IMPROVING THE SCHOOL CLIMATE AND SCHOOL CULTURE

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Working to improve school culture is a challenge for school administrators who are dealing with a slew of other difficulties. Creating a happier work and learning environment, on the other hand, can help avoid some of the more serious problems from arising in the first place. All goes with the improvement of the school climate. There are many different types of school environments. Some schools are hospitable, accepting, and supportive, while others are exclusionary, unwelcoming, and even dangerous. The school climate refers to the feelings and attitudes evoked by a school's surroundings. Although a simple description of the school environment is difficult to come by, most studies agree that it is a multifaceted concept (NAESP,2007). While, a school culture is formed by both conscious and unconscious perspectives, values, interactions, and practices, and it is heavily influenced by the institution's history. Students, parents, teachers, administrators, and other staff members all contribute to the culture of their school, as do other influences such as the community in which the school is located, and the policies that govern how the school operates (Education Reform, 2013). The school head now must make sure that both are positively completing each other.

The way the school community collaborates to ensure learning continuity necessitates an improved and adaptable school environment. There are many ways that a school leader may do to simplify works. The first is to engage everyone in the school in the decision-making. Teacher buy-in is essential for changing the culture of a school. Allow teachers to participate in school decision-making. This is a way for teachers to develop their leadership skills while also informing their instruction. They are creative in their practices and instill excitement in the students. The relationship between the teacher

and the administrator is critical for effective communication within the school. Non-teaching staff and students' ideas and suggestions should also be equally considered. Next is, to promote students' and parents' involvement. Parental involvement reveals a great deal about the school-community relationship. It is a pleasant way to show students how much they are appreciated since the culture of a school is best established by them. If adults consider their perspective on the school environment, they will be able to understand their schools more fully. The analysis, creation, and maintenance of the educational environment depend significantly on the views of the learners (Dernowska, 2017). Third, be sensitive to all the data gathered. Data that informs school policies and practices drive effective leadership practices. The more a leadership team understands the student's needs and current performance, the better structures, and plans they can develop to create the desired school climate. Last, but most importantly, set clear expectations. It is important to be able to articulate policies and procedures to ensure high-quality learning when developing a positive culture. Students and faculty should clearly understand what is expected of them. This holds everyone responsible for making progress and learning possible. Policies governing behavior, instruction, and other expectations are critical for students and families (Newman, 2019). We are all bonded with one mission: to be an agent in molding lifelong learners. Although school climate enhancement is not a simple or quick task, it is a crucial piece of school improvement and can have profound effects on student well-being and academic success (Kane et al., 2016).

The feeling of belongingness and security is what a good school climate and culture can offer. Everyone's involvement in establishing the school community yields profound pillars for excellent school management.

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