

Benchmark-Reviving the Professional Culture

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Scenario Summary

As the incoming principal of Maynard High School, I need to familiarize myself with the climate and character of the school. I started collecting facts and figures about the school, the students, the teachers, the parents, and the surrounding area. This fundamental data provides a glimpse into the community's extracurricular pursuits, cultural traditions, and primary source of economic support. Learning takes place in a particular environment, and that context is shaped by the "hidden torrent of values, beliefs, customs, and routines" that has developed over time in a school (Gruenert, 2000).

Beginning its second academic year, Maynard Senior High will serve 1,110 students with the help of 45 full-time instructors, three office aides, an attendance secretary, a front-desk receptionist, and three advisers. There was a lot of staff attrition due to resignations, which has been difficult for the school, the students, the parents, the community, and the staff. The school's interactions with parents, community members, and other groups have suffered dramatically due to the administration's failure to support faculty adequately. According to the evidence I have compiled, more focus should be placed on evaluating teachers, encouraging staff development, or sharing lesson plans.

Mission, Vision, and Outcomes

The first order of business for any new principal is to craft a declaration of purpose for the school and its students. The moment has come to form a group capable of working together toward a common goal. Each section leader, advisor, parent delegate, grade-level student contact, and business leader in the community should and will be a member of this group. Involving the relevant parties is the first stage in building a solid instructional support structure that benefits everyone involved. So, you need to imagine what a positive atmosphere in the classroom would

be like. This can be accomplished by facilitating gatherings for teachers, parents, and students to share ideas, research, and ruminate on students' progress in the classroom (Busher, Baker, 2003). Together, we can analyze the data and patterns of the past and present to pinpoint problem areas and then use that knowledge to craft a purpose and vision statement that emphasizes our shared values.

The team can use the information and materials to design a strategy to help students develop into intrinsically driven, self-directed learners. All parties involved, from management to educators to students, must be dedicated to following and modeling greatness throughout the entire academic year. With this shared vision and spirit of cooperation, we can create a setting where educators feel secure in giving their pupils the support they need to reach their full academic potential.

It is essential that the entire community and all parties are informed of the changes at the school as they are being developed, including the new vision and purpose. Because of their importance to school culture, students, parents, and other parties should be informed of the changes before they are made. Goals need to be created by the team of partners in order to put these adjustments into action. The requirements analysis, the school development plan, and the accessible school statistics and patterns are used to create the desired results. Positive culture promotion can be fostered through staff training and careful planning of lesson plans, both of which should have results that are in line with the organization's vision and purpose. In addition, these results should reflect and highlight students' accomplishments and successes. These results, some of which are short-term and others of which are long-term, are within reach so long as all relevant parties work together.

Collaborating for Data

Administrators, educators, and team members should collaborate to design and implement professional development training and education. Everyone wants a say in what constitutes good teaching to fix the problems with the curriculum and enhance the atmosphere at school. To ensure the training is fully implemented, educators must be on board with the initiative and fully informed of what is expected. There needs to be confidentiality between the institution and all parties involved.

Because of my position as principal, I must establish and maintain good working relationships with my employees. Collaboration and giving staff members a voice in school decisions are two ways to make them feel valued and respected, which can go a long way toward achieving this goal. Teachers can work toward making their classrooms more student-centered by sharing information about their classes, lessons, and goals. "Educators should be given more chances to work together with a sense of obligation to make choices that are in the children's best interests" (Evans, 2014)

Productive Family Relationships

There was an "Open House Night" at Maynard when I started working there. Everyone from parents to teachers to students was invited to this gathering so that everyone could get to know me, learn about my vision for the school, and have their concerns answered. As such, we have taken the first move toward mending fences with the relevant parties.

In order to keep parents informed about what is happening at school, a weekly bulletin or principal report will be distributed via email or regular mail. I intend to be present at every function, and I strongly advise all faculty members to do the same to demonstrate solidarity with the children and their loved ones. When working to foster a constructive atmosphere, thinking

about more than just the immediate group of employees is essential. Establishing rapport with students and their families as a servant leader is crucial to the success of your role. Parents need to know that their children are in a secure environment and that the school has their best interests in mind to feel comfortable sending them to school.

Productive Community Partnerships

The school will attend various neighborhood gatherings, and invitations will be extended to local companies and residents to participate in fundraising efforts for the children. Schools and communities can work together by inviting local experts and employers to talk to students about their fields of study and available job openings. This is something that I have participated in at other institutions, and it has served to strengthen ties between students and faculty.

Building group confidence is facilitated by inviting people in for hands-on learning. The community can take an active role in educating its children and pupils by tapping the expertise of its members, many of whom already work in relevant fields that could be integrated into the curriculum.

Public Advocacy

My role requires me to speak up for the school's pupils, faculty, and guardians. *Advocacy* is a valuable talent for any school leader and can be practiced daily. Activism can occur in the classroom, on the sports field, or court; it has to take place to create good connections. In order to support student achievement, stakeholders must believe I am prioritizing their and the student's best interests. This confidence can be cultivated by disseminating student accomplishments via bulletin boards, bulletins, and reward events. We can arm parents with materials that will allow them to encourage their children's academic growth and development at home. Establishing open lines of communication between the school and its

constituents helps foster a climate of confidence and cooperation. When we equip people with the resources they need, success is unavoidable.

Rationales

My only goal as a headmaster is to ensure that each student achieves their full potential and matures into a self-directed student. It is impossible to find justification for our activities other than the reality that they eventually benefit the students we serve. This is the only justification that exists. Children are the future, and our responsibility is to do everything we can to ensure their success. This is the impetus behind everything I do in life; it is the reason I get out of bed each morning and the source of all the meaning and purpose in my life. It is entirely my responsibility if a student does not achieve their goals; I have no one else to blame but myself. I do not want my students to be able to tolerate failure; instead, I want them to understand that failure is an inevitable part of life but that they can triumph over obstacles and fulfill their ambitions.

Busher, H., & Barker, B. (2003). The crux of leadership: Shaping school culture by contesting the policy contexts and practices of teaching and learning. *Educational Management & Administration*, 31(1), 51-65.

Evans, L. (2014). Leadership for professional development and learning: enhancing our understanding of how teachers develop. *Cambridge journal of education*, 44(2), 179-198.

Gruenert, S. (2000). Shaping a new school culture. *Contemporary Education*, 71(2), 14.