Classroom Culture
Creating an intentional culture

Leah Nestor, The Mount Vernon School
Meera Shah, Trey Education

Intentional Culture

" The minute your students first set foot in your class, they are adapting to your classroom culture. Your classroom culture consists of all the beliefs, perceptions, and assumptions that you and your students share. As Seth Godin says, the meaning of culture is "People like us do things like this."

Whether you realize it or not, your classroom does have a culture. The only question is whether you are cultivating the culture of your classroom, or simply hoping for the best.
If you aren't intentional about it, you may end up with a classroom culture that doesn't support your goals or your students' needs. "

–Jeff Lisciandrello

Are You Building Classroom Culture or Managing Behavior? (2022, September 13). Room to Discover. https://roomtodiscover.com/classroom-culture/

VALUES

Community	Me	School
students/learners + department, division, etc.		

INTENTIONALITY & CONSISTENCY

CREATE CONDITIONS IN WHICH...

Deliberate Action

Deliberate Action

Deliberate Action

Deliberate Action

CLASSROOM CULTURE
In this class, we...

Deliberate Action

Deliberate Action

Deliberate Action

Deliberate Action

Learner Experience & Outcomes

RESULTS

School Culture

MISSION STATEMENT

CORE VALUES

POLICIES & EXPECTATIONS

TRADITIONS

Personal Values

Achievement	Friendships	Pleasure
Adventure	Fun	Poise
Authority	Growth	Popularity
Autonomy	Happiness	Recognition
Balance	Honesty	Religion
Beauty	Humor	Reputation
Boldness	Influence	Respect
Compassion	Inner Harmony	Responsibility
Challenge	Justice	Security
Citizenship	Kindness	Self-Respect
Community	Knowledge	Service
Competency	Leadership	Spirituality
Contribution	Learning	Stability
Creativity	Love	Success
Curiosity	Loyalty	Status
Determination	Meaningful Work	Trustworthiness
Fairness	Openness	Wealth
Faith	Optimism	Wisdom

James Clear

Classroom Values

What are 4 values for your classroom / learning environment / learners?

Classroom Culture

CLASSROOM VALUES

AGREEMENTS/NORMS

PHYSICAL ENVIRONMENT

ROUTINES/PROCEDURES

CURRICULUM

RELATIONSHIPS

AGREEMENTS/NORMS

Agreements - Formal written agreements

Norms - Less structured than agreements, can be flexible and adaptable

TOGETHER, WE KNOW A LOT
ALONE, WE DON'T KNOW IT ALL!

TAKE SPACE, MAKE SPACE

COMMUNITY AGREEMENTS

DO YOUR BEST
BE CURIOUS + RESPECTFUL

LEAN INTO DISCOMFORT
IT'S HOW WE GROW

UPHOLD WHAT'S CONFIDENTIAL
WHAT WE LEARN - LEAVES HERE, WHAT WE SAY - STAYS HERE

PHYSICAL ENVIRONMENT/SPACE

Desks/Chairs

Teacher Desk

Rotation Stations

Wall Posters

Student Work

Ambiance

ROUTINES/PROCEDURES

[Entry](#)

[How To Transition](#)

[Tight Transitions](#)

Daily Materials

Instructional Materials (teacher, student)

LMS

Warm-Up/Exit Ticket

Discourse/Interactions/Discussion

Question-Asking (ask 3 before me, be specific, etc)

