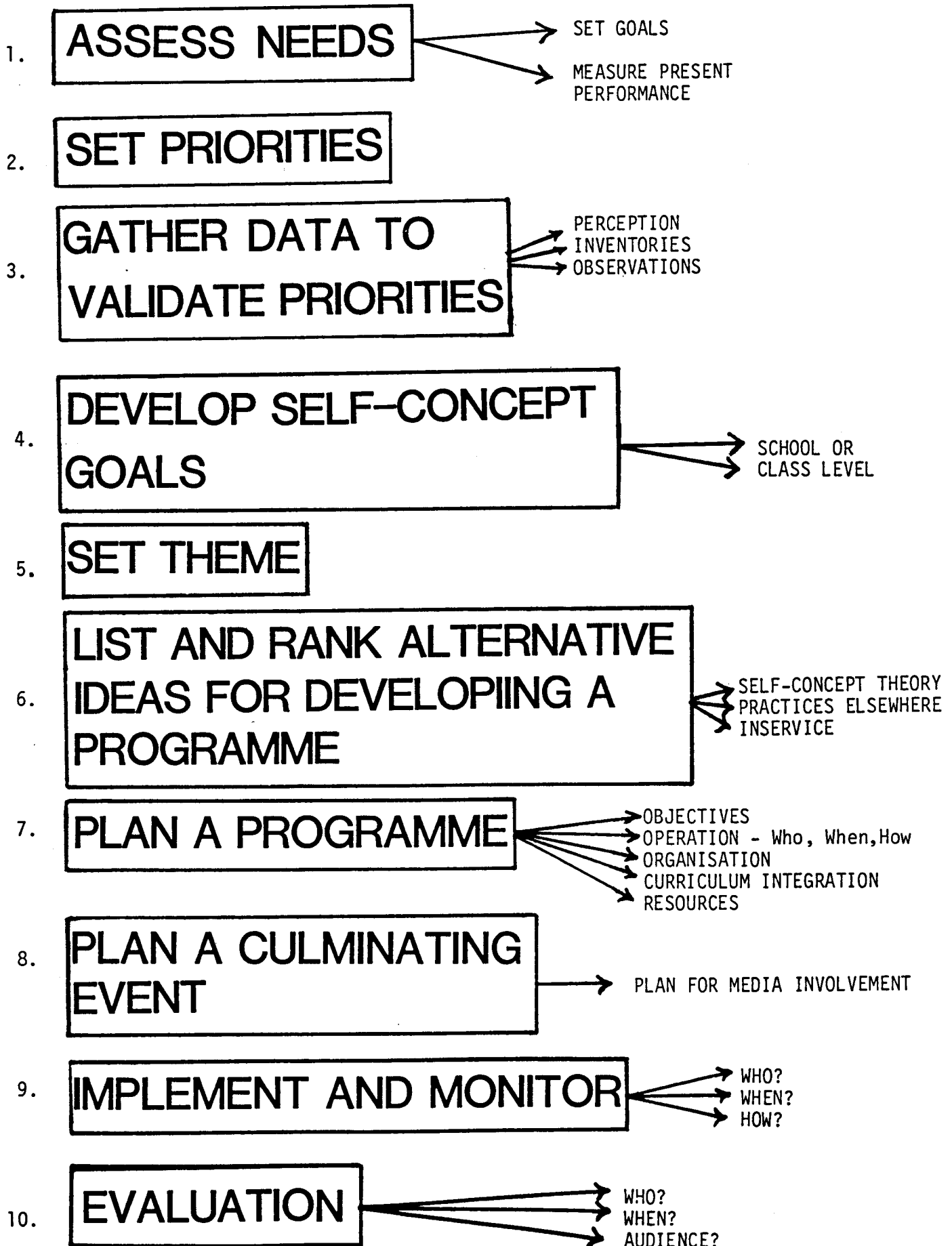


A TEN STEP MODEL FOR DEVELOPING SELF-CONCEPT



Stages 1 & 2

STEPS FOR ASSESSING NEEDS

1. Call a meeting of staff, community members and older students.
2. Schedule an hour and one half for this meeting.
3. Place audience in discussion groups. On a blackboard or a card, ask this focus question:

