



# Enrichment Manual: A Conduit To Whole School Culture

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## **PLAY IS THE WAY®**

There are six elements to the Play Is The Way® (PITW) method of behaviour education. The first three elements:

- Games
- Life Raft concepts
- Self-reflective language

can be found in our resources Volumes 1 & 2.

The final three elements:

- GPS – growing personally and socially
- 3Rs Method – reflection, repair and restitution
- UCRM –ultimate community role model

are in the Enrichment Manual, Volume 3.

## **IMPLEMENTATION**

Schools deciding to implement PITW usually host a professional development workshop or send their teachers to the nearest open work shop. Leaders will then follow this with adequate planning, the further preparation of staff with ongoing support, advice to parents, preparatory steps with students and systems for data collection.

Once the first three elements are launched, a PITW Action Team, comprised of teachers with a commitment to social and emotional development, will be instrumental in maintaining momentum and ensuring that teething problems, teacher support, morale and fidelity of implementation are addressed whenever necessary.

With these elements embedded as a regular and consistent part of a school's behaviour education policy, significant beneficial improvements in social and emotional development for the majority of the school should be apparent within the first year.

Behaviour education takes effort, application and time if it is to become sustainable. In general it takes teachers a year of consistent use before they are comfortable with the first three elements.

By the second year the initial enthusiasm for PITW will wane for some and standards of delivery will slip. Familiarity with the content and process will mean some



educators avoid the ongoing study of the resources, professional discussions and research that ensures a deepening understanding of the ways, means and importance of behaviour education. A productive and motivational Action Team can prevent this from happening.

## **LEADERSHIP**

Good leaders understand the power of knowledge and support teachers by encouraging collaboration, openness and risk taking. They also have a clear vision for the future, can formulate a case for supporting the big picture while respecting staff by tending to the details that so often impede progress.

Moving to the final three elements of PITW is the challenge of moving from the *processes* of behaviour education to a *culture* of behaviour education. It cannot and won't be taken by schools that don't have the commitment, understanding and resolve to move from the easier to implement first three elements of PITW to the more complex, harder to implement and culture shaping final three elements.

Some schools overly adjust and adapt PITW and in so doing diminish its effectiveness. This results in poor outcomes and a loss of confidence on the part of staff in the value or necessity for behaviour education. In such schools, transitioning to the challenges of the final three elements is well nigh impossible and whatever attempts are made fail because both students and staff are ill prepared for the deeper learning within the *Enrichment Manual*. Additionally, even with some behaviour education processes in place, delivery has lacked the necessary fidelity and commitment to prepare for the development of a socially and emotionally intelligent culture.

## **MAKING THE TRANSITION**

Transitioning to the final three elements is first and foremost a test of administrations belief in behaviour education and the degree of staff buy in that has been achieved. Believing in behaviour education as opposed to behaviour management and deeply understanding the difference, motivates leaders to try and shift the closed mindset of some teachers and get everyone on side with the long-term vision. With a common purpose and everyone pulling in the same direction the final three elements become the natural, necessary and vital *add in* to PITW and not an uncomfortable *add on* - but only if you feel like it.

A deep understanding of behaviour education philosophy leads to buy in. An understanding of what it will do for the lives of children will inspire the commitment to face the challenges of implementing the final three elements of PITW. Doing so will shape a lasting school culture that typifies socially and emotionally intelligent behaviour.

## **ENRICHMENT MANUAL**

The contents of the Enrichment Manual are the conduit to a lasting school culture. Using the final elements is challenging in numerous ways. It will take strong and respectful leadership and a willingness on the part of staff to embrace discomfort for



the sake of student development. It will be a journey with many potholes requiring resilience, patience, risk taking and optimism. The upside is that whatever it calls for from staff will be the very same capabilities required of children in the daily adventure of life and learning.

Whatever it has taken for schools that have implemented one, some or all of the *Enrichment Manual* with fidelity, they have been impressed by the student's willingness to embrace the education offered and the shifts in mindset and behaviour that eventuated. They have talked about the transformative power of each element and the strengthening of a school culture in which all belong, all contribute and all protect.

## **OPENING A DISCUSSION ON CULTURE WITH STAFF AND STUDENTS**

Perhaps the following will stimulate thoughts and opinions about culture. Creative teachers can easily take these ideas and turn them into fruitful debates, art projects, poems, skits etc. with their students.

*Culture defines a community. If it is a toxic culture it will eventually destroy the community. If it is an enabling and uplifting culture, its beliefs and values build character and decency. Culture is the rock on which a community stands. Whereas, processes that fail to embed culture invariably fall victim to educational fads, trends, gimmicks, manipulative marketing and misaligned leadership.*

*Culture evolves with understanding, knowledge and experience. It responds to circumstance but does not fall victim to it. It is adaptable but always definable. It bends but does not break. It can change course to arrive at the same destination.*

*To establish a culture takes commitment, perseverance and courage. It calls for embedding a way of belonging and connecting that all can understand and be a part of. A way that makes more of everyone and less of no one: a way that asks for contribution and compromise but offers self-expression and individual fulfilment.*

*Culture defines you and you define the culture. As you grow, it grows and as you give to it, it gives to you. Culture doesn't just happen it is made. It doesn't sustain itself; it is sustained by individual and collective action. Culture surrounds and supports you. It is there when you are alone and there when you are not. It is yours to keep and yours to give. Without it you are more alone, more vulnerable, more manipulable. With it you are not.*