Bathroom

Make-up Work and Absences, Late Work

Curriculum and Classroom Culture

CURRICULUM

Materials

Instructional Strategies

Units/Lessons

Assessment and Grading Strategy

RELATIONSHIPS

Teacher-Student

Student-Student

Parent-Student

Parent-Teacher

Teacher-Colleague

Teacher-Admin

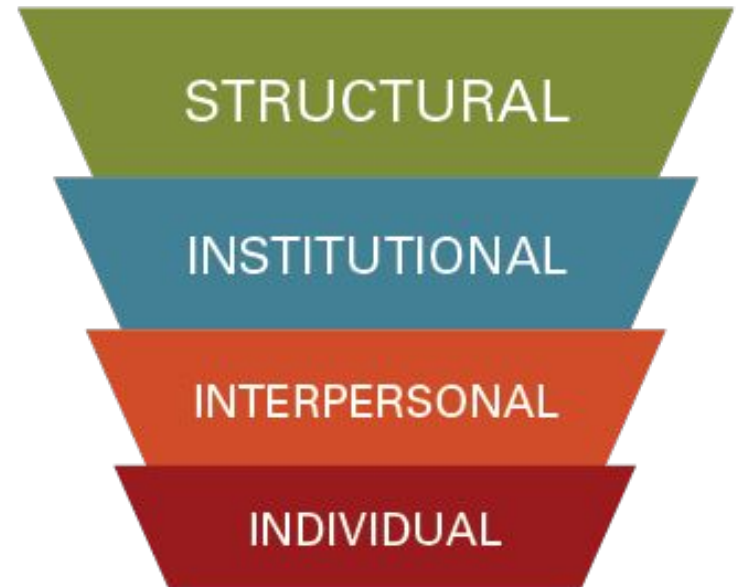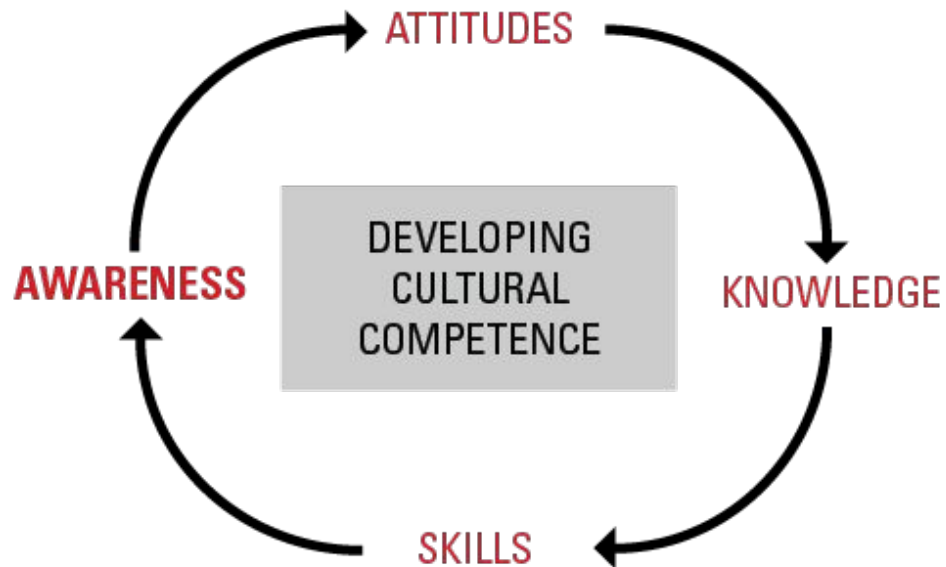# THREE MODELS OF AUTHORITY

Jellyfish

Backbone

Brick Wall
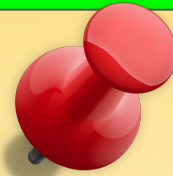
Cultural competence is a set of congruent behaviors, attitudes and policies that come together in a system, agency, or professional and enable that system, agency, or professional to work effectively in cross-cultural situations.

Terry Cross. 1988. *Cultural Competence.*

CULTURAL COMPETENCE (HUMILITY)

ESSENTIAL ELEMENTS OF CULTURAL PROFICIENCY

Assess Culture

Value Diversity

Manage the Dynamics of Difference

Adapt to Diversity

Institutionalize Cultural Knowledge

(Cross. 1989. p19-21)

INCLUSIVE CLASSROOM PRACTICES

Do You See Me?

Do You Hear Me?

Will You Treat Me Fairly?

Will You Protect Me?

WITHOUT DELIBERATE SCAFFOLDS... (ANOTHER) CULTURE!

"Culture is a way of coping with the world by defining it in detail."
Malcolm Bradbury

"Culture eats strategy for breakfast."
Peter Drucker

How are the ideas and information **connect**ed to what you already knew?

What new ideas did you get that broadened your thinking or **extend**ed it in different directions?

What **challenge**s or puzzles emerge for you?

Connect - Extend - Challenge

How are the ideas and information presented **connected** to what you already knew?

What new ideas did you get that **extended** or broadened your thinking in new directions?

What **challenges** or puzzles have come up in your mind from the ideas and information presented?

purpose This routine helps learners make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

Synthesising & Organising Ideas

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Personal Values

List your top 4 personal values

CLASSROOM
Culture

INTENTIONAL CULTURE

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Whether you realize it or not, your classroom does ha[ve a] culture. The only question is whether you are cultiva[ting the] culture of your classroom, or simply hoping for the b[est.] [If] you aren't intentional about it, you may end up with a clas[sroom] culture that doesn't support your goals or your students' [needs.]