"What behaviours, qualities or characteristics do you wish our students to display?"
4. Each group brainstorms goals, and list ideas on large sheets of paper (15 minutes). Ideas are clarified and duplicated, ideas are removed by a group facilitators, each idea is numbered.
5. Each participant selects five goals which he believes to be most important. These goals are written on the provided questionnaire.
6. For each goal, the present achievement of the goal is selected on a scale from 1 "to the extent" to 4 "to a great extent".
7. Then, for each goal the degree to which these goals should be achieved in the school, is calculated on a scale from 1, "to no extent", to 4, "to a great extent".
8. The difference between the importance of each goal and its actual achievement is obtained. (Subtract the number in column 2 from the number in column 3, and enter the difference, the need level in column 4.)
9. Each group leader now tallies the answers in column 4 of the questionnaires, representing the need for each goal from his participants.
10. The group's goals are ranked in order of need from the largest to the smallest need. The five largest needs are recorded on five cards.
11. The cards from each group are collected, pinned to a bulletin board and numbered. The meaning of each need is clarified for the assembly and duplicated needs are removed.
12. Each person then selects what he believes to be the five most important needs and repeats steps six to eight.
13. Group needs are tallied for the entire assembly and placed in rank order in terms of size.
14. A report is given to the participants prior to their departure outlining the rank order of the school's needs.

Stage 3

VALIDATION OF NEEDS

1. Needs diagnosed in stages 1 and 2 represent perceptions of the participants. These perceptions need to be verified for their accuracy. A small committee needs to be appointed to investigate the existence of the needs which were given top priority. Needs related to social development or self-concept may be checked by conducting a self-concept, attitudinal or school climate survey amongst staff and students. (see sample surveys)
2. Completion of a graph will enable a report back to the school staff to enable a consensus to be reached on this area of need.

Stage 4

DEVELOP SELF-CONCEPT GOALS

Establish a committee to oversee the project. When stating goals ask:

- a) Which students will be involved?
- b) What aspects of personal development will they display?
- c) How will this aspect be measured?
- d) What level would you wish your students to obtain?
- e) When should the target be reached?

A sample goal might be:

Year seven students will display an improved ability to get along with each other as shown by a thirty percent decrease of reports in the "incident" book by December.

A maximum of three goals should be set.

Stage 5

SET THE THEME

A theme may be set by the school staff or a classroom teacher to represent the self-concept project.

Lou Thompson

SOCIAL DEVELOPMENT IN THE CLASSROOM page 61 states:

that a theme provides an umbrella for a range of student activities of an experiential nature. He adds that the theme can be identified by:-

- a) informal discussion of the staff, or students
- b) stimulated by the question "why don't we do something for ..."
following a review of current community concerns and needs.
These concerns may include consideration of elderly, disabled,
unemployed, and poverty stricken.

The theme should be:-

- short
- concrete and easy to identify with
- broad, abstract
- related to student concerns
- altruistic
- fun

Sample themes observed by Lou Thompson include:-

- Kids Helping Kids
- We Can Do It
- Protecting our environment
- Assisting unemployed youth
- Caring for animals

Stage 6

EXPLORING ALTERNATIVES

- 1) A committee involving students and community members, staff, regional advisors and consultants should generate as many activities as possible related to the theme. Guest speakers from other schools should be encouraged to help generate ideas. Ideas would be ranked in terms of feasibility and interest. Plans should include:
 - Workshops for staff related to ways for building student self-concept through development of interpersonal skills.

Stage 7

PLANNING A PROGRAMME

Using the school theme and a list of ideas ranked in priority order, classroom teachers, subject areas, and community members could plan their programmes:-

1. Planning involves stating two or three objectives. eg. Students will show sensitivity towards the needs of other students
2. Explain how the objectives would be realized. eg. Students will discuss materials related to disabled children
 - videos
 - articles
 - one book
3. Explain the organisation. eg. one film will be shown during period 1, on the last Friday of each month.
4. List the resources you need. eg. Video - Annie Coming Out.
I Can Jump Puddles.
5. Finally, explain how you would evaluate whether you have achieved your objectives.
6. The following planning sheet is useful.

SCHOOL: _____ TEACHER: _____

PROJECT GOAL: _____

OBJECTIVES (What will you do?)	OPERATION/ORGANISATION (How will you do it?)	RESOURCES (What will you need?)	EVALUATION (How do you know if it will work?)

