

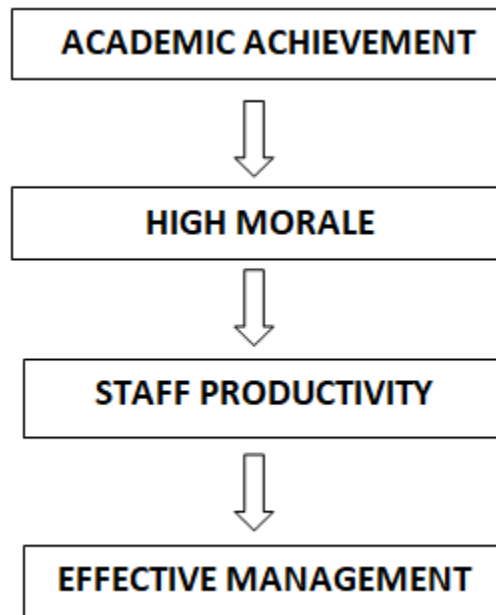
# The Positive School Climate: A Theoretical Perspective

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Educators have recognized the importance of school climate for a hundred years. However, it was not until the 1950's that educators began to systemically study school climate. School climate refers to the quality and character of school life. A positive school climate exists when all students feel comfortable, wanted, valued, accepted and secure in an environment where they can interact with caring people they trust. A positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, value and expectations that support people feeling socially, emotionally and physically safe.

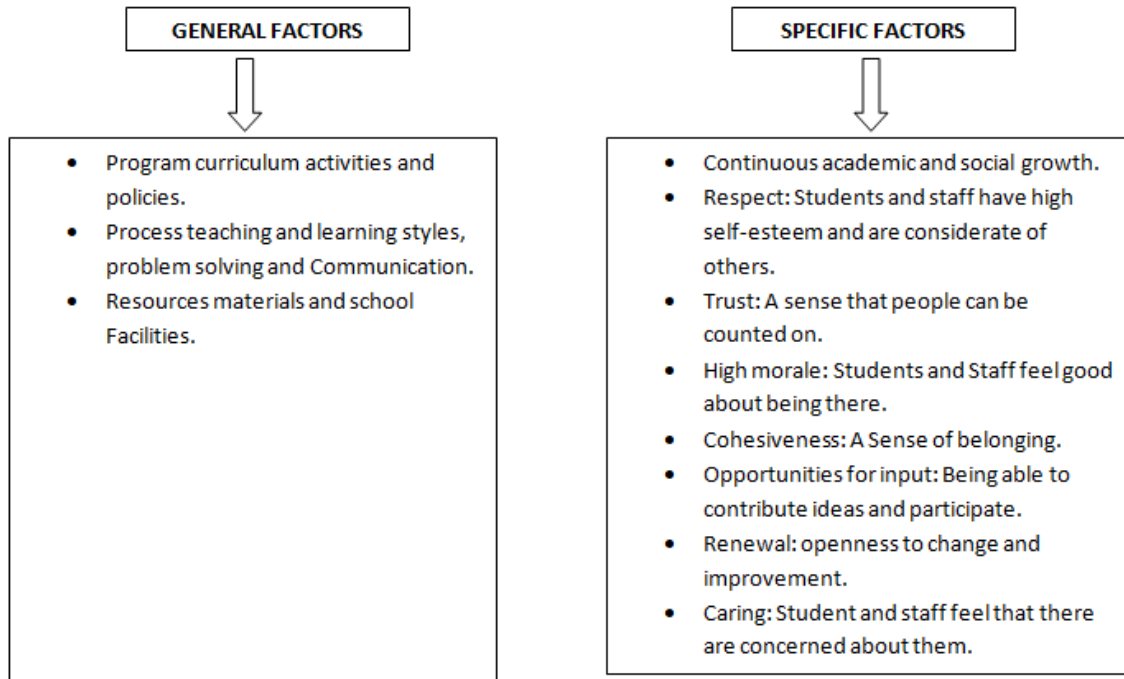
The term "school climate", "school culture" and "learning environment" have been used in overlapping but sometimes, quite different ways in the educational literature. A school's climate contributes to the academic success of its students and predicts the degree to which they actively participated in learning, including how consistently they attend school, how attentive they are in class, how carefully they complete their class assignments and how committed they are to staying in school and doing well there. Students who feel connected to their school are more likely to graduate and more on the successful postsecondary educational and career opportunities. A positive school climate can have a major impact on the success of all students in the school. It effects individually and collectively. Research has consistently shown a link between positive school climate and other important measurement of school success, including.



