy or which seem unlikely of attainment.
- **Strategist** – One who is able to determine the plan of attack and assemble independent parts into a total plan to meet school goals.
- **Ideator** – This is the principal's most creative role. He proposes, to task forces and to other working groups, alternative paths of action which might otherwise not be considered. Once an idea is accepted by a group he relinquishes psychological ownership, and it becomes the group's idea.
- **Conceptualizer** – One who constantly describes the school's climate to work groups in such a way that each task force can see how its actions relate to building the whole school. He provides a view of the *big picture*.
- **Involver** – One who identifies individuals willing to work to build a more positive school climate and helps them find constructive ways to become involved. Concurrently, he recognizes individuals and groups who are satisfied with the status quo and, through persuasion and involvement, encourages them to contribute to school-wide improvements.
- **Diagnostician/Prescriber** – One who encourages school task forces or groups to use existing instruments or design new ones to obtain information pertinent to the problem being considered. He helps each group define its selected or assigned problem, set objectives, collect and interpret information, and plan action based on the information and the school's philosophy. He constantly urges the group to evaluate the effectiveness of its actions as new information becomes available.
- **Expediter** – One who reminds each school task force of its agreed upon commitments and assists them in meeting the commitments. He does this by clearing away organizational debris standing in the way, and by providing, at strategically important times, needed resources.
- **Counselor** – One who assists task forces and individuals within such groups in analyzing what is happening to the group and what is happening to individuals. He may provide feedback regarding his perceptions as to why productivity is less than had been anticipated. He also may encourage other group members to provide such feedback. He is able to recognize when groups are becoming ineffective and is prepared to assist the group in determining the causes of its ineffectiveness and in proposing remedies. He helps build accuracy of perception between all concerned by providing opportunities for individuals to share common experiences.
- **Delegator** – One who directs the information flow, listens effectively, sends clear, concise messages, avoids obtuse meanings. Messages are openly and candidly questioned. He directs interaction and communications toward achieving the school's objectives, and assists others to feel responsible for initiating communication.
- **Politician** – One who is a politician in the best sense of the word. He is skilled in the total complex of relations between man and society and recognizes and understands the political nature of man and the nature of the institution which affect the school.

IMPLEMENTATION

To this point, this paper has discussed why the principal is a climate leader and what such an educator does. This section pertains to how a principal might prepare for such a role.

Synthesizing what has been said, the following is offered:

- In every school there is a climate and too often its improvement is left to chance.
- A healthy school climate is imperative if schools are to effectively assist positive student growth.
- Climate determination and improvement is the principal's responsibility.
- The school's leader should be able to assess the climate.
- The leader should be able to initiate action to change and continuously improve the school's climate.

H. Thomas James puts the foregoing into perspective with this statement:

> Real authority for leadership must be earned in a society that prefers persuasion to force, and leadership is a privilege conferred out of trust for relevant knowledge, competent behavior, and demonstrated ability . . .[13]

Considerable evidence exists that the school is the shadow of its principal. It follows then that if schools change – that is, begin to accept the premise that they should provide a designed and humane environment for students and staff – principals used to operating in a different type of environment also must change through development of new leadership skills and knowledge.

The following suggestions are not backed up by supportive research data, but before answers can be offered efforts must be made to establish a better knowledge base. The ideas in this paper have emerged from discussions with principals, teachers, students, professors, parents, and others.

The following steps provide some theoretical and practical springboards. They are designed to help concerned and interested persons seek answers by raising pertinent questions.

Changes must begin with the principal, although this is in opposition to the concept of many school leaders who are concerned about change; but basically for others. If one is not interested in changing himself, then there is no need for further discussion as the assumption of this paper is that change begins with oneself.

Another bias underscores the premise that positive, rational change usually occurs after an evaluation of the existing

[13] H. Thomas James, *Education Dean Outlines Plans for the Future*, **Stanford Review.** Vol. 19 (January, 1967), p. 1.

situation. While accomplishing this, the principal has two points of departure: assessment of the school and its characteristics and assessment of the principal and his characteristics.

Institutional and Individual Assessment. To assess the school climate one assumes there is some agreement about its philosophical thrusts. Appendix C presents an example of a climate improvement project regarding the development of school objectives which will result in a positive environment.[14] The process for obtaining philosophical statements is as important as the end result. Once the statement is available, the task of the principal is to assess how closely the school does what it is supposed to do.

The principal's role is exemplified by the principal who personifies the school's philosophy, demonstrating by actions that it is possible to practice what is preached. Realistically, the principal cannot be all things to all people. It becomes imperative, therefore, for him to determine what other leadership abilities already exist at the school and to exploit these advantageously. His task becomes one of identifying his strengths and weaknesses.

Assessing school characteristics can be done in one of at least three ways:

- The principal can work with development teams or task forces to ascertain the school's climate.
- The principal can do it himself.
- The principal can call upon outside experts to assist task forces in assessing the climate and to recommend follow-up action.

The first and third options are the more desirable as they use teams which are more likely to have different perspectives about the data gathered than will a single individual. Development teams are clearly defined by Eugene Howard. Those considering the development team route for assessment may wish to read his report.[15]

Outside experts refers to consultants from colleges, universities, state departments of education, and professional organizations. Consultants can be used effectively —

- As process developers.
- As catalytic agents with ideas for change.
- As solution proposers.

Assessment tools are available to assist in this process. One means of locating them is to use the standard professional literature indexes which are available in college and university libraries. To assist in developing an awareness and an overall assessment of a school's climate this paper includes two rating scales.

Most principals probably perform most of the behaviors that have been outlined to a greater or lesser degree. Planned improvement or change, however, evolves around timing and appropriateness; that is, does the principal calculate the timing of his actions to correspond with the needs of those within the school? Does he know which role to play at the appropriate time?

Self Improvement Activities. Varied ways exist through which a principal can improve his competency in leading school climate improvement endeavors. Relatively little about organization climate is taught in teacher education or graduate programs for principals. Typically, educational administration programs focus little attention on the school's affective relationships. If the principal is to learn new skills and processes, he probably will need to be involved in a continuous self-renewal in-service program.

Planning for and initiating individual growth can be accomplished in one of the following ways.

1. By planning an individualized continuous progress growth for principals as is being done by a number of school districts throughout the nation. The rationale and procedures to accomplish such a program is described in a CFK Ltd. Occasional Paper.[16] The paper is an outgrowth of three years work by school districts in association with CFK Ltd. in implementing individualized continuing education programs for school administrators.
2. By organizing a district study team to develop a plan for overcoming the perceived leadership voids identified by this paper.
3. By entering into a formal or informal relationship with a college or university to undertake a project which emphasizes development of principals so that they can develop an improved humane environment within each school.
4. By self-study.

Finally, CFK Ltd. has inaugurated a series of principal development projects with interested school districts. In essence, these projects combine the concepts of the Principal as the School's Climate Leader and Individualized Continuing Education for School Administrators.

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[14]Two additional school climate improvement projects have been designed by CFK Ltd. commissioned task forces. The projects, practical for use at the secondary school level, are described in these CFK Ltd. Occasional Papers: **Learning Through Serving**, by Charles Romine, Sonya Read, Anthony Petrillo, and Edward Brainard; **Improving Discipline in the Secondary School: A Catalogue of Alternatives to Repression**, by Eugene R. Howard and John M. Jenkins.

[15]Eugene R. Howard and Monroe K. Rowland, **Planning and Managing Change: The School-Based Development Team as a Means of Fostering Rational Change in Educational Institutions.** (Pamphlet available from Educational Associates, 229 S.E. First Avenue, Ft. Lauderdale, Florida 33301, $1 per copy.) See also Eugene R. Howard, *Evaluating Innovative Practices*, **Impact**, New York State Association for Supervision and Curriculum Development, Fall, 1970, pp. 16-19.

[16]**Individualized Continuing Education for School Administrators — One Approach** (A CFK Ltd. Occasional Paper, Fall, 1970).

APPENDIX A

HAS YOUR SCHOOL'S CLIMATE BEEN IMPROVED?

During the past two years, what climate improvements have occurred at your school?

This rating scale lists many factors which determine the nature, quality, and wholesomeness of the school's climate. It is designed to assist in analyzing the extent to which improvements have been recently organized in a planned, comprehensive, and highly conscious manner for the purpose of systematically improving the school's climate and objectives. While many schools make improvements, they are often the result of happenstance or crisis.