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School Culture

MISSION STATEMENT

CORE VALUES

POLICIES & EXPECTATIONS

TRADITIONS

Classroom Culture

classroom VALUES

agreements/norms

room setup/physical environment

routines / procedure

curriculum*

relationships

Values Drive Culture

what are 4 values for your classroom / learning environment / learners?

CULTURAL CONTINUUM

CULTURAL DESTRUCTIVENESS

CULTURAL INCAPACITY

CULTURAL BLINDNESS

CULTURAL PRE-COMPETENCE

ADVANCED CULTURAL COMPETENCE

(Cross. 1988. p84)

Physical Environment / Space

examples

images

exercise : how will you use this lever to shape YOUR classroom culture.
SPECIFIC

Agreements/Norms

Norms - Less structured than agreements,

can be flexible and adaptable

Agreements - formal written agreements

exercise : how will you use this lever to shape YO

Routines/Procedures

Entry

Transitions (www.teachingchannel.org/videos/smooth-transitions-in-classroom)

Daily Materials

Instructional Materials

Warm-Up/Exit Ticket

Discourse/interactions/ (raise hand? summarize, connect…, name usage,)

Question-asking (ask 3 before me, be specific, etc)

Bathroom

Make-up work and absences, late work

Own papers/materials - what routines/procedures will help yYOU manage your time/tasks/materials

exercise : how will you use this lever to shape YOUR classroom culture. SPECIFIC

www.teachingchannel.org/videos/smooth-transitions-in-classroom

Creating An Entry Routine

1. What do you need students to do first thing when they arrive to make the day efficient and productive?

2. How will you get the students immediately engaged & focused?

3. How will you entry routine create a sense of being settled and focused?

Curriculum

Materials

Instructional Strategies

Units/Lessons

Assessment and Grading Strategy

exercise : how will you use this lever to shape YOUR classroom culture.
SPECIFIC

Relationships

teacher-student

student-student

parent-student

parent-teacher

exercise : how will you use this lever to shape YOUR classroom culture.
SPECIFIC

Teacher - Student Relationship

Establish Learning Goals

Equitable and Positive Classroom Behaviors

Forecast Problems

Know Thyself

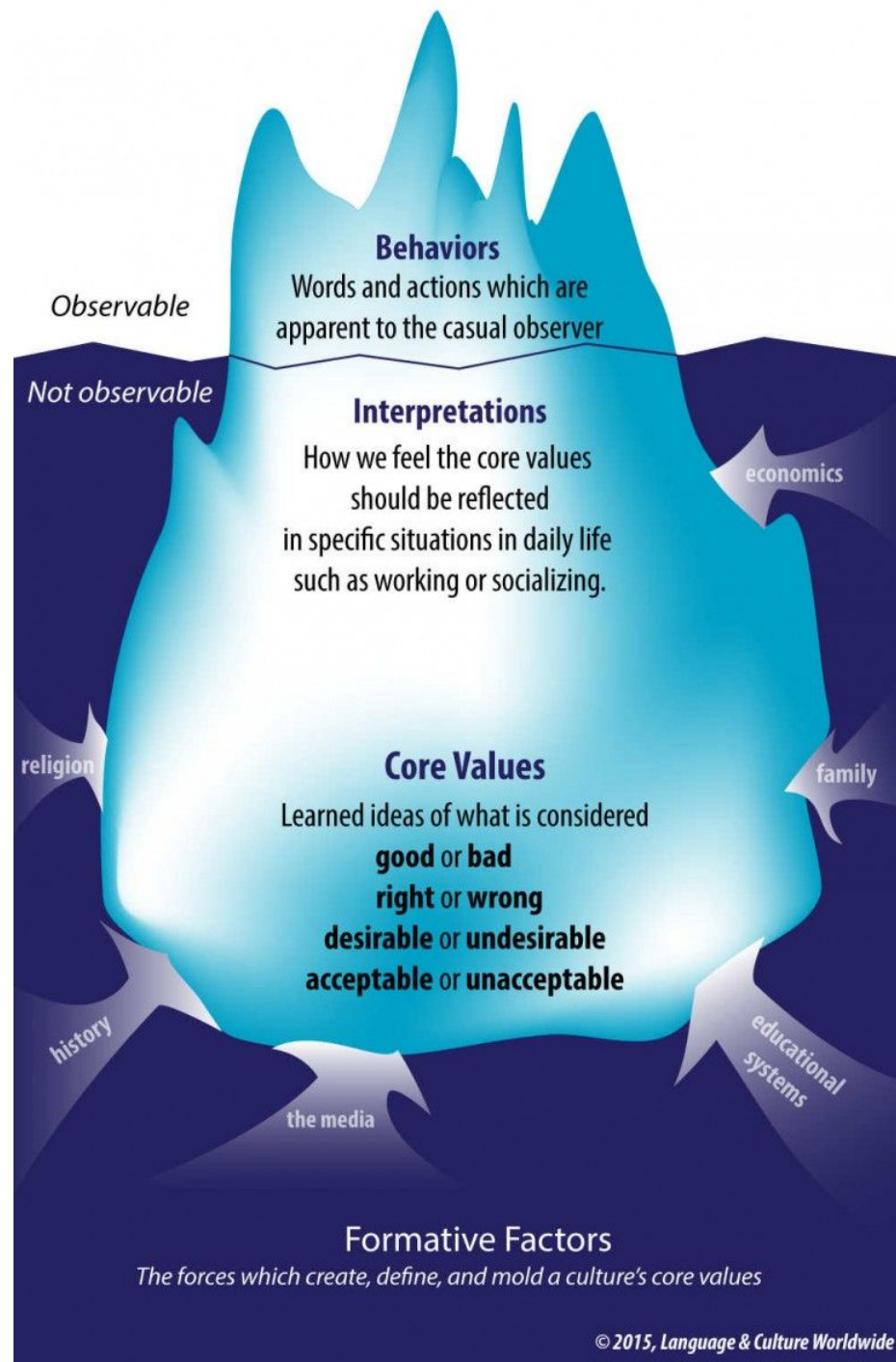# Major Elements Impacting Classroom Culture