Stage 8

PLAN A CULMINATING EVENT

This event can be for the class, for the entire school or for the volunteer students. It should involve students, parents and staff in planning and be:-

- a concrete, physical, out of school activity
- meaningful/worthwhile
- fun/exciting
- involve interpersonal relationships of staff/students/community
- capable of attracting media attention of the local press
- focussed on helping others
- involve as many students/staff and community members as possible

Planning a major event may require:

- a co-ordinator with teacher relief
- a management committee
- sub-committee for specific purposes such as handling the media, the community, sponsorship, planning and the curriculum

Examples of culminating events could include:

- Planning a picnic day for Community Senior Citizens.
- Constructing the largest State Flag for West Australia Week.
- A cycle/run for raising money for charity.
- A Grand Finale assembly and party following the event focusses attention on the value of the achievement of the students.

Stage 9

IMPLEMENTATION AND MONITORING

Implementation of the project should:

- Be integrated as much as possible across the school.
- Involve regular reports back to staff and parents through the newsletter, of activities and their successes.
- Be marked by a series of assemblies focussed on the theme to enhance student involvement.
- Involve ongoing media publicity.
- Involve parent/community support.
- Stress well establish patterns of communications and guidelines for decision making.

Monitoring involves keeping track of what is going on. It involves the co-ordinator in:

- Problem solving, to overcome difficulties as they arise.
- Flexibility, to revise plans that prove impractical.
- Interpersonal, team building skills, to solve conflicts, maintain momentum and enthusiasm.
- Initiative, in plugging gaps that have been overlooked.
- Commitment, in keeping the project going when others doubt its chances of success.

Stage 10

EVALUATION

Determination of the degree of success of the project is best undertaken by an external observer. Grants of money may be obtained from the Commonwealth Government for payment for an evaluation under the Projects of National Significance Programme.

AN APPROACH TO OR WHOLE SCHOOL SE

INTRODUCTION:

Research studies have indicated that successful learning succeed in raising the self-concept of their students, al way that schools have addressed the issue in an attempt t

MODEL	ORGANIS
<div data-bbox="395 573 1171 674" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3>Stage 1: Determine Needs</h3> </div> <p><u>Activity:</u></p> <ul style="list-style-type: none"> ● A general needs assessment of staff, students and the community may lead to a consensus on self-concept as an area of focus. 	<p>→ Set Goals. → Measure present per</p> <p><u>Organisation:</u></p> <ul style="list-style-type: none"> ● A committee to c assessment. ● Analyse and pres the participants
<div data-bbox="395 987 1058 1088" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3>Stage 2: Set Priorities</h3> </div> <p><u>Activity:</u></p> <ul style="list-style-type: none"> ● School needs will be ranked by the staff, community and students in order of size and importance. 	<p><u>Organisation:</u></p> <ul style="list-style-type: none"> ● A committee will the needs assess These are presen pants for their
<div data-bbox="395 1348 1129 1449" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3>Stage 3: Data Gathering</h3> </div> <p><u>Activity:</u></p> <ul style="list-style-type: none"> ● This activity seeks to validate the perception of a need. ● Administer self-concept and attitudinal inventories to a sample of students. ● Analyse and present results to Senior Staff in the form of a graph. ● Ask the Staff for their interpretations and conclusions. 	<p>→ Perceptions. → Inventories. → Observations.</p> <p><u>Organisation:</u></p> <ul style="list-style-type: none"> ● Establish a comm ● Obtain inventori Branch. ● Your P.E.P. or P Development peop

DEVELOPING A CLASS SELF-CONCEPT PROGRAMME

is closely correlated with high self-concept. Schools which
 do succeed in raising academic performance. Here is one
 to raise the self-concept of students on a whole school basis.