This instrument is open-ended; it provides space for the listing of additional aspects of the school.

School Climate Influences (A Partial Listing)	During the past two years planned climate improvement programs have occurred —				
	Regularly	Occasionally	Rarely	Not at all	Unknown
School objectives — Development of clearly stated and understood objectives to guide the actions of programs and people.					
Adolescent development — Use of knowledge about nature of youth, about teaching-learning process to improve school programs, practices.					
Nature of student life a. In class areas b. In dining halls and corridors, on playfields, etc.					
Student behavior encouraged (such as self-discipline, self-responsibility, etc.)					
Inclusion (methodology for including all students and others in the various activities of the environment) a. Methodology of involving students, of staff beyond scope of formal curriculum b. Individual success and feeling of success of students, of staff c. Morale of students, of parents, of staff d. Teacher behavior within classroom, as faculty team member e. Recognition system					
Policies, procedures a. Formal policies, procedures b. Unstated policies, procedures c. Cost of education borne by students-parents d. Student and faculty governance					
People relationships a. Relationships among 1) Students (clique structure) 2) Staff (including administrators) 3) Staff-students b. Relationships concerning 1) Discipline of students 2) Conflicts between participants 3) Complaints of parents, students, staff 4) Handling juvenile delinquency					
Communications system a. Degree of open communication among participants b. School-community relations c. Decision making process d. Problem solving process					
Performance expectations (common for all vs. pluralistic)					

School Climate Influences (A Partial Listing)	During the past two years planned climate improvement programs have occurred –				
	Regularly	Occasionally	Rarely	Not at all	Unknown
Curriculum					
a. Curriculum					
1) Objectives of					
2) Content of					
3) Methodology of involving students					
4) Course sequences					
b. School organization to foster achievement of curriculum					
1) Organization of school day					
2) Innovations in areas such as grouping, scheduling, differentiated staffing					
3) Individualization of education					
c. Extracurricular activities					
Support systems					
a. Support systems to foster achievement of curriculum					
1) Instructional materials centers					
2) Logistics system for flow of materials to support instruction					
b. Staffing to accomplish the					
1) Curriculum					
2) Extracurricular activities					
3) Guidance and counseling program					
4) Improved climate					
c. Guidance and counseling					
d. Standardized test program					
e. Staff meetings					
f. Physical plant attractiveness					
g. In-service education					
h. Leadership styles of status and collegial leaders					
i. Improvement of instruction on a collaborative, cooperative basis					
School improvement program					
a. Continuous program to evaluate effectiveness of school in relation to school objectives and services					
b. Design to develop climate improvements on continuing basis.					
Other school climate influences					

Questions for consideration. It is suggested that the results of the instrument be considered through the use of questions such as the following. Undoubtedly, the user will wish to develop additional questions.

1. What additional aspects of your school should be added to the above listing?
2. In which of the above major areas have the greatest improvement endeavors been devoted? Which areas, if any, have been overlooked? Is the past allocation of efforts appropriate to the development of a wholesome school climate?
3.
4.

APPENDIX B

CHARACTERISTICS OF A POSITIVE LEARNING CLIMATE

A. **THE SCHOOL'S OBJECTIVES,** both academic and climate, are clearly stated and accepted by students, staff, and parents. They are continually refined and stated so that they serve as reference points for developing improvements, the decision making process, and daily operations.

B. **SOCIAL AND CULTURAL CONDITIONS** which influence the quality of school life.

Pluralistic Reward System. Multiple rewarc ems which emphasize the positive reinforcement of institution-supporting behavior are more likely to foster positive attitudes toward school than systems which primarily emphasize punishment and fear.

An open climate school will provide a wide variety of ways for staff and students to be productive and successful and offer a wider variety of rewards.

Open Communication Channels. The open climate school characterized by frequently used communications lines which cross age, class, clique, racial, religion, sex, and hierarchical barriers. Such barriers in closed schools frequently separate faculty and students into competing, hostile camps.

Provisions for Widespread Involvement in Decision Making and Problem Solving. A variety of provisions exist for widespread participation by students, staff, interested parents, and others in improving the school. Each is involved in shaping that part of the s. hool which affects him most. Plans or decisions for others to implement are not made without their involvement.