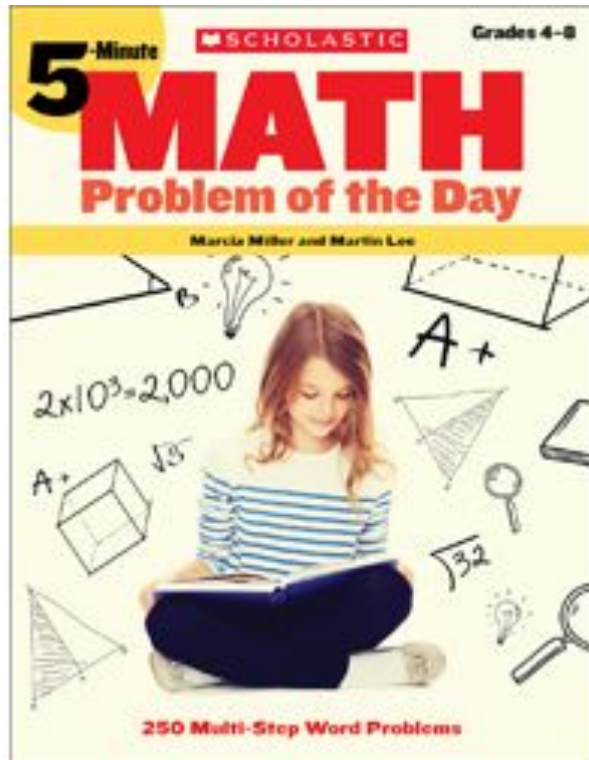**The Child**

The Teacher

School's Mission

The Curriculum

The Physical Environment

Behaviors
Words and actions which are apparent to the casual observer

Observable

Not observable

Interpretations
How we feel the core values should be reflected in specific situations in daily life such as working or socializing.

economics

religion

family

Core Values
Learned ideas of what is considered
good or **bad**
right or **wrong**
desirable or **undesirable**
acceptable or **unacceptable**

history

educational systems

the media

Formative Factors
The forces which create, define, and mold a culture's core values

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Classroom as Social System

The "Physical" Environment

The Space

Routines/Norms

See, Think, Wonder

What did you see?

What did you think about that?

What does it make you wonder?

Connect, Extend, Challenge

How are the ideas and information connected to what you already knew?

What new ideas did you get that broadened your thinking or extended it in different directions?

What challenges or puzzles emerge for you?

What models did you grow up with?

What were the impacts of that?

How do those models differ from your own approach?

Compass Points VTR