DESCRIPTION	EXAMPLES
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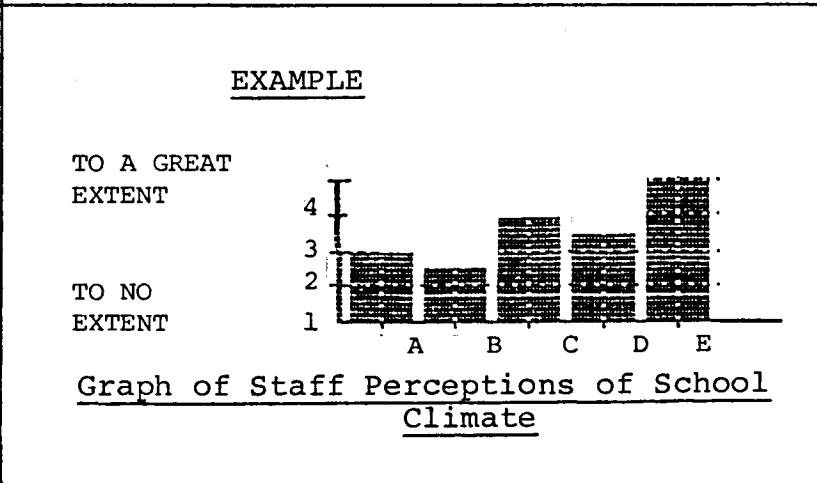
performance.
 conduct a needs
 ent results back to


1. Students will develop an increased awareness of their abilities.
2. Students will be more sensitive concerning the needs of their peers.
3. Students will show an appreciation for the community in which they live.

use the results of
 ment to rank needs.
 ed back to partici-
 approval.

Need Area:
 To foster the social development of students in the areas of self-awareness, awareness of others and community awareness.

tee.
 s from Research
 S.P. School
 e can help.



MODEL	O
<div data-bbox="555 371 1201 472" style="border: 1px solid black; padding: 5px; display: inline-block;"> Stage 4: Goal Setting </div>  <p><u>Activity:</u></p> <ul style="list-style-type: none"> ● As a consequence of the analysis set realistic and achievable goals. 	<p>School Level Subject Level Classroom Level <u>Organisation</u></p> <ul style="list-style-type: none"> ● A small report to ● Dissemination
<div data-bbox="555 730 1174 891" style="border: 1px solid black; padding: 5px; display: inline-block;"> Stage 5: Setting the Theme </div> <p><u>Activity:</u></p> <ul style="list-style-type: none"> ● One theme is selected that engages the attention of the students, staff and community members. 	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ● A committee for setting theme. ● Present in other schools
<div data-bbox="547 1178 1326 1361" style="border: 1px solid black; padding: 5px; display: inline-block;"> Stage 6: Alternative Ideas For a Programme </div> <p><u>Activity:</u></p> <ul style="list-style-type: none"> ● List and Rank Alternative Ideas. ● Consider self-concept theory. ● Ways to improve student/teacher relationships. ● Self-concept programmes in other schools. ● Practical Activity for your School. 	<p><u>Organisation</u></p> <ul style="list-style-type: none"> ● Conference ideas with <p><u>USE:</u></p> <ul style="list-style-type: none"> ● guest speakers ● videos ● reading ● small groups ● visits ● camps/field