Provisions for School Self-Renewal. The open climate school is characterized by constant positive change as it seeks to adjust to societal needs which support the school and the people within it.

Group and School Norms, Beliefs, and Values. All societies, including the school, function on the basis of group and institutional norms, beliefs, and values. Part of this norm-belief-value system may be included in the school's philosophy or its student or staff handbooks. However, a very important part of this system is unwritten. The unwritten system, typically more influential, may be inconsistent with the written version. There also may be inconsistencies between the institution's stated norms, beliefs, and value systems and the operating systems within each sub-group.

People in an institution behave more positively if the school's norm-belief-value systems are consistent and well understood.

Pluralistic Performance Expectations. Performance expectations of the school, as expressed by the staff, constitute an important part of the school's climate. In the humane school such expectations are reasonably flexible and consider individual differences. In such a school individuals are frequently encouraged to set their own performance goals. The school does not ask people to do things they are not capable of unless they have an opportunity to be involved in a learning program on such required skills or knowledge.

Rules and Regulations. Rules and regulations constitute an important part of a school's climate, affecting the behavior of everyone within it. In the humane school such rules and regulations have been cooperatively determined, are clearly stated, and are viewed as reasonable by those affected.

All of the school's necessary rules and regulations are stated. Ideally such rules and regulations should be consistent throughout the school (as expressed in handbooks, etc.) and within both formal and informal sub-groups.

Characteristics of Influential People. People, especially an institution's formal and informal leaders, both react to and are a part of the institution's climate.

In an open climate, humane school leaders are authentic, warm, sensitive individuals who care about others and about their school. Individuals within the school can disagree and still maintain close team relationships.

C. **THE SCHOOL'S FORMAL PROGRAMS AS CLIMATE COMPONENTS.** Individuals react, not only to that part of the climate which defines the school's social and cultural structure, but also to its formal programs such as the academic class structure, its formal schedule, its curriculum, and its extracurricular programs.

Flexible Use of Time, Facilities, Human, and Material Resources. The school makes available a wide variety of options regarding how individuals within it will use time, facilities, and human and material resources.

Flexible, Open-Ended Curriculum is organized to provide a wide variety of pace and content options to students. Not all learners have the same content needs nor will they learn at the same rate.

Faculty members in such a school are free to adapt and modify existing curricula so that it meets individual differences. Curriculum building is a creative, professional activity. The curriculum typically provides extensive independent study options.

Multiple Learning Environments. Varied optional learning environments exist for teachers and students. Participants are not forced to learn under one standard environment such as the more traditional teacher directed learning. Varied environments are available and students can obtain an appropriate mix.

Self-Discipline and Responsibility. The school has a designed and sequential *curriculum* so students gradually develop the ability to assume the characteristics of self-disciplined and responsible individuals.

Efficient Logistical System. Procedures are available to all individuals to efficiently acquire the material resources needed for productive work.

Pluralistic Extracurricular Programs serve staff and students and are subject to constant reorganization as needs change. To the greatest extent possible such activities are offered on an open enrollment basis.

APPENDIX C

ESTABLISHING THE SCHOOL'S OBJECTIVES[1]

AN EXAMPLE OF A SCHOOL CLIMATE IMPROVEMENT PROJECT

Most statements of philosophy and objectives are written by a committee, published somewhere in the teachers' handbook, filed and forgotten . . . and rightly so, because in the form in which they are written such statements can rarely serve as guides to decision making by staff, students, or anyone else.

Many statements of philosophy, for example, contain a sentence something like this:

> "It is the objective of the School to educate each student to the limits of his potential."

Such a statement can be used to justify a strong guidance program, remedial English, private music instruction, isolation booths for discipline problems, free breakfasts, clerical aides for teachers, religious training during school hours, or publicly financed seeing eye dogs. The statement means little because it can be construed to mean almost anything. Somewhat more useful might be statements such as the following:

> "We, the students and staff of the School believe:
>
> That pupils learn at varying rates; therefore the curriculum should be organized in such a way that some pupils can proceed more rapidly than others.
>
> That the size of the learning group should be appropriate to its purpose, or
>
> That the kind of supervision provided by the staff for a student activity should be appropriate to the level of maturity of the students participating."[2]

Getting Started. Projects such as the following would be appropriate to schools desiring to launch activities designed to define operationally the school's beliefs and values.

Form the usual review and rewrite groups but perhaps with some additional talent available such as:

- A staff member chosen for his special interest in translating belief statements into measurable objectives.
- Students representing various cliques.
- A specialist in the psychology of learning.

Organize a development team or a design team to provide leadership and support for school improvement projects. The team can accept, as one of its first projects, the redefinition of the school's statements of beliefs and values so that developmental projects can be appropriately designed and evaluated.[3]

Use the National Assessment Citizenship Objectives[4] as a point of departure in writing the school's philosophy. Develop student and, perhaps, staff survey forms designed to chart the school's progress in achieving each objective adopted.

Hold workshops in which teachers and pupils interested in working for school improvement, evaluate existing statements of philosophy from the point of view of their usefulness as guides to decision making and to project design.

Implement a survey of inconsistencies, i.e., a survey designed to analyze recent important decisions which have been made in the school. The analyses should be designed to show how decisions are rooted in conflicting belief and value system. Such a study, done perhaps as a term paper or master's thesis by a faculty member, could provide valuable information for the writing groups as they seek ways to express more accurately what the school stands for.

Encourage staff members and students involved in existing projects for school improvement to evaluate existing statements of institutional values and beliefs and suggest improvements.

Suggested Activities for the More Flexible School. With strong administrative leadership and support, develop and adopt a statement of beliefs and values which clearly communicates what the flexible school stands for.

Organize, with the assistance of the school's development or design team, six to eight school improvement projects designed to modify significantly the school's communications system and decision making processes. Encourage the leaders of such projects to write objectives for the projects which are clearly consistent with one or more of the school's belief and value statements. Provide planning and evaluative assistance to such project groups from talent available from the development team.

Hold workshops for staff and students on the topic of rational decision making. Encourage, through such workshops, the making of decisions regarding school improvement projects on the basis of the stated beliefs and values of the institution and the actual outcomes of project activities (as compared with outcomes which had been predicted). The purpose of the workshops would be to link operationally the decision making apparatus of the school to the stated belief and value system of the school. (What the school stands for educationally becomes clear to people only when they begin to make decisions on the basis of statements describing the institutional beliefs and values.)

Hold workshops for leaders of student organizations and other student leaders designed to assist them in launching school improvement projects which are consistent with the school's statements of institutional beliefs and values.

The school's statements of beliefs and values should clearly commit the school to the twin concepts of decentralized decision making and decentralized assumption of responsibility for implementation of decisions.

Most school staffs are accustomed to sitting around thinking up things for other people to do. This is familiar to all administrators who attempt to delegate decision making. It occurs when the staff thinks up things for the principal to do and the principal thinks up things for the staff to do. Everyone

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[1] Extracted from Eugene R. Howard and John M. Jenkins, **Improving Discipline in the Secondary School.** (A CFK Ltd. Occasional Paper, 1970).

[2] Don E. Glines, **Implementing Different and Better Schools** (Mankato, Minnesota Campus Publishers, 1969), pp. 10-11.

[3] A development team is a talent pool developed within the school for the purpose of stimulating and supporting well-designed and well-evaluated innovative projects. A design team also fosters innovation, but is more involved in the administration of the school. For more details see: Howard, Eugene R. and Monroe, Rowland, **The School Based Development Team as a Means of Fostering Rational Decision Making in Educational Institutions.** (Pamphlet available from Educational Associates, 229 S.E. First Avenue, Fort Lauderdale, Florida 33301, $1 per copy.)

[4] Committee on Assessing the Progress of Education, **Citizenship Objectives**, Ann Arbor, Michigan, 1969, 57 pp.

delegates decision making and implementation tasks to everyone else and no one does any work.

The extent to which decision making can be decentralized depends greatly on the degree of understanding and acceptance of staff and students of what the school as an institution believes in and values and the degree of willingness of everyone in the school to make decisions consistent with these beliefs and values and to do the work necessary to implement the decisions.

