

# Improving School Climate and Morale

30 Inservice Points

Component No. 7 512 001

This component is designed to enable the participant to recognize major sources of stress and to develop methods of resolution; investigate and improve interpersonal relationship skills; learn to use more effective communication skills; and gain ability to effectively manage work relationships.

## **General Objectives**

The participant will identify methods and skills which will enable them to more effectively

1. Cope with on-site stress
2. Communicate with parents, staff, and students
3. Motivate all students within the classroom
4. Develop techniques of professional behavior
5. Use strategies to meet the needs of special students
6. Use knowledge of thinking and learning styles to deal with and work effectively with others, and use knowledge of brain and neuromotor functions and developmental stages to deal with and work effectively with individual students
7. Use interpersonal relationship skills to promote positive morale and attitudes.

## **Special Objectives**

The participants will:

1. Identify major sources of on-site stress and develop methods to reduce stress factors
2. Identify interpersonal communication skills necessary to promote good human relations
3. Demonstrate knowledge of thinking and learning styles which facilitate positive working relationships with staff, students and parents
4. Demonstrate techniques for promoting professional behavior...using examples and non-examples
5. Identify strategies for coping with the special needs of special students
6. Identify strategies for using teacher expectations to encourage student achievement
7. To explore developmental pattern of brain and neuromotor functions

## **Procedures**

1. Attend an on-site workshop on "Thinking and Learning Styles" at which time each participant will analyse his or her own styles and will participate in a large group discussion of the implications of different styles. Participate in a small group discussion during which the information can be made applicable to the classroom situation and on-site committee assignments.
2. Participate in a group discussion regarding on-site stresses. Participate in small group discussion on coping skills. Write a plan of action regarding two primary stresses. Keep a record of behavior and results. Report to group regarding results.
3. Attend a lecture on communication skills which promote good human relationships and identify own personal skills which need strengthening. Plan times and strategies to develop these skills.
4. Select a specific technique, or example, of professional behavior and demonstrate this behavior (technique) to the inservice participants. Especially stress behaviors which have been observed on-site as nonprofessional
5. Attend a workshop presented by FDLRS stressing management skills for students who are mainstreamed into the regular classroom. Identify strategies to cope with the special needs of special students.
6. Attend a workshop conducted by a TESA staff member. Identify and practice techniques specified to use teacher expectations to increase student achievement.

## **Evaluation**

1. List and describe the four thinking styles and the four learning styles.
2. List two on-site stresses and the behavior to cope with these stresses.
3. Describe his/her personal skill development experience.



4. List five techniques for encouraging professional behavior.
5. Identify four strategies for coping with special student's needs.
6. Describe results of techniques used to increase student achievement.