ORGANISATION	EXAMPLES
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<p>1 vel : ommittee could present a Senior Staff for discussion. te goals to the entire staff.</p>	<ol style="list-style-type: none"> 1. To increase the self-concept of 30% of the students with perceived low self-concept by 10% by December. 2. To increase the positive attitudes towards the school by 20% by December.
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<p>se may organise a conference ng a theme or may propose a nformation on themes used by ools.</p>	<ol style="list-style-type: none"> 1. Kids Helping Kids. 2. Protecting Our Environment. 3. Caring For Animals. 4. We Can Do It.
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<p>akers aterials up discussion draising</p>	<ol style="list-style-type: none"> 1. Introductory Staff/Community Workshop. 2. A programme of guest speakers monthly. 3. Monthly assemblies focussed on theme. 4. Appropriate integration into each subject. <ul style="list-style-type: none"> - Films and books - English. - Letters, Accounts - Business Studies. - Courses of Disability - Science. - Social Impact - Social Studies.
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MODEL	ORGANISATION
<div data-bbox="292 291 826 474" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3 style="margin: 0;">Stage 7: Planning A Programme</h3> </div> <p data-bbox="304 512 729 548">a) <u>Programme Planning</u></p> <ol data-bbox="381 575 1053 929" style="list-style-type: none"> 1) State two or three objectives. 2) Explain how the objectives will be implemented in the classroom. e.g. videos, excursions, camps, guest speakers. 3) What organisation is needed? 4) What resources are required? 5) How will you know if the project is working? <p data-bbox="304 958 804 994">b) <u>Curriculum Integration</u></p> <p data-bbox="376 1021 1070 1120">Which activities could be integrated into other classes across the school?</p>	<div data-bbox="1090 304 1560 479" style="margin-bottom: 10px;"> <ul style="list-style-type: none"> ➤ Objectives ➤ Operation/Organisation ➤ Resources ➤ Evaluation </div> <p data-bbox="1123 512 1374 548"><u>Organisation:</u></p> <p data-bbox="1123 575 1596 611">Planned by small group di</p> <ul data-bbox="1123 638 1476 862" style="list-style-type: none"> ● The whole staff ● House Masters ● Faculties ● Students ● Parents
<div data-bbox="292 1198 834 1391" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <h3 style="margin: 0;">Stage 8: Plan A Culminating Event</h3> </div> <p data-bbox="325 1447 1034 1545">a) What 'whole school' activity will be organised as a focal point for the programme?</p> <ul data-bbox="400 1559 1034 1895" style="list-style-type: none"> ● Who would co-ordinate it? ● Who would be involved? ● What will be the management structure and process? ● What resources are available? Costs? ● When would the activity occur? ● What timeline is envisaged? <p data-bbox="325 1921 1034 1989">b) How can the community be involved to support our programme?</p> <p data-bbox="325 2018 975 2054">c) How can the media be involved?</p>	<ul data-bbox="1123 1469 1596 1742" style="list-style-type: none"> ● Elect a co-ordinator and committee. ● Sub-committees with leaders elected if necessary. ● A theme newsletter produced and reports is useful. ● Media coverage should

EXAMPLES

OBJECTIVES	OPERATION/ORGANISATION	RESOURCES
1) Students will increase their sensitivity to the needs of others.	1) Monthly talks by disabled people. 2) Read and discuss the book 'I Can Jump Puddles' 3) Watch ideas of film: Over the Mountain. 4) Introduce disabled students into class for a weekly visit by August. 5) Involve students in participating in or sponsoring the culminating event.	Contacts: • Disabled speakers • Disabled Association Book: I Can Jump Puddles. Video Rental: Over the Mountain.

Some Sample Culminating Events

- a) Organise a community picnic for a disadvantaged community group.
- b) Run a relay run for charity.
- c) Run a disco to raise money for unemployed youth.

missions of:

management

ers may be

ding on-going

arranged.

MODEL	ORGANIS
<p data-bbox="343 347 957 459">Stage 9: Monitoring</p> <p data-bbox="375 526 550 560"><u>Activity:</u></p> <ul data-bbox="375 582 1117 750" style="list-style-type: none">● Regular meetings of committees with reports to co-ordinator.● Regular reports by the co-ordinator to the staff and the administration	<p data-bbox="1157 358 1324 459">Who? Where? When?</p> <p data-bbox="1197 526 1452 560"><u>Organisation:</u></p> <ul data-bbox="1197 582 1596 750" style="list-style-type: none">● Record minutes and● Reports may be given at staff meetings or on progress and ac

Stage 10: Evaluation

Upon conclusion of the culminating event:

- Re-administer self-concept/ attitudinal inventories.
- Interview a random sample of a group that you thought had benefitted the most from the programme.
- Analyse and present results back to the staff in the form of graphs/case descriptions.

FURTHER INFORMATION

Pugh D and Thompson L Kids Helping Kids is a case study of a whole school self-concept project.

Thompson Lou Social Development in the Classroom. Write L. Thompson,
13 Aberfeldy Street,
DUNCRAIG. W.A.

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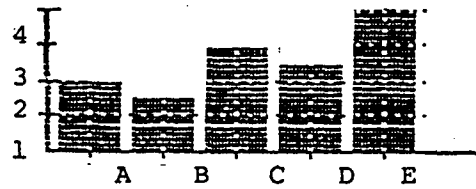
EXAMPLES

decisions.
en at monthly
during tea breaks
activities.

EXAMPLE

TO A GREAT
EXTENT

TO NO
EXTENT



Graph of Staff Perceptions of School
Climate