SOME EXAMPLES OF OBJECTIVES OF A SCHOOL WITH A POSITIVE CLIMATE[5]

Some Basic Operational Characteristics

A. Decision Making. Some examples –

1. Every effort is made to encourage decision making as close to the student-teacher interaction level as possible. It can be expected that as pupils and staff grow in their ability to be responsibly self-directive, progressively more decisions concerning learning will be made by staff and learners and less by administrators, supervisors, and established procedures.
2. Staff and students as a part of their basic education, learn to make decisions on the basis of information instead of prejudice or conjecture and learn to evaluate their decisions on the basis of (1) the decision's compatibility with the philosophy of the institution and (2) what happens as a result of the decision.

B. Organization. Some examples –

1. The organizational plan for the school is flat rather than highly hierarchical.
2. The organizational plan is flexible rather than rigid. The temptation to brand people in the school with *leader* and *follower* labels is resisted. Each pupil and staff member assumes significant leadership roles when it is appropriate that he do so.
3. The school's organizational structure fosters effective talent utilization. Learning teams, teaching teams, and project teams are formed for the purpose of achieving specific tasks. The concept of differentiated staffing is implemented as appropriate.
4. The commitment of the school to inter-disciplinary teaching is reflected in the organizational plan. The plan encourages staff members with different academic competencies to work closely together in organizing materials and planning learning activities for pupils.
5. The organizational plan stimulates experimental and developmental activity on the part of the professional staff.

C. Curriculum. Some examples –

1. The curriculum is organized in such a way that students can progress through projects and courses of study at their own best rate, taking advantage of well-defined depth and quest options as they progress.
2. It is assumed that all students have both vocational and academic needs. Students, then, are not classified as *college-bound* or *vocational* as is often the case. An effort is made to link every unit of instruction and every project to reality as perceived by the pupil. Some of these *reality* links are vocational in nature.
3. Resources for learning are often found outside the school. It is not assumed that learning always takes place most effectively in school with a person present who is called a teacher.
4. The curriculum also stresses the development of those human characteristics upon which humanity's survival to a large extent depends – such as compassion, capacity to love, and empathy.
5. The curriculum is organized in such a way that each pupil can consistently experience success. Failure is used by pupils and staff as a basis for the planning of successful experiences.

D. Physical Plant and Equipment. Some examples –

1. The physical plant is characterized by a human-oriented, non-institutional atmosphere.
2. In general, facilities are used to accommodate learning laboratory-independent study activities, small group discussion activities, large group activities, and informal social activities.

E. Experimentation, Development, and Dissemination. Some Examples –

1. The school serves as a laboratory to determine the feasibility of promising educational practices and products.
2. The school publishes materials for widespread dissemination which explains its projects, practices, and products, and encourages educators and parents to learn more about them.
3. Dissemination is modest and professionally respectable. Pressures to disseminate the results of projects prematurely or to make unsubstantiated claims for a practice or product will be resisted.
4. The basic innovation which the school demonstrates and advocates is the developmental process itself – that decision making process shared by staff and students, which results in orderly, rational, self-perpetuating institutional change.

Eleven Beliefs Basic to Decision Making.[6] Additional Examples –

In addition to the objectives, statements of beliefs are also important in that they serve pupils, staff, and others as guides to decision making. Typically such statements are written in such general terms as to be of little help to individuals and groups engaged in school improvement activities.

Badly needed in an ever-developing school is a set of statements in addition to objectives which can be used to justify proposed school improvement projects and which can form the basis for designing evaluative instruments.

In a school devoted to systematic self-improvement, decisions regarding developmental projects should be based on two kinds of questions:

1. (asked when a project is in the initial planning stage) "To what extent is the proposed path of action consistent with the school's published statement of its *Beliefs Basic to Decision Making?*" and
2. (asked later) "To what extent did the proposed path of action result in the predicted outcomes?"

The list which follows provides examples of some areas about which beliefs might be stated. To provide more suggestions,

[5]From an unpublished paper by Eugene R. Howard.

[6]Ibid.

some of the examples are fully described, while others are only partially.

1. **Individual Differences.** The school believes —

   That learners are very different from one another. Each individual has his own learning style, his own set of interests, his own belief and value system, and his own set of goals and objectives. Individuals also differ in their level of maturity, the degree of responsibility they can assume for their own actions, and their level of motivation to exert effort for self-improvement.

   Therefore

   The school provides well-defined options for learners. The curriculum is so organized that learners may proceed at varying rates exercising content and process options as they go. Learners are given choices from a variety of ways in which they can be successful and productive. The time schedule is so organized that control of time is decentralized at the student-teacher interaction level. The most appropriate materials, facilities, and supporting talent are made available to the learner at the time he needs them. The level and kind of supervision given to staff and learners should be appropriate to the level of maturity of the individual.

2. **Self-Directiveness.** The school believes —

   That within each student the school should foster the maximum development of an inquiring, self-directive and creative mind. It is a major purpose of the school to prepare students to continue to learn systematically when they no longer have a school to assist them. Self-educability is an essential ingredient of good citizenship.

   Therefore

   Curriculum materials are being sought and developed which stress: the teaching of pupils to ask answerable questions, to differentiate between relevant and irrelevant information, to organize information, to support conclusions, and to withhold judgment pending the building of an informational basis to justify the judgment.

   Each unit within the curriculum is being organized in such a way that the pupil may initiate learning activities to achieve his own objectives. Learning activities are preplanned by the staff so that learners can learn to plan and evaluate their own activities, thereby becoming progressively more independent of the school for their own self-improvement. School improvement projects are evaluated on the basis of the extent that such projects are likely to foster self-directiveness and creativity as opposed to dependency on authority.

3. **The Process Centered Curriculum.** The school believes —

   That learners are capable of self-initiated, life-long self-improvement activities to the extent that they understand themselves, the learning process, and the evaluation process. Therefore —

4. **The Reality-Linked Curriculum.** The school believes —

   That the ability to organize, interpret, and apply knowledge to real situations is more important than acquiring knowledge for its own sake.

   Therefore

   Units of instruction and projects will provide pupils with opportunities to organize, interpret, and apply knowledge. The staff will actively seek real situations in the country as well as in the school. Pupils will be confronted with real situations and will be asked to draw conclusions and form opinions regarding such situations and to justify such conclusions and opinions by acquiring, organizing, and interpreting information.

5. **Pupil Responsibility For Learning.** The school believes —

6. **The Inter-Relatedness of Knowledge.** The school believes —

   That knowledge is by nature unified rather than fragmented, that subject matter fields are related, and the inter-relatedness of knowledge should be demonstrated in the school. The concept-centered and problem-centered approach to knowledge is a more realistic approach than is the more typical, narrow compartmentalized approach.

   Therefore

   The staff will, when appropriate, build inter-disciplinary units into every course of study. The staffing plan of the school reflects the school's commitment to this concept.

7. **The Positive Learning Environment.** The school believes —

   That the success of the school depends upon consistent daily successful learning experiences on the part of every student. A learning experience may be considered successful if it has contributed to the intellectual development of the learner in such a way that he will seek further similar learning experiences. Therefore —

8. **Utilization of Community Resources.** The school believes —

   That it is possible for students to learn in places other than classrooms in groups which are not classes and with people who are not teachers.

   Therefore

   The school encourages and supports student and staff learning experiences which take place in the most appropriate setting possible and which utilize the most appropriate talent and materials available.

   A vigorous program is being initiated to locate and utilize a wide variety of personal and material resources both within and outside of the school.

   The staff is organized in such a way that a wide variety of talent — certified, non-certified, full-time and part-time — is available to help learners.

   The staff will continue to explore the differentiated staffing concept and to adopt aspects of the concept as appropriate.

9. **Pupil and Staff Involvement in Decision Making.** The school believes —

10. **Open Communications.** The school believes —

11. **Motivation.** The school believes —

    That coercion, punishment, and threat of punishment are generally ineffective as means of motivating staff and pupils to be productive: That people are more likely to be positively motivated if given choices of ways they might be productive than if offered only the choice of doing as they are told or refusing to do as they are told:

    Therefore

    The school's policies and procedures will reflect trust in people rather than stressing distrust and fear.

    Replacing the usual array of restraining devices will be (1) a teacher-counselor system dedicated to fostering successful learning and open communication between school and home, pupil and staff member, pupil and pupil, (2) a reality-linked curriculum, (3) diagnostic and prescriptive teaching, and (4) opportunities for all pupils to participate constructively in shaping the institution in which they work.