

10 Questions



about **school identity**
and culture:

ethos and charism

*A resource to enhance the religious
life of the school*

Ways you could use this resource*

Pigeon Hole strategy: Choose a question, print it off and place a copy in staff pigeon holes. A few days later use the question as a stimulus for discussion at a staff meeting.

Fishbowl strategy: Place a question each week over the term in staff pigeon holes. Allocate five minutes at each staff meeting/briefing to open the table for a discussion on the question of the week. For large staff groups give one question to five people. The following week at a staff meeting those five people participate in a Fish bowl** discussion. Each week five new staff members get another question and it will be their turn to participate. Over the term all ten questions should have been addressed enabling all staff to have a turn in the Fish bowl.

Our Reactions strategy: Choose a selection of questions. Organise staff members into teams. Each team brainstorms and records their reactions to an allocated question. Teams report back to the whole group.

Health Status strategy: Arrange the ten questions on the wall and ask staff to rate the health status of each on a scale from 1-10. Tally the results. Where are we going well at the moment? Which areas do we need to inject some work? Develop an action plan.

3:2:1 strategy: Select a question and ask staff to individually complete a 3:2:1 strategy. List:

- 3 points where it is happening in the school.
- 2 points where it is not happening
- 1 point where this question could realistically be developed in the school.

Sticky note strategy: Select some questions to print off and place on a wall. Ask staff to use a 'stickie' (Post-it note) to respond to the questions. On their stickie note state with a word or two what each question might sound like, feel like or look like in the school. Does a similar pattern of examples appear?

3 Dots strategy: Display each question on a wall. Each participant (eg, staff, parents, students) have one green dot sticker (doing very well), one yellow dot sticker (exists and needs some work) and a red dot sticker (do not do well). If need be participants could have a discussion about each question to clarify meaning. Everyone is asked to come up to the wall and place their dots where they think they belong. Reflect on the data/results shown and come up with plan to address the issue(s) revealed. Remember to celebrate the good things that are revealed too.

Top Ten Strategy:

Place staff into a team. They are asked to look at each question. Within their team, they are to come to a consensus in ordering the ten cards from 1 to 10 (number one being the 'best we do' through to 10 'no good at all/least'). One person from each team, will then enter the fish bowl, where they will discuss with other elected team representatives, how they will order the ten questions on behalf of all staff. Once the fish bowl activity is complete and an order established, other staff are asked to comment on the order presented (open discussion). Throughout the discussion, it would be good to be able to identify the people and resources who inject life into the areas classified as 'we do best' and celebrate them. For those areas that fall into concern, perhaps develop an action plan as a staff, select groups to work on specific areas or incorporate someone into school renewal development.

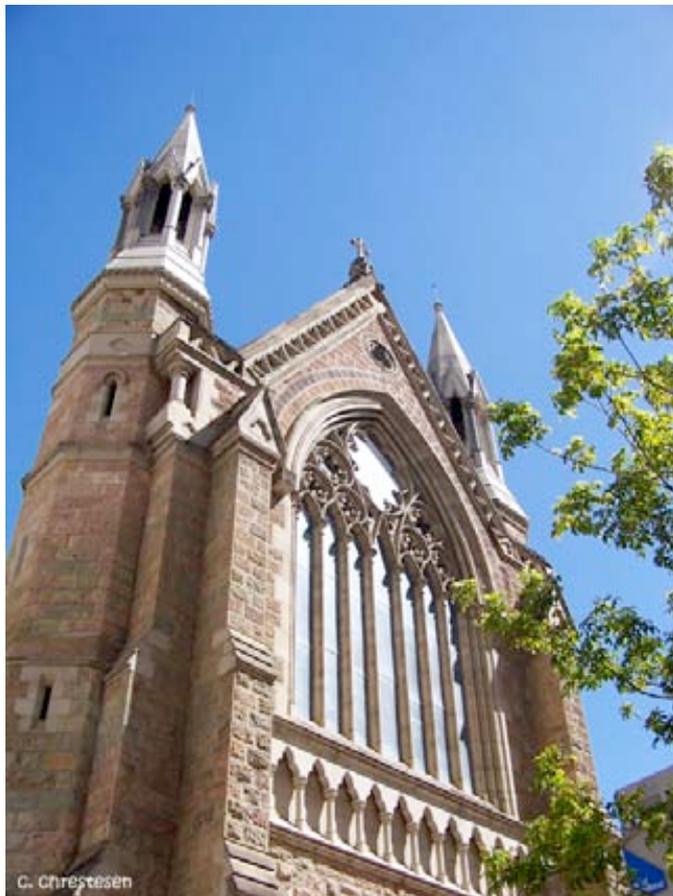
*Principals are encouraged to use this resource at P&F meetings, College Board meetings or as part of school surveys and cyclic renewal.

**A fishbowl is traditionally a classroom discussion group divided into two parts: the "inner circle" or fishbowl, consisting of a team of people who discuss a topic, and the "outer group," consisting of a group of people who observe. This strategy is effective in facilitating discussion. The facilitator assigns an "inner circle" team to the fishbowl to discuss a specific topic, answer a question or solve a problem. The remaining students observe and comment on both the process and content of the discussion. At a designated point, the facilitator then selects a new group and new topic for the fishbowl.



1

How is the history and heritage of the school used to enrich ethos, charism and identity?



2

How do I know the school mission statement is in our school?



3

When are key symbols of the school's charism used in ritual and liturgy?



4

How is the ethos and charism of the school communicated throughout the community?



5

How is the School
Vision and Values
connected to
Archdiocesan
Vision for Catholic
Education?



6

What iconography communicates the school's charism and ethos?



7

When and how are the school's vision and mission statements used to guide decision making?



8

What
contemporary
cultural
community events
connects with the
school's
devotions?



9

How are the staff supported in applying the school's charism in a contemporary way?



10

When do we use the skills of the community to communicate elements of ethos and charisma (e.g. media, the arts).