Positive school climate also promotes students learning. Positive school climate powerfully affects student's motivation to learn. Positive school climate needs to be actively created and sustained by members of the students, parents and school personnel groups in school and supported by the community at large. When the school community works together to understand and improve school climate, collective action powerfully supports positive youth development and learning and promotes the underlying 21<sup>st</sup> century skills and dispositions for healthy adult relationships, and the capacity to work and participate in a democracy. School climate promotes or complicates students ability to learn and achieve academically. This is common sense. To the extent that students feel safe, cared for appropriately supported and lovingly "pushed" to learn, academic achievement should increase. Positive school climate is directly related to academic achievement.

Research has also indentified 11 key factors (eight specific and three general) that contribute to creating a positive school climate.

**KEY FACTORS TO CREATE A POSITIVE SCHOOL CLIMATE**



There are many important ideas school climate. The following four principles are considered fundamental in the field of school climate and in the educational community.

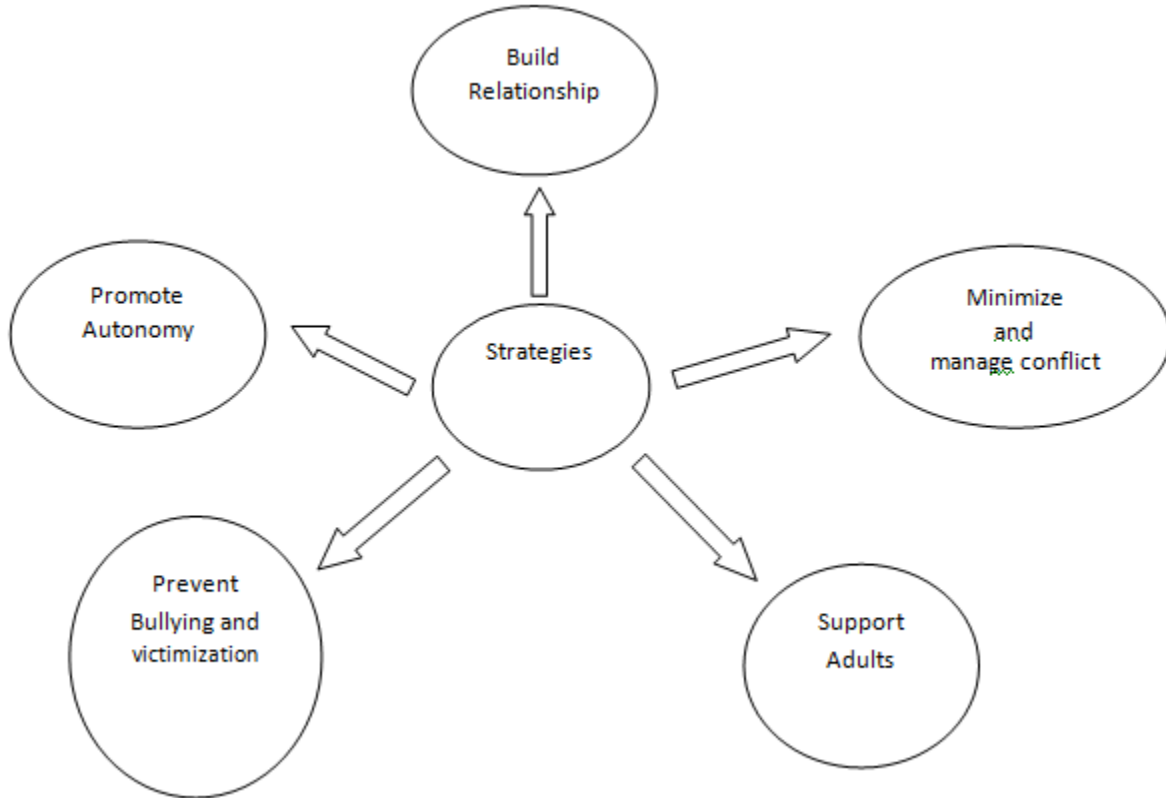
- School climate is an essential element of successful schools to promote students achievement, preparation for democratic life and preparation of to be successful in the 21<sup>st</sup> century work place.
- School climate evaluations need to be carried out with tools that have been developed in a scientifically sound manner and are comprehensive in the following two ways: (1) K-12 student, parent and school personal “voice” is recognized: and (2) all of the major dimensions of school life (e.g. safety, relationships, teaching and learning, the (external environment) are assessed.)
- Comprehensive school climate assessment provides data that should be used as a springboard for community-wide understanding, school improvement planning and implementation efforts as well as accountability. Currently, there are research-based guidelines that recognize the unique nature of each school’s history, strengths, needs and goals and provide benchmarks and a road map for school improvement efforts.
- School personnel, whether they are aware or not, are school climate leaders. Students, parents and community leaders naturally follow their lead. Therefore, emphasis on school personnel training in classroom and school climate is pivotal for educational reform.

Social health and self-regulation are the key component of school climate social health is such a key component of school climate concerns the relationships that exists among students and adults, as well as the relationships among students, families and their communities. The relationships between teachers and students are the most important to achievement. They should be warm and caring and meet students personal and developmental needs. Classroom climate can be irrevocably harmed if teachers behave in derogatory or punitive ways. In schools with strong school climates, teacher’s relationships with their students families are usually familiar and comfortable. Families and school hold common expectation and values for students learning and development, which prevents misunderstanding between school and family life. Students should not be required to negotiate disagreements between their parents and teachers when families visit the school on a daily basis, the community culture becomes familiar and welcoming.

The second important component of school climate is support for student’s autonomy and self-regulation, which is essential to their psychological wellness and incorporates multiple skills such as self-efficiently, goal setting and decision making power, self control & their self concept.

Strategies to enhance school climate include those that strengthen relationships and those that foster self-regulation and autonomy.

Some strategies to enhance school climate are as follows:



The role of the principal and school psychologist is very important in this context. Their essential responsibility is to balance the strong and supportive relationship that are fostered among student and staff members with the need to demand excellence from all members of the school, four actions are especially important for the principal.

1. Foster Relationships
2. Reframe Difficulties
3. Celebrate Successes
4. Choose staff members carefully

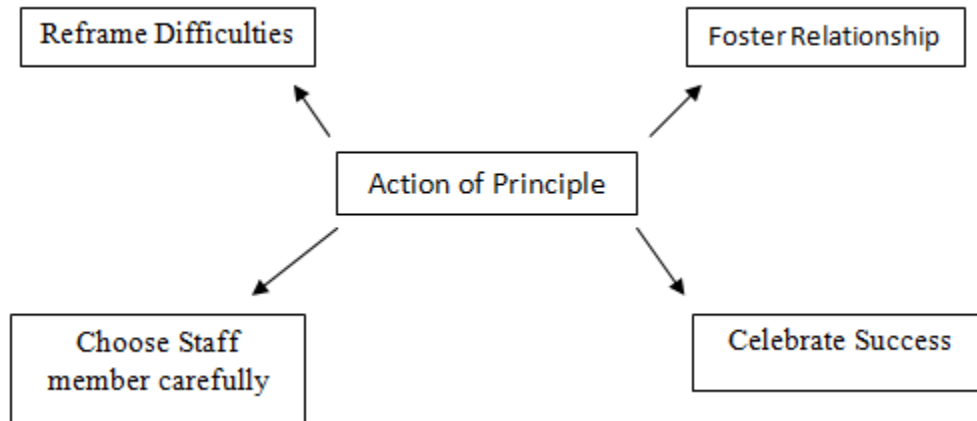
Such as the school psychologist can be valuable resource in creating a positive school climate. He/ She can-

- Select appropriate survey instruments to assess school climate issues, evaluate the data and recommend appropriate approaches to addressing problems.
- Supports teacher's problems solving and team collaboration.
- Help teacher's and parents implement strategies to support students self regulatory skills.
- Consult on positive discipline and behaviour.
- Help identify cultural and logistical barriers to family engagement.

Four activities are important that should be done by the principal. There are as follows:

**1. Foster Relationship-** Protect the students as “bring up a child with parental care.” Find out the activities or work that can do teachers & families together like fun activity that everyone enjoys.

**2. Reform Difficulties-** Different type of strategies should be used to solve the problems in which teacher, students and families or parents are involved. Involving students and families contributes to students growing autonomy and sense of purpose.



**3. Celebrate successes-** We should not look the good things that was done by the students. Appreciate and celebrate the success with teacher students & families. But recognize what you are doing right is the very first step toward repeating it.

**4. Choose staff members carefully-** Careful teachers selection ensure that the school is populated by gifted educators who balance their deep caring for students and respect for families with a demand for excellence and autonomy.

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