



Overarching Document –

Important Supporting Information for the Culture and Climate of Trust Self-Evaluation PowerPoints and School Readiness PowerPoint

Please note – for both Culture and Climate of Trust and School Readiness, the term ‘staff’ can be made up of different groups of people and/or stakeholders – whole school, school admin staff, janitorial staff, nursery staff, ASN staff, Senior leadership teams, faculty teams, groups of Headteachers, teams of QIOs, cluster teams, parent groups etc.

Culture and Climate of Trust

‘High-quality PRD takes place in schools which have a strong culture and climate of trust, where teachers feel nurtured, valued and empowered, and where this is ‘a way of being’. Trust and respect are the foundations of PRD.’ Revised PRD Guidelines, GTCS, 2019

Many of Scotland’s learning communities seek to establish a good understanding of their culture and climate of trust (CCT) in order to support the development of strong relationships and contexts for learning. GTC Scotland has created a suite of resources to support and facilitate that process. These resources may be used in a variety of ways and should be personalised to each context to allow for ownership and deeper engagement. These are in no way mandatory but may be useful in helping colleagues have a true understanding of their current climate and identify actions which could be taken to make improvements.

The presenter notes within each PowerPoint offer information to support those leading these self-evaluation exercises. Some of the statements and reflective questions included may provoke emotive responses, perhaps resulting in a direct challenge to leadership teams (LTs). Therefore, LTs should perhaps consider who would be best placed to lead these sessions, perhaps seeking support from other colleagues (another Headteacher, Quality Improvement Officer, Education Support Officer, Educational Psychologist, external coach/ facilitator etc) to help facilitate.

All staff will be provided with an opportunity to ‘have a voice’ and ‘to be heard’ on this matter, empowering staff. The resources emphasise a shared responsibility to move forward together and allow opportunities for individual and collective actions, with times for reflection. However, LTs should be mindful that not all staff will feel comfortable sharing their opinions or may find their own perceptions are ‘out of kilter’ with others, especially where the CCT is not as positive as it could be. These resources aim to support improvements for all stakeholders and are not to be used in any way to hold others accountable. Each resource summarises the ethos in which these resources should be used, sharing coaching preconditions for all to buy into, and considering an ethos of genuineness, unconditional positive regard for all (Rodgers), and suspending beliefs of ‘how it has always been’.

Each of the four PowerPoints contain three separate sessions, which are detailed in the grid below. Sessions 2 and 3 are very similar, with less detailed descriptions as they depend on the outcomes from Session 1. The format of Session 1 will vary depending on the degree of support in defining each CCT heading descriptor, and/or the detail of the findings required. Please see the grid below to signpost you. Separate self-evaluation wheels and tables are available to choose from. These sessions should be completed each within two-hour sessions, but of course, should be tailored and changed to fit your school needs and time available.

To summarise, for your context, each of these PowerPoints will:

- Offer a structure to establish a greater understanding of your Culture and Climate of Trust
- Provide hints and tips on ways to best manage the sessions in a sensitive and honest and transparent fashion
- Provide resources to save time, which are all available for tailoring to meet the needs of your context
- Provide support with actions for development following the self-evaluation exercise.
- Extend professional learning to wider topics such as PRD discussions, establishment and service visions and Professional Values
- Align with the category of 'Leadership of and for Learning' in the National Model of Professional Learning.

PowerPoint option	Statements/Questions/ Response	Synopsis of each resource
<p>Green PowerPoint</p> 	<p>Option using statements only to gather less detailed, more generic responses.</p>	<p><u>Session 1</u> Staff will work together to establish their collective understanding of each CCT heading. Statements will be used to establish a collective picture as to how each heading could be exemplified on a scoring scale (looks like, sounds like, feels like). Then staff anonymously complete a simple CCT self-evaluation wheel, which will give less detailed responses as to each individual's general opinion about the culture and climate of trust in their context. [Please read presenter notes for detailed supporting information]</p> <p><u>Session 2</u> Includes options for supporting next steps within the context of your establishment [Please read presenter notes for detailed supporting information].</p> <p>Once all responses are collated for each reflective question, a visual representation can be created to share the overall picture with the wider staff team. Once strengths and next steps are identified, then careful discussions together as a team will help support the next steps of building a stronger CCT.</p> <p><u>Session 3</u> To be undertaken later in the year once some time has been given to actioning next steps identified [Please read presenter notes for detailed supporting information].</p>

		<p>A variety of steps have been created to support schools, depending on their need and circumstances:</p> <ul style="list-style-type: none"> ➤ Check –in ➤ Review of Action Plan – how are we doing? What’s working well, and/ or not so well? ➤ Challenge and Support in a high-quality PRD ➤ Whole school vision – do we need to review? Is there collective ownership? ➤ Planning sessions using GTCS Professional Values Resource Pack
<p>Pink PowerPoint</p> 	<p>Option using statements and supporting questions to gather less detailed, more generic responses.</p>	<p><u>Session 1</u></p> <p>Staff will work together to establish their collective understanding of each CCT heading. Statements and reflective questions can both be used to establish a collective picture as to how each heading could be exemplified on a scoring scale (looks like, sounds like, feels like). Then teachers anonymously complete a simple CCT self-evaluation wheel, which will give less detailed responses as to each individual’s general opinion about the CCT in their context. [Please read presenter notes for detailed supporting information].</p> <p><u>Session 2</u> and <u>Session 3</u> as Green PowerPoint above.</p>
<p>Blue PowerPoint</p> 	<p>Option using statements and supporting reflective questions to gather greater detailed responses</p>	<p><u>Session 1</u></p> <p>Staff will work together to establish their collective understanding of each of the statements and supporting reflective questions, exemplifying where the school is for each on a graffiti board for each heading. Then staff complete an anonymous wheel/ grid (school to choose preferred option) identifying a score (out of 10) to show their own feelings about the CCT. [Please read presenter notes for detailed supporting information].</p> <p><u>Session 2</u> and <u>Session 3</u> as Green PowerPoint above.</p>
<p>Yellow PowerPoint</p> 	<p>Option using reflective questions only to gather greater detailed responses</p>	<p>Option useful for new leader or where there are significant staffing changes This version of the resource offers close detail as to how staff are feeling about the CCT in your establishment/ service.</p> <p><u>Session 1</u></p> <p>Staff will work together to establish their collective understanding of each of the reflective questions, exemplifying where the school is for each on a graffiti board for each heading. Then</p>

		staff complete an anonymous wheel/ grid (context to choose preferred option) identifying a score (out of 10) to show their own feelings about the culture and climate of trust. [Please read presenter notes for detailed supporting information] . <u>Session 2</u> and <u>Session 3</u> as Green PowerPoint above.
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School Readiness PowerPoint

GTCS has created the School Readiness PowerPoint to help ensure processes and procedures are in place to support the highest quality PRD experiences for all. The PowerPoint includes the following outcomes:

- ❖ Provide access to signposts for future development: Culture and Climate of Trust
- ❖ Share an understanding of the purpose of PRD
- ❖ Provide an opportunity to explore the Route Map to identify any gaps in your procedures
- ❖ Develop a knowledge of the 10 key features of high-quality PRD
- ❖ Develop an awareness of potential barriers to high-quality PRD
- ❖ Provide an opportunity to reflect on your school community readiness for high-quality PRD and plan for any next steps
- ❖ Explore a suggested framework for PRD discussions including how to use a coaching wheel.

This PowerPoint may be used in a variety of ways, with different staff engaging in it in different ways. Again, there is no rigid format to undertake this exercise, it is preferable that 'School Readiness' undergoes an annual 'health check' to ensure that our relationships are strong and ready to offer an effective context for learning.