PROMOTING POSITIVE SCHOOL CULTURE AND CLIMATE

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Much has been said about school culture and climate and its effect on the development of learning institutions. As to Confeld (2016), school culture and school climate are intangible. The terms are frequently used interchangeably but getting more specific, climate is more relational. It is illustrated by the behaviors of the staff. Moreover, it is also focused on the style of the school’s organizational system.

On the other hand, culture is a deeper level of reflection of shared values and traditions between staff members wherein the school head plays a vital role in developing the school culture. Certainly, positive school culture provide a safe and supportive environment for the pupils and staff which in turn allows academic achievement to evolve.

Based on my experience as a school head, there are certain ways to promote positive school culture and climate. Foremost, there should be effective communication within the school. Any school head must know the value of communication. Effective communication prevents misunderstanding among the staff.

Another one is catering for individual needs. The school head must know that no two teachers are exactly alike. In reality, there is no “one size fits all” as regards to managing the staff. There should be specific approaches in catering the needs of every teacher for they are the front liners in the school.

Democratic processes must also prevail. Through this, the school head may enhance the self-esteem of the whole team and eventually transform the teachers to
become the best version of themselves. Since more heads are better than one, the leader at some point must also value the ideas of her subordinates.

These are only some of the ways to promote positive school culture and climate. By uplifting the morale of every person in an organization, a satisfying result is expected in the coming years. Positive school culture and climate by then are the keys that can make a school propel forward.

References: