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The ***Journal of Invitational Theory and Practice*** (JITP) promotes the study, application, and research of invitational theory. It publishes scholarly peer reviewed articles to advance invitational learning and living and the foundations that support this theory of practice, particularly self-concept theory and perceptual psychology.

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Editorial

Daniel E. Shaw, Ph.D., M.Ed., Editor

2013 IAIE World Conference

I hope you all enjoyed the IAIE World Conference as much as I did. I know all the conference organizers in particular Sue Bowen and our new executive director; Joan Fretz worked tirelessly to make it successful as evidenced by our excellent keynote speakers and breakout sessions.

As I write this, Thanksgiving for us in America has recently passed. It is one of my favorite holidays and time to give thanks for the many gifts we have in our lives.

My face is usually behind my camera at our conferences, so I want to thank the many of you for the photographs you took and shared, especially Ivy.

A special thanks to Charles English for asking me to co-MC with Clio Chan.

Enormous thanks to Clio for her patience, tenderness, and TALENT.

Peter Wong deserves extraordinary recognition for his assiduous contributions to IAIE. Lest I forget his tremendous gentlemanly tolerance and forgiveness for enduring my silliness.

How does one find the words to express our gratitude to William, Betty, and John? There would be no alliance without them. That includes all of the past and present IAIE staff and members of the Board of Trustees.

A Future Focus for the Alliance

In the summer of 1982 at Lehigh University, the Alliance for Invitational Education (AIE) was founded by a group of fourteen educators and helping professionals who deeply believed in and were committed both personally and professionally to a base set of interrelated humanistic principles. The AIE later evolved into the organization we now know as the International Alliance for Invitational Education (IAIE). The set of interrelated humanistic principles were and still are; to employ the perspectives of Perceptual Psychology and Self-concept Theories/Theorists, to seeing all people as able, valuable, and responsible; valuing the democratic ethics of cooperation and collaboration, appropriate transparency and genuineness; viewing process as product in the making, creating, maintaining, and enhancing truly welcoming environments, while facilitating the release of untapped potential in all the multidimensional areas of worthwhile human endeavours.

Is this the definition of Invitational Education (IE) or Invitational Theory and Practice (ITP)? It need not be an either or situation. I suggest that IE is subsumed in ITP by the significant overlapping conceptual areas of each. From a functional viewpoint, applying ITP within the specific context and environment of education, ITP may be synonymously labelled as IE. Simply put, utilizing ITP within the realm of education yields IE. As I reflect on what I have just written, I might be suggesting we slowly drop the use of the term IE as we increase our focus on the larger concept of ITP.

My point is that the mission, goals, and objectives of IAIE might be better served by advancing the public's awareness and understanding of ITP. This includes all of us as members of IAIE. To do otherwise, I believe would be limiting the beneficial impact/outcomes of ITP in all the multidimensional areas of worthwhile human endeavours.

With social globalization—the, the widening, intensifying, speeding up, and growing impact of world-wide interconnectedness—it may be time for our organization to once again evolve, undergo a metamorphosis, and begin anew as the "Alliance of Invitational Theory and Practice" (AITP).

The Last Word

This is my last issue of the JITP as editor. I have too many plates spinning at my paying job and I must let the next editor take over to keep this one spinning. I hope to be staying on as a member of the Board of Editors and continue to review manuscripts. I extend another round of thanks to the Board of Editors (BOE) to whom I am deeply indebted for all their outstanding contributions during my five-year tenure as Editor.

Like our colleagues in Hong Kong say when taking pictures, "One more!" I must give extra special thanks to my Associate Editor, Dr.Kenneth Smith. You taught me so much. Along with the BOE, without his faithful assistance, I could not have done this job. I trust that all of us, authors included, have elevated the JITP.

Stay well,
Daniel E. Shaw, Ph.D., M.Ed.

Meeting Student Needs in the Freedom Writers Movie: An Activity in a Classroom Management Course

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Abstract

The study described in this paper explored the understanding pre-service teachers' have of PK-12 student needs (i.e. Belonging, Mastery, Independence, and Generosity) and the importance of meeting these needs in a climate of Invitational Education. 71 undergraduate teacher education candidates enrolled in a Classroom Management course at a mid-sized Southeastern university in the U.S, learned about the Circle of Courage. This included viewing the movie Freedom Writers to focus of on how this philosophy was incorporated in the movie. Following the viewing, the participants wrote an essay about the significance of meeting these student needs. This activity enabled the participants to link theory to practice, as it prompted them to take a reflective stance, identify some of the strategies they witnessed in the movie, and evaluate how these might benefit their future students.

When pre-service teachers enroll in my Classroom Management and Communications course, for the most part, I believe they expect a bag-of-tricks on how to discipline students when they misbehave. One of the first things I tell them is that there is no such tool. They soon learn that the course is designed with a proactive approach in mind, and the most important lesson they will learn, is the significance of getting to know their students. The course revolves around creating a classroom management plan geared towards acknowledging the diverse needs PK-12 students have and the use of brainstorming techniques to meet these needs. In order to understand that most of these needs are universal, regardless of the age, the students participated in a short exercise at the beginning of the semester, discussing their own needs.

The most commonly identified needs were: the need for a good education (having knowledgeable instructors and being presented with relevant and accurate information); the need to feel safe in class (they can speak up their minds without fear of being judged or ridiculed by instructor or peers); the need to have instructors who care about the success of their students (who are flexible, have high expectations, and are available for office hours); and the need to have a choice (in classroom projects, sitting accommodations, and group work). When looking closely at their own needs, the pre-service teachers realize that their students will have similar needs. This is how our classroom discussion about the significance to meet the basic student needs begins.

The goal of this study was to increase pre-service teachers' understanding of the significance of meeting basic student needs (i.e. Belonging, Mastery, Independence, and Generosity). This understanding was facilitated by viewing the movie Freedom Writers (DeVito, Shamberg, Sher, & LaGravenese, 2007). The theoretical perspective of this study draws from the theories of the Circle of Courage (Brendtro, Brokenleg, & Van Bockern, 1990) and Invitational Education (Purkey, 1999). The media device used in this study, the movie Freedom Writers, can be interchanged with other inspirational education movies, helping pre-service teachers to develop the following understanding; when teachers care about their students, they create a climate of trust, respect, and optimism, influencing their students' attitudes about school and their academic performance (Purkey & Novak, 2001). In such a climate, "human potential can be realized best by places, policies, processes, and programs specifically designed to invite development and by people who are personally and professionally inviting with themselves and with others." (Purkey & Novak, 2008, p. 17).

Literature Review

Student Needs: Circle of Courage

Grounded in the Native American Philosophy, the Circle represents "a holistic approach to child rearing" (Bloom, 2009, p. 21). Belonging, Mastery, Independence, and Generosity are the four central elements of the Circle of Courage.

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These pillars are based upon the theories of motivation, agency, and initiative, which support the claim that students are successful academically when their basic needs of autonomy, competence, and belonging are met (Bloom, 2009).

Moreover, these cultural perceptions of student needs are embedded in the theory of Invitational Education (Purkey, 1999). The four basic needs discussed by Bloom (2009) are in perfect alignment with Purkey and Novak's (2001) six features of the Inviting Family Model; respect for individual uniqueness, cooperative spirit, sense of belonging, pleasing habitat, positive expectations, and vital connections to society.

In essence, a sense of belonging is a sense of relatedness and attachment to others and to the school environment. Through cooperative learning and democratic classroom practices students work towards a common goal developing a connection to the community (Vieno, Perkins, Smith, & Santielo, 2005). In order to foster Mastery, Bloom (2009) discusses the need for teachers to help students adopt goals related to learning and de-emphasize goals related to performance. When students are engaged in learning goals they develop positive self-efficacy beliefs (Wolters, 2004). Teachers foster independence when they create opportunities for students to make individual choices, empowering them to regulate their own actions (Johnson & Johnson, 2004). Equally significant, the spirit of generosity involves the sense that one can give back to the community.

In an inviting environment, the educator respects the individual uniqueness of their students (their need for Independence); the educator fosters a sense of belonging and a pleasing habitat (the need for Belonging); the educator maintains positive expectations (the need for Mastery); and the educator helps develop a cooperative spirit, while at the same time enabling the students to make connections with the outside world (the need for Generosity).

The need for belonging

Individuals of all ages strive for acceptance and belonging, essential features for our emotional health and well-being: "children flourish when they feel a sense of belonging or connectedness at school" (Bloom, 2009, p. 24). Children develop a feeling of belonging in school when they form relationships with peers and adults (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004), when they feel they are loved (Glasser, 1990), and when they recognize they are valued and cared for (Coppersmith, 1967). The many benefits of fostering Belonging in the classroom include, among others, an increase in the academic achievement and a decrease in negative behaviors (Catalano et al., 2004; McNeely & Falci, 2004).

Teachers, by being aware of the policies, programs, and procedures employed in the classroom, have a guide for developing feelings of Belonging in each child. Examples of places, policies, programs, and procedures include: (a) a positive classroom climate in which the teacher actively invites student participation; (b) acceptance of differing views by demonstrating respect and trusting students to follow the teacher's example; and (c) collaboration among students in structured activities, but also providing support for students to establish peer relationships supportive of cooperative engagement.

The need for mastery

Both children and adults strive for mastery of their environments. From a classroom management perspective, the implications of fostering Mastery are invaluable: first, a sense of achievement feeds intrinsic motivation, leading to further achievement; and secondly, a person's perception of competence has a great influence over their choice and behavior (Bloom, 2009). Students develop a sense of mastery when they are able to perform a socially valued task (Charles, 2011), when they feel competent and useful (Sagor, 2002), and when they are in an environment where they experience a sense of control and power over their learning (Glasser, 1990).

In this climate of intentionality, teachers "are committed to the continuous appreciation and growth of all involved in the educative process" (Purkey & Novak, 2008, p. 14). Through the policies, programs and procedures employed in the classroom, teachers foster Mastery, enabling their students to develop intellectually and socially. Experiences that foster the need of Mastery include: engaging students in collaborative projects in which they learn from and teach their peers; helping students achieve meaningful success (seeing mistakes as learning opportunities); and creating opportunities for students to use their intellectual, social, and physical potential in all sorts of situations (Purkey & Novak, 2008). According to Aronson (2004), Mastery is also accomplished when teachers emphasize improvement, by focusing on effort and practice rather than perfection, and when they engage their students in activities that promote collaboration rather than competition.

The need for independence

Independence refers to "one's sense of control over their destiny" (Bloom, 2009, p. 30). In the classroom setting teachers prepare students to become responsible citizens when they empower students to make choices about their learning. "With a strong sense of autonomy, children can learn responsibility and self-discipline. Teachers can support or thwart autonomy in the class" (Bloom, 2009, p. 30).

When teachers support autonomy, by fostering creativity and deep information processing, students are more engaged (Reeve, Jang, Carrell, Jeon, & Barch, 2004), and as a result, school attendance improves (Vansteenkiste, Lens, & Deci, 2006).

In a democratic classroom, teachers foster independence by giving students a voice, listening to their input, giving students choices in terms of assignments, and allowing students to think for themselves. Purkey and Novak (2008) contended that "people who are affected by decisions have a say in formulating these decisions" (Purkey & Novak, 2008). Consequently, when teachers encourage student initiative, they prepare students for responsible participation in citizenship (Bloom, 2009).

The need for generosity

According to Bloom (2009, p. 32), "generosity involves a sense that one can, and should, contribute to the community, consider the welfare of others, and share personal and human resources." Creating opportunities for generosity in the classroom enhances the feeling of empowerment and competence (Muscott, 2000), even in the case of students who would not naturally be role models to others. Curwin (1993) discusses a noticeable change in both attitudes and behavior of students affiliated with gangs when they served as tutors and caregivers.

When teachers create opportunities for students to engage in peer tutoring, community, school, and/or classroom service students learn to care about someone else and contribute to the good of the community of learners. By helping their students acquire a mindset in which they "link significant personal means with worthwhile societal ends" (Purkey & Novak, 2008, p. 16), teachers help create the sense of altruism in students. This occurs when teachers involve their students in cooperative learning where they work together as a group and become more aware of each other's needs (Gillies, 2002; Schmidt, 2002).

The Circle of Courage in the Movie Freedom Writers

While discussion about the philosophy of the Circle of Courage was a predetermined assignment in the classroom, the class as a whole picked the movie mid-semester. I presented my students with the following list of educational movies inspired by a true story: Dead Poets Society (Haft, S., Junger Witt, P., Thomas, T., & Weir, P., 1989); Stand and Deliver (Musca, T., & Menendez, R., 1988); Dangerous Minds (Simpson, D., Bruckheimer, J., & Smith, J. N., 1995); Goodbye Mr. Chips (Jacobs, A. P., & Ross, H., 1969); Lean on Me (Piazza, B., & Avildsen, J. G., 1989); Mr. Holland's Opus (Field, T., Cort, R. W., Nolin, M., Duncan, P. S., & Herek, S. (1995); and Freedom Writers. Freedom Writers won the popular vote, and the students watched the movie during a class session at the time that had been previously scheduled.

A short discussion about the story line followed the movie watching, and then students briefly reflected on Ms. Gruwell's students' needs as portrayed in the movie. This discussion did not focus on any of the classroom practices that Ms. Gruwell used to meet her students' needs. Since my students had to write an essay about how the teacher met the basic student needs, I did not want to steer them in any direction.

Freedom Writers is a prime example of real-life application of the Circle of Courage as the teacher is constantly meeting her students' needs. Countless examples of Belonging are intertwined with examples of Mastery, Independence, and Generosity. The teacher successfully modeled the four pillars of the Circle of Courage, creating a climate of intentionality, which encouraged competence, independence, caring, respecting, and helping one another. The students can only be as successful as their teacher in displaying generosity, care, and respect. In a recent study, Pimentel (2010) describes using the movie as a starting point in identifying racial discourse in the Hollywood films. On the other hand, Choi's study (2009) discussed the four prevalent themes in Freedom Writers; rewriting curriculum, treating students as creators of knowledge, creating classroom community, and teaching as self-realization.

Methodology

Context and Participants

The participants of this study were pre-service teachers enrolled in two sections of my Classroom Management course. As the course targets a general pre-service teacher population, an eclectic group of students were enrolled in this course during the Spring 2011 semester. The 71 students were education majors; elementary, middle, and high school pre-service teachers. As part of the course discussions the students analyzed the different student needs and the significance of meeting these needs from the perspective of classroom management. Along with the course readings and class discussions the students watched the movie Freedom Writers. The movie was followed by a short debriefing period where students shared beliefs and feelings related to the movie. The following week, the students submitted an essay in which they described how Ms. Gruwell fostered Belonging, Mastery, Independence, and Generosity in her class. The participants also reflected on the significance of meeting these needs, and they described a few of the strategies the teacher used in the movie they would use in their future classrooms.

Data Sources

Narrative analysis was used as the methodological design of this qualitative study. A narrative is a first-person account of experiences that is presented in a story format: "first-person accounts of experience form the narrative 'text' of this research approach" (Merriam, 2002, p. 286). The participants tell the story of Ms. Gruwell's implementation of the Circle of Courage in her high school class in the form of an essay. The participants become storytellers of someone else's story, but they actively make the story, interpreting this account analytically as they retell it. Mishler (1995) referred to this process as the construction of storytelling and its meaning: "In this sense, the story is always coauthored, either directly in the process of an interviewer eliciting an account or indirectly through our representing and thus transforming others' texts and discourses" (Mishler, 1995, pp. 117-118). For example, the participants discussed in the essay whether or not they believed Ms. Gruwell fostered Belonging, Mastery, Independence, and Generosity in her class, providing concrete examples to support their claims.

The movie exposure provided the participants with the theory-in-practice approach, as well as enabling them to observe the benefits and/or potential problems when such a concept or theory was implemented (Sykes & Bird, 1992). In the essay following the movie watching, the participants explained whether the movie, coupled with the class discussions and the Circle of Courage philosophy, increased their understanding of the importance to meet PK-12 students' needs in their future classrooms. Finally, the participants identified a few teaching strategies they witnessed in the movie that they would like to incorporate in their own classrooms.

Procedures

Prior to collecting the data for this study I obtained the university's Institutional Review Board approval. In order to make sure students did not feel constrained to participate in a study conducted by their course instructor, I had invited a volunteer to come in and explain the study. The volunteer explained to the students that writing the essay was a course requirement, but their participation in the study was completely voluntary and confidential, as I would not have access to the data until the grades had been posted. The volunteer collected the informed consents at a time when I was not in class.

The week following the movie watching I collected the essays and had made copies of all the essays to give to the volunteer. The volunteer only included the essays of the students who wanted to participate in the study. Fifty students (of the total of 71) indicated their willingness to participate.

A total of 44 essays were used, as they were considered complete (students answered all six questions). Despite its small participant sample, this study can be easily applied in other contexts, using other media tools to raise awareness of the significance to meet the needs of today's students.

Data Analysis

The purpose of the study was to determine whether such an activity (exposing the students to the philosophy along with the movie inspired by a real life event) increased the participants' understanding of the significance of meeting the basic student needs. I conducted the narrative analysis at the following two levels:

First, I used the participants' narrative about Ms. Gruwell to account for their understanding of the practical application of the Circle of Courage philosophy in Ms. Gruwell's classroom. In doing this I analyzed the specific examples that the participants identified for how Ms. Gruwell fostered Belonging, Mastery, Independence, and Generosity in her class.

Secondly, I conducted this analysis with the goal to account for the impact the movie and the Circle of Courage philosophy had on pre-service teachers' understanding of the significance to meet basic student needs. Quotes from student answers confirmed or infirmed the benefit of this activity on the participants' understanding of the significance to meet basic student needs.

Findings

The data emerging from the student essays are organized in the following three categories: a) raising awareness of the importance to meet PK-12 students' basic needs; b) fostering the spirit of Belonging, Mastery, Independence, and Generosity in the Freedom Writers Classroom; and c) incorporating Freedom Writers activities into future classrooms. The results in the first category elaborate on the participants' understanding of the basic student needs, as well as the significance to meet these needs. The second category of results includes specific examples of Belonging, Mastery, Independence, and Generosity, as observed by the participants in Freedom Writers, while the third category presents examples of activities from the movie the participants would like to implement in their future classrooms.

Raising Awareness of the Importance to Meet PK-12 Students' Basic Needs

The participants were asked to reflect whether this activity increased their understanding of basic student needs. Overall, 95.45 % of the participants discussed the benefits of being exposed through this classroom activity to both the philosophy of Circle of Courage, which they saw as the

foundation to understand basic student needs, and the classroom application through watching Freedom Writers. A series of participants discussed the real-life application of this activity. For example, one participant stated: "The movie definitely expanded my knowledge of the Circle of Courage and showed it in a real world sense. It put actions into words and showed exactly what each of the four qualities was meant to be." Another participant explained the significance of seeing this incorporated in the classroom activities: "The movie helped because we were able to see it put in action…I understand the Circle of Courage so much more now due to the movie putting it into perspective for me."

Other participants echoed similar thoughts:

> *I have learned a lot about the Circle of Courage this semester, but watching this movie put it all into perspective as I finally see such an awesome example of an effective teacher and what it means to instill Belonging, Mastery, Independence, and Generosity.*

Another participant reflected:

> *The movie Freedom Writers is a perfect example of how to incorporate the Circle of Courage in the classroom, and it shows me how it is possible and why it is important. It was amazing to see a real life example of how a teacher took the Circle of Courage into her own hands to truly change her students' lives.*

Other participants believed that their understanding increased because they could see the impact addressing these needs had on Ms. Gruwell's students. Said one participant: "The movie increased my understanding of the Circle of Courage because it showed that when fostering Belonging, Mastery, Independence, and Generosity, the teacher reaches out to affect every type of student." Another participant commented: "The movie did a great job portraying that it does not matter who your students are, if you foster these four aspects, you will engage the students and they can succeed."

Another participant specifically explained what she took from this activity, which would help her become a better teacher:

> *The movie and the philosophy of Circle of Courage increased my understanding about the need to foster Belonging, Mastery, Independence, and Generosity in my classroom. I think the most important is Belonging. When you show your students that you care about them and they are needed, everything else begins to fall into place. I need to take the time to get to know my students and make sure I am incorporating Belonging, Mastery, Independence, and Generosity into my teaching.*

Another participant commented on the teacher's responsibility to meet the basic students' needs:

> *I have now seen the difference it makes when students are welcomed into an environment where they can feel comfortable, safe and appreciated, while at the same time challenged. I have come to realize how important it is for the teacher to take on this responsibility.*

An increased understanding and practical application in their future classroom is also the case of another pre-service teacher, who stated:

> *I never realized how important it was to make students feel as though they belong and how to be generous, and I never knew ways to teach students Mastery and Independence either. Both the movie and the Circle of Courage gave me many ideas of how to foster these needs. Before reviewing the Circle of Courage and watching the movie, my ideas of fostering the four needs would be less impressive than Ms. Gruwell's.*

Furthermore, one participant discussed how this activity changed his previous beliefs about meeting basic student needs:

> *Before watching this movie I can honestly say I thought the Circle of Courage was something I did not believe in, and something that I would never use in my classroom. Freedom Writers showed me the Circle of Courage could be very effective for use in certain classrooms. It can be used to break down the barriers that are often developed between different groups of students. Not only did it encourage social interaction, the Circle of Courage also promoted learning as well.*

Although not all participants' understandings of the basic student needs dramatically increased as part of this activity, the movie and the philosophy served as a reinforcement of the significance for a teacher to be in tune with his/her students' needs as one of the most important prerequisites to classroom management. One of the two participants who responded that this activity did not increase their

understanding of the student needs explained that this happened because he "had a reasonable understanding and belief about these necessities beforehand." The student went on to explain: "It did, however, reinforce these central values and gave a great practical example of how this sort of attitude can change even the most dismal of situations."

Similarly, the other participant stated that even if the movie did not increase his understanding of the Circle of Courage, "it did provide a more tangible [idea] of how the Circle of Courage may be implemented in a classroom setting." The student further discussed the significance of this philosophy: "I do realize that the Circle of Courage is, as the name implies, a circle. All it takes is a person brave enough to open his/her heart to one another in order to get the metaphorical wheels turning. Once the circle has been started, it will continue to rotate from Belonging, all the way to Generosity, as it spreads from person to person."

The above findings indicate that for the most part, the participants' understanding of the student needs highly increased through the exposure to both the philosophy and the movie. Even in the case of the students who stated they did not gain more understanding of the need to foster Belonging, Mastery, Generosity, and Independence in their classrooms, as they had been aware of these needs, they both felt that the movie and the philosophy served as a good refresher of the teacher's role in fostering a climate of invitational education (acceptance, encouragement, challenge, etc.).

In order for pre-service teachers to foster an invitational climate in their future classrooms they need to understand not only what the basic student needs are, but also how to meet these needs: "Classroom management practices can affect the amount of time that students are engaged in learning, their attitudes toward learning, their motivation, and their willingness and ability to collaborate with each other" (Bloom, 2009, p.35). The professional literature (Hanze & Berger, 2007; Johnson & Johnson, 2004; Reeve et al., 2004; Vieno et al., 2005) illustrates many examples of classroom practices that support the four pillars of the Circle of Courage, describing its benefit to student learning. Thus, it became essential for the participants to have a clear understanding of how to use these pillars in their own classrooms. The section below focuses on how the participants interpreted instances of Belonging, Mastery, Independence, and Generosity in Freedom Writers.

Fostering the Spirit of Belonging

Throughout the semester, the pre-service teachers recognized the need to foster Belonging in their students. A lot of them identified Belonging as being the most significant need to be met in order for students to acquire Mastery, become Independent, and be Generous with one another. This was portrayed very well in Freedom Writers as Ms. Gruwell turned her class into a safe haven where her students thrived academically and developed social consciousness.

In one of the essay sections, I asked the pre-service teachers to discuss whether Ms. Gruwell was successful in fostering Belonging in her class, and to identify examples of such practices. The participants unanimously believed the teacher fostered a community of learners, despite the fact that Belonging was "probably Ms. Gruwell's toughest challenge when she first came in because students had so much hostility toward one another." After watching the movie, the participants believed that in order to create a climate of Belonging in their classrooms, teachers needed to show their students they cared about them, while at the same time teaching them to care about each other.

The participants were in agreement that Ms. Gruwell fostered a positive classroom atmosphere by greeting her students at the door, making the room feel like home, arranging the desks in a way in which no ethnic group felt segregated, and helping students to discover things they had in common and appreciate the things that distinguished them. Moreover, students developed a feeling of Belonging when they felt the teacher valued their ideas and opinions, and when they could speak without fear of being judged or ridiculed. One participant stated: "By listening to the students, and giving them a voice, the students in Ms. Gruwell's class were able have an open mind towards their peers, to come together as a group and work together."

Fostering the Spirit of Mastery

Once the bond of trust and respect was established between teacher and students, and the students knew that the teacher cared about their success, they were likely to reciprocate and work hard to achieve success. When describing some ideas to foster Mastering in their classrooms, as they observed Ms. Gruwell do in her class, the participants addressed setting high expectations, as "the students in the movie were influenced by [the teacher's] perception of their competence and were motivated to complete their work." When the teacher believed in her students, and challenged them with readings, problems, and activities that engaged them in critical thinking, students believed in their abilities to succeed. Said one participant:

> *Ms. Gruwell instilled in them a sense of pride and self-worth. She allowed every student to feel like they matter, like they have a voice, and they should speak their mind in their writing, which*

later was turned into a book. They became an inspiration, a model, and a hope for future classes to come.

Teachers foster success when they intrinsically motivate their students. They can do this by relating the curriculum to their lives and engaging them in activities and projects they find meaningful.

Fostering the Spirit of Independence

Many participants identified journal writing as the most prevalent independent activity to take place in the movie and stated they would incorporate this activity in their classroom. Voice and choice become the main factors in developing independent learners and both these qualities were beautifully portrayed in the movie.

In order for students to feel like the classroom is as much theirs as it is the teacher's, they need to feel like their input is valued and their opinions are respected. The participants addressed the need to include their future students in instructional and curricular decisions, to allow them to make choices, but most importantly, to support these choices. Such an example was Ms. Gruwell's support of her students' fundraising decision to bring Miep Gies as a guest speaker. On the other hand, another participant discussed that the most powerful example of Independence involved the teacher enabling her students to choose how they wanted to live their lives: "Ms. Gruwell showed her students that they had a choice about how they wanted their lives to go."

Fostering the Spirit of Generosity

There were numerous examples of generosity that Ms. Gruwell displayed throughout the movie, but I asked the participants to specifically focus on examples of student generosity. Seeing generosity modeled by their teacher, who put her students above all, the students learned to be selfless and helped one other succeed. One participant stated: "Seeing her generosity towards the class made the students become generous towards one another. The students become better in decision making."

This was obvious in the fact that Ms. Gruwell's students learned to stand up for the truth, as exemplified by Eva, who testified against "her own" and thus defended an innocent man. One participant stated: "[Ms. Gruwell] planted the seed in Eva that eventually changed the life of an innocent man." Maybe the participants of this study will not have their students go through dramatic situations like Ms. Gruwell's students, and maybe their displays of generosity will be to a smaller scale. However, they all understood that generosity needed to be modeled. It only takes on small act of kindness to change a life.

Purkey and Novak (2008) advocate that when educators assume an inviting stance they foster a climate of respect, trust, care, optimism, and intentionality in their classrooms. These five elements mirror the four pillars of the Circle of Courage philosophy. For example, in a classroom that fosters Belonging, educators care about their students and teach their students to care for one another. In such an environment the educators develop trust-worthy relationships with their students. In turn, in order for educators to foster Mastery feelings in their classrooms they build on the bonds of care, trust, and respect that they have developed with their students. Moreover, optimism (the belief in students' potential to meet the teacher's expectations) is another very important component of a Mastery environment.

Teachers who foster Independence in their classrooms respect their students, and they demonstrate this respect by involving their students in the decision-making process. Finally, Generosity is accomplished when students learn to care about one another, about the classroom and school community, as well as the outside world. A climate of intentionality is created when people are personally and professionally inviting to themselves and others (Purkey & Novak, 2008).

One of the most common critiques about the theories pre-service teachers learn as part of their teacher education programs is the fact that these theories paint a pink picture of PK-12 school life, and they have little in common to the real world (i.e. budget cuts, large class sizes, limited resources, diverse students with diverse learning needs, limited time to meet all these needs, lack of support from school administration, etc.). Pre-service teachers need to see this philosophy at play to understand its real-life application. I tried to make this experience relevant for the students in my class in two ways: by having them experience firsthand an invitational setting in our own classrooms, and by having them observe an invitational setting in a movie inspired by reality.

An effective teacher develops positive relationships with their students and models the behaviors they expect to see from their students. I strongly believe in order to teach about the significance to meet basic student needs it is important that the environment I create in my classrooms is an invitational one, where students feel I care about them, that I respect them, that I am enthusiastic about the subject matter, and that a bond of trust can be formed between all classroom participants. I hope that they carry these in their future classroom and "assume an inviting stance toward their students" (Purkey & Novak, 2008).

Equally significant, I wanted my students to see how the Invitational Education theory (Purkey, 1999) and the Circle of Courage can be found in a K-12 setting, similar to the ones they may find themselves teaching in. The movie Freedom Writers enabled us to take an outsider stance and observe how Ms. Gruwell built a community with her students by fostering Belonging, Mastery, Independence, and Generosity in her classroom.

Incorporating Freedom Writers Activities into Future Classrooms

According to the participants, the value of this activity lay in its practical application. The movie allowed them to see examples of activities the teacher used successfully in her class, creating bonds with and among her students. The participants identified many great strategies to create such bonds of trust between them and their future students. However, due to the lack of space, I will only focus on three such practices: the field trips, the "Toast for Change," and the teacher's resilience to obtain needed supplies and funding to meet student academic needs. One of the favorite strategies the pre-service teachers identified was the use of field trips to accompany instruction. Discussing the many benefits of the school trips, one participant stated:

> *Class field trips show students that learning is fun and it can take place anywhere. Removing students from their usual setting within the classroom can reinvigorate their zest for learning. Field trips show students that textbooks are not the only way in which a lesson is taught.*

Another participant discussed the need to expose students to different cultures through visits to museums:

> *Being in an elementary setting, I think that field trips to museums and art galleries would be a great idea for my students to get to see and experience. For some students this may be the only time they get to see these things and I think it helps students to experience different cultures and different ways people might have lived.*

Another participant focused on the benefit to expose students to places outside their comfort zone:

> *I think field trips are great because they show students a glimpse of the real world they will soon be part of if they choose. It takes them places they otherwise would not have visited and it opens their eyes to the different opportunities the world has to offer.*

Another very important lesson the participants learned from watching the movie is to put their students' needs above anything else, even if it means challenging policies set in place. Two participants discussed the significance to have the courage to ask for things students or the schools do not have. "I don't want to be afraid to go above my school representative to ask for the proper materials my students need to succeed when I am their teacher," confessed one participant. The other stated:

> *One of the practices Ms. Gruwell used that I will incorporate in the classroom is not to be discouraged by inadequate administration. This is a reality in every job field, and education is no exception. Ms. Gruwell was able to change some policies and practices by simply being persistent.*

The *Toast for Change* was another practice the pre-service teachers stated they would use in their future classrooms to help their students set goals. One participant stated:

> *I like the idea of the Toast for Change because it is an opportunity for students to state their goals and commit to attaining them. It becomes a covenant between the teacher and the student to do everything possible for the student to achieve success in the classroom.*

Another participant explained how she would use the Toast as a way to establish trust and caring in students:

> *The Toast for Change is a great way to encourage your students to celebrate a new beginning. It motivates the students to achieve their goals because they are the ones who came up with them. Announcing it to the class also provides them with the opportunity to receive accountability from their peers.*

Researchers (McDiarmid & Clevenger-Bright, 2008; Zeichner, 2003) continue to discuss the need to link the theoretical foundations of teacher education programs with practical experiences in the school setting in an attempt to "bridge the divide between the higher education institutions where teachers are prepared and the school sites where they work with students" (Rinke, Arsenie, & Bell, 2012, p. 99). This need is constantly reiterated by my students, every time I teach Classroom Management, as pre-service teachers constantly ask themselves: "How can I apply this theory into my classroom?"

Although on a very small scale, the Freedom Writers activity enabled my students to link theory to practice, as it prompted

them to take a reflective stance, identify some of the strategies they witnessed in the movie, and evaluate how these would benefit their future students. This echoes Ryan and Townsend's (2012) conclusion of using media devices in the teacher education classes: "Through analyzing the scenes depicted with ever-deepening reflection, pre-service teachers can develop a repertoire of instructional strategies that would otherwise only be achieved after the initial novice years of teaching."

Concluding Thoughts

The above findings indicate that the majority of the participants deemed this classroom activity relevant (discussing the student basic needs in the context of watching Freedom Writers), as they stated it made them more aware of these needs in their classrooms. The theories discussed in any Classroom Management course are extremely important in creating a positive learning environment for all our students, but they may not be enough to increase the pre-service teachers' understanding of the significance of such theories. When pre-service teachers have many opportunities to discuss the theories they read about in the textbooks, and when this theoretical background is coupled with real-life applications, their appreciation for learning about meeting basic student needs increases (Rinke et al., 2012; Ryan & Townsend, 2012).

I created this movie assignment as an opportunity for the students to observe how the theories they study in class apply in the real world. I understand the limited practical orientation this assignment provided, and furthermore I realize that an optimal experience would have come from a Field II Placement where the pre-service teachers may observe firsthand whether and to what extent the teachers meet their students' needs. However, not all the pre-service teachers enrolled in this course were taking a Field II component, and some would have been left with just the theoretical approach of the textbook.

Furthermore, when given opportunities to see successful practices used by real classroom teachers in the media, pre-service teachers learn the value of the different theories discussed in their education courses, as well as they uncover the real-life application of these theories. Inspirational stories enable pre-service teachers to emulate behaviors they see portrayed by the successful teachers, and it helps them understand the need to care for all their students. Ryan and Townsend (2012) commented on the benefits of incorporating media examples in teacher education classes, as analyses of popular media representations "can offer surrogate experiences upon which to develop an educational philosophy and to consider classroom strategies as well as opportunities for future teachers to explore their own preconceptions about teaching that may well have been influenced by such representations" (Ryan & Townsend, 2012, p.239).

As a result of watching this movie, the participants took away a few strategies they stated they would like to incorporate in their classrooms (i.e. the journal writing, making the room inviting, connecting content with real life situations, and field trips). Others discussed activities they would slightly alter to meet the needs of the particular age group they would teach (Toast for Change, the line game), and some went even further and discussed the need to be resilient and stand up for their students.

The success of this activity inspired me to continue using the movie Freedom Writers while discussing meeting basic student needs. In the semesters following this study I slightly modified this activity by using a few representative fragments of the movie in class, or making it a Bonus Points option, having the students watch the movie at home and answer the essay questions for extra points. Although deemed significant by the students who chose to do the activity, these modifications did not have the impact that watching the movie as a group and then discussing its implications for their future teaching did. Only showing a few segments did not do justice to the whole movie, as it is filled with examples of Belonging, Mastery, Independence, and Generosity activities. Furthermore, since it was no longer a classroom assignment, only a few students watched the movie and completed the essay.

As I teach this course every semester, I continue to brainstorm ways to make the Classroom Management theories relevant for pre-service teachers. I hope these shared findings may serve as an encouragement for other teacher educators to continue to use diverse media tools in their classrooms to enable their students to see how theory plays in the real classrooms.

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Measuring Inviting School Climate: A Case Study of a Public Primary School in an Urban Low Socioeconomic Setting in Kenya

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Abstract

The present study utilized the Inviting School Survey-Revised (ISS-R) (Smith, 2005b, 2013) based on Invitational Theory and Practice (Purkey & Novak, 2008) to examine the school climate of a public primary school in a low urban socio-economic setting in Kenya. School climate was defined as the perceptions of primary school teachers and pupils in five areas: People, Places, Processes, Policies, and Programs, based on the Invitational theory and Practice paradigm. Results showed that the overall school climate of Raduce primary school was inviting in many areas. The current study revealed that in spite of the challenges facing a public school in an urban low socio-economic setting, it is possible with inviting policies, programs, processes, and people, to realize positive academic achievement with students.

Scholars and researchers commonly understand that environmental factors have a profound influence on academic performance (Noguera, 2003). Student academic performance is directly influenced by socio-economic, psychological, and environmental factors (Oduol, 2006). Although educators cannot change a student's socioeconomic standing, genetic predispositions, or ability level, changes in the school environment can improve a student's chances for academic success (Lehr, 2004). Therefore, with a positive school climate, children from economically depressed urban areas have a chance to get quality education and realize high academic achievement (McEvoy & Welker, 2000).

A positive school climate is an important component of successful and effective schools and thus is often an aim of school wide initiatives (Griffith, 2000; Koth, Bradshaw, & Leaf, 2008; Lehr, 2004). It makes a school a place where both staff and students want to spend a substantial portion of their time; it is a good place to be (Lehr, 2004; Novak, Rocca, & DiBiase, 2006). Growing evidence suggests that school climate can affect students' social environment, their behavior, learning, and that by addressing organizational processes and social relationships; positive behavioral change can occur (Flay, 2000; Zullig, Koopman, Patton, & Ubbes, 2010). Improving school climate is considered a preventative approach, rather than a reactive or remedial one. A positive school climate has been associated with fewer behavioral and emotional problems for students (Lehr, 2004; Marshall, 2004).

However, the nature of schools and the significance of its climate in disadvantaged urban settings is not well understood, there is considerable evidence that the socioeconomic backgrounds of students in these schools have a bearing on how they are perceived and treated by the adults who work with them in disadvantaged urban schools.

What is School Climate?

School climate includes the interactions between students' and teachers' perception of their school environment (e.g. environmental factors such as the physical buildings and classrooms, materials used for instruction); academic performance; feelings of safety (Mayer, 2007), and school community of feelings of trust and respect (Purkey & Novak, 2008; Smith, 2013; Kuperminca, Leadbeatera, & Blatta, 2001; Marshall, 2004). Cohen, McCabe, Michelli, and Pickeral (2009) argued that school climate refers to the quality and character of school life and is based on patterns of people's experiences of school life and reflects norms, goals, values, (McEvoy & Welker, 2000; Zullig et al., 2010) interpersonal relationships, teaching and learning practices, and organizational structures shown to relate to social situations within classrooms and to the school as a whole.

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Koth et al., (2008) further stated that school climate is influenced by educational and social values, and has been Generally, school climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community (Marshall, 2004). In the current study school climate refers to the perceptions of Grade 8 pupils and teachers on their school's people, process, policies, programs, and place.

A positive school climate exists when everybody involved with the school community feels comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust (Mayer, 2007). Schools with a positive atmosphere encourage and welcome the participation of teachers, students and parents, which in turn make the school successful (American School Counselor Association (ASCA), 2003; Koth et al., 2008). Research has consistently shown a link between positive school climate and other important measurements of school success such as academic achievement (Noguera, 2003), effective classroom management (Marshall, 2004), and high staff morale (Mayer, 2007). Furthermore, researchers have found that positive school climate perceptions are protective factors for boys, and may supply high-risk students with a supportive learning environment yielding healthy development, as well as preventing antisocial behavior (Kuperminca et al., 2001; McEvoy & Welker, 2000). Frieberg (1998, p. 22) asserts, "School climate can be a positive influence on the health of the learning environment or a significant barrier to learning".

Invitational Theory and Practice

Purkey argued that when the school climate is positive it becomes inviting (Novak et al., 2006; Purkey & Novak, 2008). Purkey and Novak (2008) postulated that schools should be made inviting to the local community to an extent that pupils, teachers, and parents feel welcome. Creating an inviting school require that students, families, and educators work together to develop, live, and contribute to a shared school vision (Cohen et al., 2009; Novak et al., 2006) where each person contributes to the operations of the school and the care of the physical environment. A safe and welcoming school helps children to embrace education enthusiastically, increase student ownership, and better work habits for adults (Mayer, 2007). An inviting or welcoming school leads to fewer acts of aggression, less vandalism and less absenteeism by students. According to Purkey and Novak (2008), schools must provide a warm, caring environment for students to learn and prosper.

The present study is based on the principles of Invitational Theory and Practice (ITP) (Purkey & Novak, 1996; Purkey & Schmidt, 1987, 1990, 1996; Purkey & Stanley, 1991). In particular, ITP 5 "P's" was used to investigate the school climate of a public primary school in a low urban socio-economic setting in Kenya. ITP provides a model for educative and counseling practice to promote people to realize their potential in all areas of worthwhile endeavors. It is a democratically oriented, perceptually anchored, self-concept approach to the educative and counseling process (Novak et al., 2006; Purkey & Novak, 2008; Purkey & Schmidt, 1996; Smith, 2013). It focuses on five domains that can support or hinder an individual's successes or failures; people, places, policies, programs, and processes (5 "Ps") (Smith, 2005a).

People

In a study carried out by Zullig et al. (2010), they concluded that the idea of "school" is not strictly a building but rather a setting or place of education that includes the people who go there and that all of these interact with one another to affect learning. School climate research suggests that positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behavior (McEvoy & Welker, 2000). Although all parts of a school are vital to its operation, from the standpoint of the invitational model, People (teachers, other school staff, and the students themselves) are the most important part (Purkey & Novak, 2008; Smith, 2013). People create and maintain the invitational climate (Marshall, 2004). It is important in a school to know how people who are significant in the lives of the students are contributing to or detracting from human existence and development. Zullig et al. (2010) states that the greatest indicator of achievement was the way students felt within themselves about the social environment within the school. The model of ITP requires unconditional respect for people --- the extent that respect is manifested in the school environment, the caring and appropriate behaviors that people exhibit toward themselves and others (Purkey & Novak, 2008).

Places

When seeking to change an environment, the most obvious place to begin is the physical setting --- any part of a school's physical environment that is unpleasant, unattractive, littered, grimy, dusty, or dingy is disinviting. According to the Healthy People 2010 Report (U.S. Department of Health and Human Services, 2000) a healthy school environment refers to the physical environment of the school such as school indoor air quality, pest and chemical management, ventilation, mold, and moisture issues that may inhibit learning through increased risks to the health of school children and staff. The aspects used for "place" in the current

study include availability and arrangement of chair/desks, air, school grounds/compound, rest rooms/toilets, head teacher's office, bulletin/notice boards, safety measures, water points, and lighting.

Processes

Process is systematic series of actions directed to some end and as such represents not only content but also context. Process indicates how the school is operating, how the people are acting, rather than what is being undertaken. Bernhardt (2012) defines school processes as what learning organizations, and those who work in them, are doing to help students learn: what they teach, how they teach, and how they assess students. She states that the school processes include programs, curriculum, instruction and assessment strategies, interventions, and all other classroom practices that teachers use to help students learn. The assignment of grades, response to telephone calls, punctuality, how people feel about their reception by school, involvement in decision making, attendance and promptness of beginning classes are the school processes considered in the current study.

Policies

The places people create are closely related to the policies they establish and maintain (Smith, 2013). Policies refer to guidelines, rules, procedures, codes, directives and so forth that regulate the ongoing functions of the school and they reflect community norms and expectations (Flay, 2000). Purkey and Novak (2008) argue that it is not the policy itself as much as what the policy communicates that is vital to the invitational model (i.e., trust or distrust, respect or disrespect, optimism or pessimism, intentionality or unintentionality). School policy should reflect the shared expectations of the whole school community and that all students and parents are clear about these shared expectations. In addition, according to the invitational model, policies reveal the perceptual orientations of the policy-makers. The current study captures the aspect of school policy, such as the willingness of teachers to help pupils with special problems; pupils having an opportunity to talk to one another during class activities; freedom of expression; the nature of messages and notes sent home; academic achievement and the grading practices of the school.

Programs

As in the other domains, programs can be helpful or harmful to individuals and groups (Smith, 2013). Some programs are not inviting because they focus on narrow goals and neglect the wider scope of human concerns (e.g. tracking or labeling students --- people are not labels, and programs that label individuals as different can have negative effects).

Measuring School Climate

The current study, using the ISS-R, (Smith, 2013) assesses the inviting nature of some selected school programs that could be delineated to enhance the personal and professional growth and development of all the people in schools. The identified programs include: games/sports/athletic, health/wellness, clubs/societies/co-curricular (wildlife, scouting, etc.), mini- courses (First Aids, peer counseling, etc.), health and wellness program, academic, educational tours and excursions. Many researchers have developed measures of school climate, but the challenge in addressing school climate continues to be its measurement, in terms of both what and how to measure it. Acknowledging the complexity of what defines and composes school climate, Zullig et al. (2010) argued that there appear to be common domains measured over time. A review of the literature (Cohen et al., 2009; Freiberg, 1998) reveals at least five important school climate areas: order, safety, and discipline (Furlong et al., 2005; Griffith, 2000; McNeely, Nonnemaker, & Blum, 2002; Wilson, 2004); academic outcomes (Griffith, 2000; Worrell, 2000); social relationships (Furlong et al., 2005; Griffith, 2000; Wilson, 2004); school facilities (Wilson, 2004); and school connectedness (Catalano, Oesterle, Fleming, & Hawkins, 2004; McNeely et al., 2002; Whitlock, 2006).

Commonly examined school-level predictors of school climate include structural aspects of the school, such as school size (Griffith, 2000; McNeely et al., 2002), student–teacher ratio and student mobility (Griffith, 2000); aggregated indicators of student characteristics (e.g., socioeconomic status and ethnicity; McNeely et al., 2002; Vieno, Tuhkanen, & Kronberg, 2005) and school type (public vs. private or urban vs. rural) (Vieno et al., 2005) have also been linked with perceptions of school climate. Examining these measures and the attributes specifically assessed provides further detail into the nature of school climate (Marshall, 2004). Nevertheless, most measurement of the social and emotional aspects of school climate lack sound psychometrically measures (Zullig et al., 2010).

The School Climate Survey contains seven dimensions of school climate and specifically assesses students' perceptions in the following areas: achievement motivation, fairness, order and discipline, parent involvement, sharing of resources, student interpersonal relationships and student-teacher relationships (Haynes, Emmons, & Comer, 1993). The Charles F. Kettering Ltd. (CFK) School Climate Profile (Johnson, Johnson, Kranch, & Zimmerman, 1999) is also widely used to measure school climate. It comprises eight subscales: respect, trust, high morale, opportunity for input,

continuous academic and social growth, cohesiveness, school renewal, and caring. Additional measures include the Comprehensive Assessment of School Environments (Keefe & Kelley, 1990), the Organizational Climate Index (Hoy, Smith, & Sweetland, 2002), and the Organizational Climate Description Questionnaire (Halpin & Croft, (1963).

The current study utilized the Inviting School Survey-Revised (ISS-R) (Smith, 2013) designed to assess the invitational qualities of the total school climate and the five environmental areas (Purkey & Novak, 2008; Smith, 2005a, 2013).

The Raduce Primary School Environment

Raduce (a pseudonym used instead of the real name of the school) is a public primary school located in an area locally called the Kibera Slum. This area, which is the largest slum in sub-Saharan Africa, is located near Nairobi, the capital of Kenya (Integrated Regional Information Networks (IRIN), 2011; Karanja & Makau, 2009; Tooley, 2007). It has a population of 529 pupils (from nursery to grade 8) and 18 teachers. The school is situated within the slum, next to a railway line and surrounded by makeshift houses. Several sewerage drains flow near the school, carrying domestic and human waste that produces a foul smell. A teacher lamented that:

> *"The location of the school is not good in terms of sewage; the "mabati" (iron sheets) structures in the school are not safe for young children." A pupil stated, "When it rains, there is a sewage tunnel passing through our school, spills and releases the sewage to the ground making pupils sick and have diarrhea."*

Generally, the school has limited facilities as captured by teachers' comments:

> *"School has limited facilities e.g. classrooms, washrooms, etc., the community should be educated so that they can support or give hand to help pupils with supplements even though the government is trying but this is not the required standards, the infrastructure needs to be constructed since it degrades and interferes with school performance."*
>
> *"In our school (Raduce) there are many disturbances when lessons are in progress since we have a railway line near the school such that when the train passes it make noise and also pollutes the air."*

Ninety-eight percent of the grade 8 pupils in this school reside in Kibera slum that is frequently hit by disasters such as fire and other accidents due to its closeness to the railway line and other hazards (Kweyu & Otieno, 2012). Mutiga (2012) postulated that Kenyan slums are probably the worst in East Africa, but more crowded and more unsanitary than slums in Bangladesh. Mutambo (2012) gave an example of a family of seven living in "a tiny dark room no more than three metres by three metres" in this slum.

The majority (79.3%) of the residents of Kibera slum are poor families whose monthly income is less than KES 10,000 (US$ 116) who are engaged in either casual work or lower cadre civil/public service or small micro-enterprises (Muraya, 2011). Residents of Kibera are confronted daily with overcrowding, poor infrastructure, gender disparities, poor sanitation, unsafe drinking water, many community disadvantages. As can be determined the location of the school is unhealthy, unsafe, and unsuitable for learning.

Despite these challenges, the performance of grade 8 pupils in the national Kenya Certificate of Primary Education (KCPE) examinations - rose from an overall mean mark of 217.9 in 2005 to 253.7 in 2011. The KCPE examination is administered nationally at the end of the eighth year of primary schooling and marked out of a maximum mark of 500 and determines students' placement in secondary schools. Candidates sit for five papers namely English, Kiswahili, Social Studies, Science and Mathematics. Considering the challenges associated with urban low socio-economic setting, a positive trend in the performance of pupils from a slum in a national examination is of great interest to scholars and researchers.

Methodology

Participants for the present study were 58 grade 8 pupils (32 boys and 26 girls aged between 13 and 15) and eleven teachers (4 males and 7 females). This represented a return rate of 84% and 61% of ISS-R questionnaires for pupils and teachers respectively.

The study adopted a mixed method approach where both quantitative and qualitative data were collected through ISS-R Questionnaires. Participants responded to 50 items on a five point Likert scale ranging from "Strongly Disagree" to "Strongly Agree" ("N/A" if a question is not applicable to the participant's context). The items addressed each of the five factors: People, Places, Processes, Policies, and Programs. Preliminary descriptive quantitative analyses were conducted using IBM SPSS, version 19 (IBM, 2010) while qualitative analysis of open-ended question was undertaken with QSR International's NVivo 10 qualitative data analysis software (QSR, 2012).

Results

In the current study, the aspects of school climate were considered "most inviting" if the scores are equal to or more than 85%; "somewhat inviting" between 60-85%; "disinviting" between 50 – 60% and "most disinviting" when the score is less than 50%.

Total ISS-R

As shown in Figure 1, the ISS-R Total score was approximately 72.57%. Subscales ranged from 47.77% (Place) to 84.47% (Policies) as shown in Table 1 and Figure 1 below.

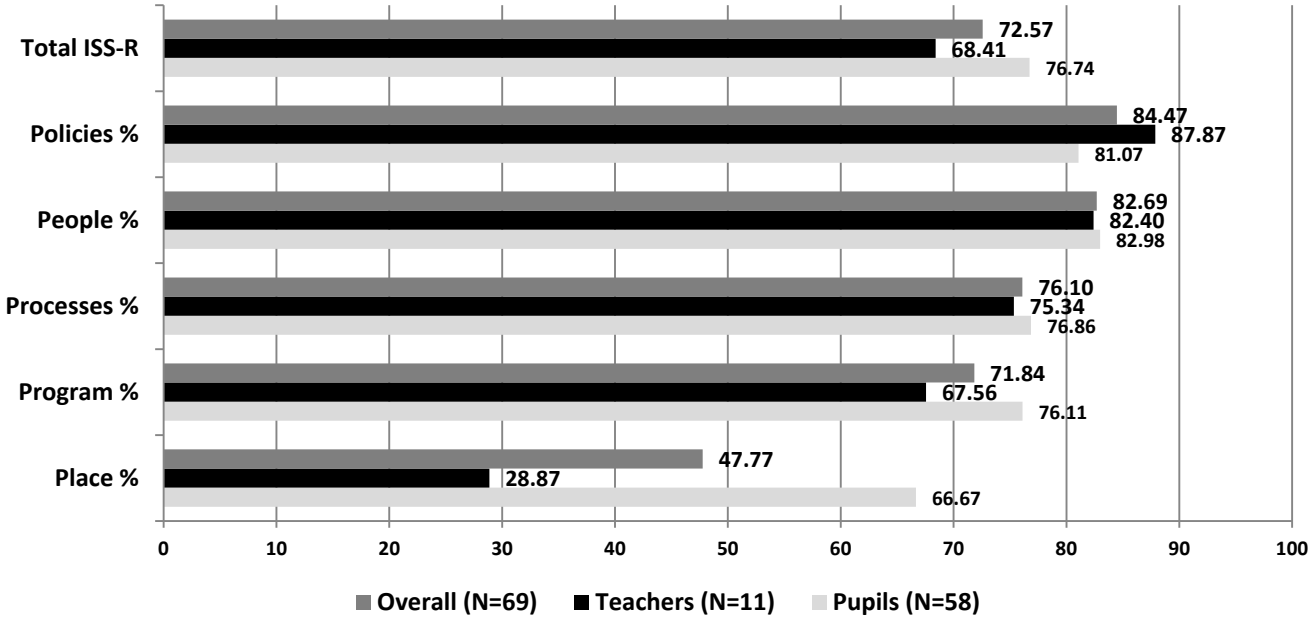

Figure 1. Total score (Medium Grey Bar; N=69); teachers (Black Bar; N=11) and pupils (Light Grey Bar; N=58) mean percentages for ISS-R subscales and total score.

The school "policies" and "people" had overall scores of 84.47% and 82.69% respectively which indicated that both respondents' perceptions were favorable and therefore most inviting. While the aspects of school "processes" and "program" had an overall scores of 76.10% and 71.84% respectively, which shows that the perceptions of the respondents were somehow favorable and therefore fairly inviting. However, the overall score (47.77%) for the school "place" or physical environment showed that the perceptions of most pupils and teachers were not favorable and hence the aspect was least inviting or the most disinviting aspect of the school.

People

As shown in Figure 2 most teachers felt that they are caring (item 9, 12, 24, 30 & 45), trustful (item 15 & 18), and respectful (item 6). Slightly more than half of them felt that the people in the school are polite to one another (item 21), want to there (item 33), the pupils are proud of their school (item 42), while the head teacher involves everyone in the decision-making process (item 3). Some of them (teachers) spend time after school with those who need extra help (item 48) or appear to enjoy life (item 39). However, only a few thought that the head teacher treated people as though they are responsible (item 27). According to most pupils' their teachers are caring, trustworthy and respectful; the people in the school are polite to one another and want to be there; pupils are proud of their school. Their head teacher involves everyone in the decision-making process and treats people as though they are responsible.

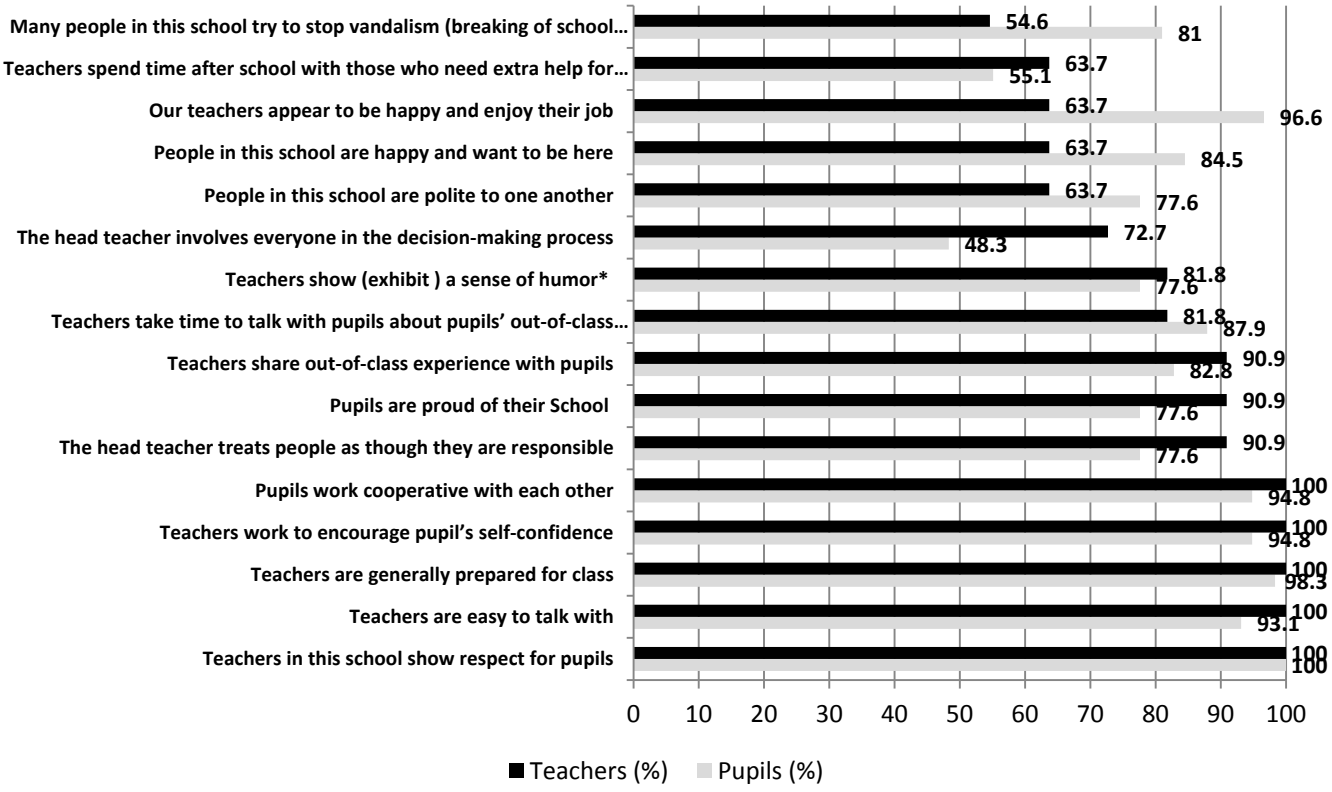

Figure 2. Percentage (%) of pupils and teachers who **Strongly Agree** and **Agree** on statements about **People**.

Place

As shown in Figure 3 perception of most pupils is that their desks are pleasant and comfortable (item 4) and offers a variety of arrangement (item 37); the air smells fresh in the school (item 8); the head teacher's office is attractive (item 20); the school compound is clean and well-maintained (item 13). Slightly more than half of them felt that the toilets in the school are clean and properly maintained (item 16); there is space available for their independent study (item 28); water taps are in good repair (item 40) and that there comfortable chairs for visitors (item 44). However the perception of most of them was negative on notice boards being attractive and up-to-date (item 25), and on the posting of safety measures (i.e. fire alarms) (item 32).

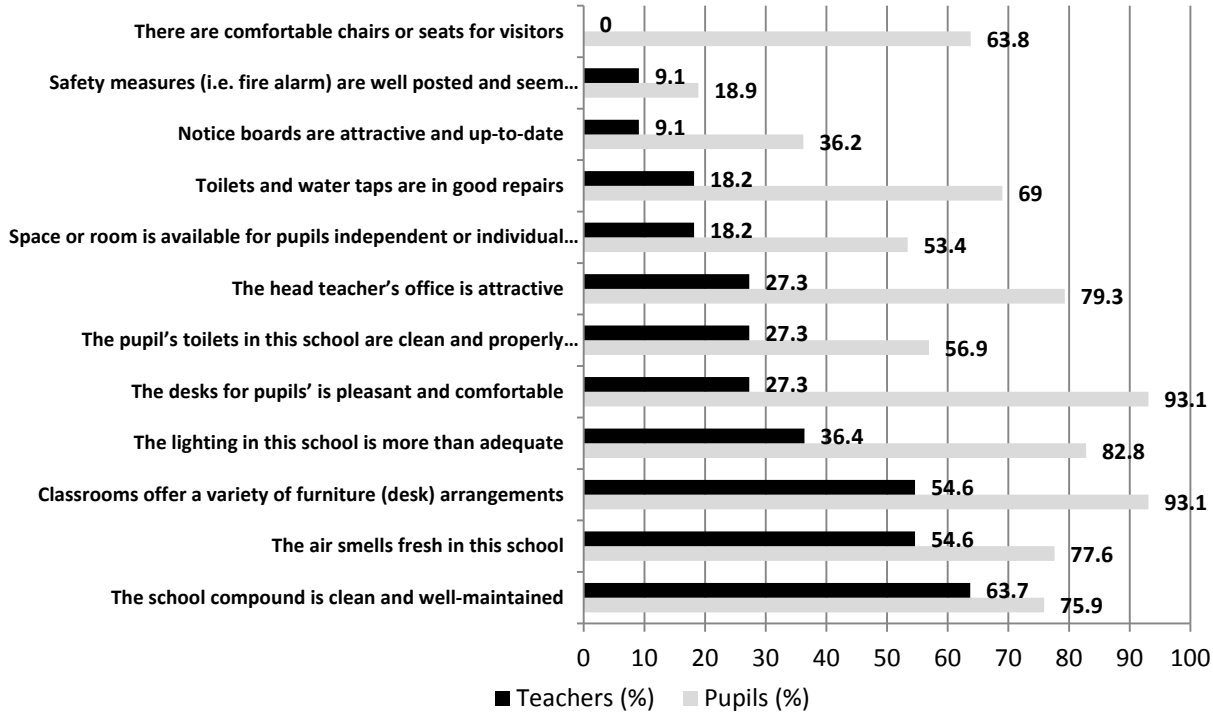

Figure 3. Percentage (%) of pupils and teachers who **Strongly Agree** and **Agree** on statements about **Place**

However, most teachers had negative perceptions of all aspects of the place except for the freshness of the air, the school compound being clean and well maintained, and classroom offering a variety of furniture arrangements. Generally, the perceptions of teachers contrasted considerably those of their pupils in all aspects. Most pupils were positive and appreciative of their school's physical environment while most teachers were negative. Because of their exposure and background, teachers had a higher expectation for the condition and cleanliness of these facilities, while most pupils' background of squalor would make them appreciate and be comfortable with the existing conditions

Process

According to Bernhardt (2012) an inviting "process" is one where (1) students feel as if they belong, are challenged, are cared for, etc.; (2) teachers feel supported and that they are working in collaborative environment, with high expectation for students and believe all can learn; and (3) parents feel welcome at the school and know what they can do to support their child's learning and there is effective home-school communication. From the perception of teachers and pupils in this school the process is somehow inviting (refer to Figure 4).

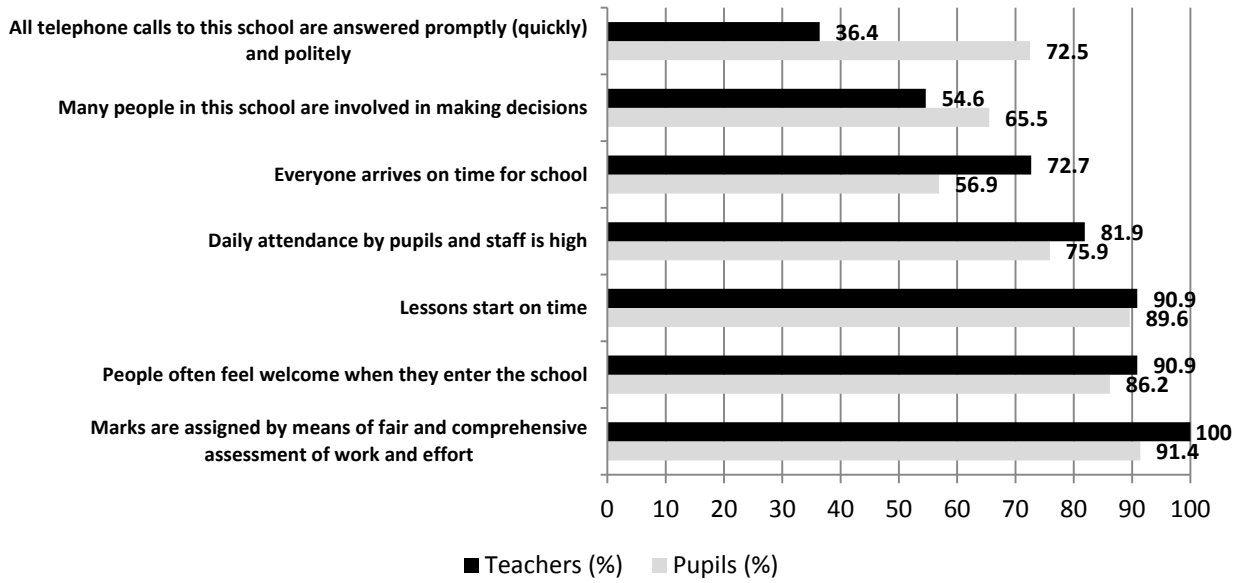

Figure 4. Percentage (%) of pupils and teachers who "Strongly Agree" and "Agree" on statements about "Processes".

Most pupils indicated positively that marks and grades are assigned by means of fair and comprehensive assessment of work and effort (item 7); people often feel welcome when they enter the school (item 29); lessons start on time (item 50); daily attendance by students and staff is high (item 43); all telephone calls to this school are answered promptly and politely (item 14). The perceptions of slightly more than half indicated that many people in this school are involved in making decisions (item 35) and everyone arrives on time for school (item 22).

According to most teachers the marks and grades are assigned by means of fair and comprehensive assessment of work and effort; people often feel welcome when they enter the school; lessons start on time; daily attendance by students and staff is high; all telephone calls to this school are answered promptly and politely. The perceptions of slightly more than half indicated that many people in this school are involved in making decisions and everyone arrives on time for school. However, the perception of most teachers on whether all telephone calls to this school are answered promptly and politely was negative. This differed considerably from what most pupils felt. In Kenya school access and use of telephone and mobile phones by students is prohibited, while parents from slums would rarely call the school, as they were too poor to have access to a telephone.

Policy

For a long time, education policy formulation in Kenya has been the role of the ministry of education; there is little effective participation by stakeholders (Oduol, 2006). In the current study the overall aspect of policy was rated favorably and the most inviting aspect of the school.

As shown in Figure 5, most pupils perceived their teachers as willing to help pupils who have special problems (item 5). They also thought that school policy encouraged freedom of expression by everyone (item 19); that the messages and notes sent home being positive (item 26). The pupils were also satisfied with the school's academic performance believing that most pupils performed well in their school (item 34); that they have the opportunity to talk to one another during class activities (item 11); and that the grading practices were fair (item 47). Similarly, the perceptions of most of the teachers on the issues above were all favorable. However, there was a considerable difference between the percentages of the teachers (90.9%) and pupils (69%) who felt the pupils' had an opportunity to participate in class activities.

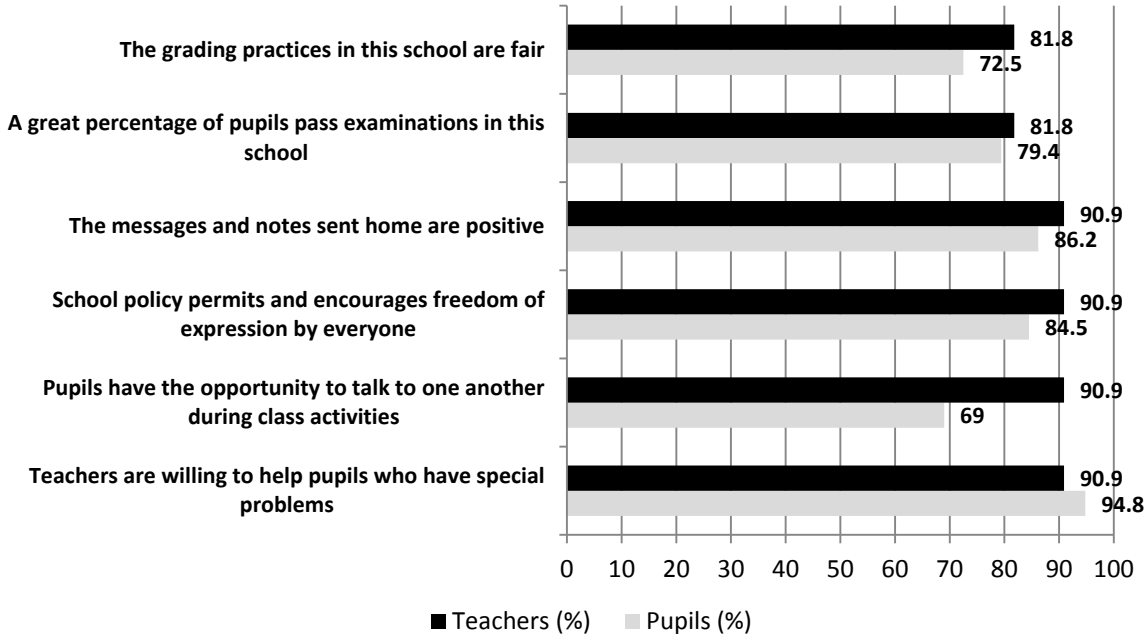

Figure 5. Percentage (%) of pupils and teachers who "Strongly Agree" and "Agree" on statements about "Policy"

Program

Most of the programs considered in this section are after-school programs also known as extra-curricular activities. However, in Kenyan context they are regarded as co-curricular activities since they contribute to the development of the learners. Such after-school programs make students to have a change of environment and diverse learning experiences which helps in maintaining their interest and attention (University of Michigan, 2012). Kenya's Education Permanent Secretary, Prof. George I. Godia, argued that extra-school activities contributes to an all-round child complete with harnessed creativity-socially, physically and academically (Oduor, 2013). Johnson, Crosnoe, and Elder (2001) found that levels of participation in school programs were strongly associated with the academic achievement. According to Granger, Durlak, Yohalem, and Reisner (2007) these programs can lead to improvements in academic achievement by increasing confidence, problem solving capacity and social skills. In the current study the perception of teachers and pupils of school programs indicated that they were somewhat inviting as depicted in Figure 6.

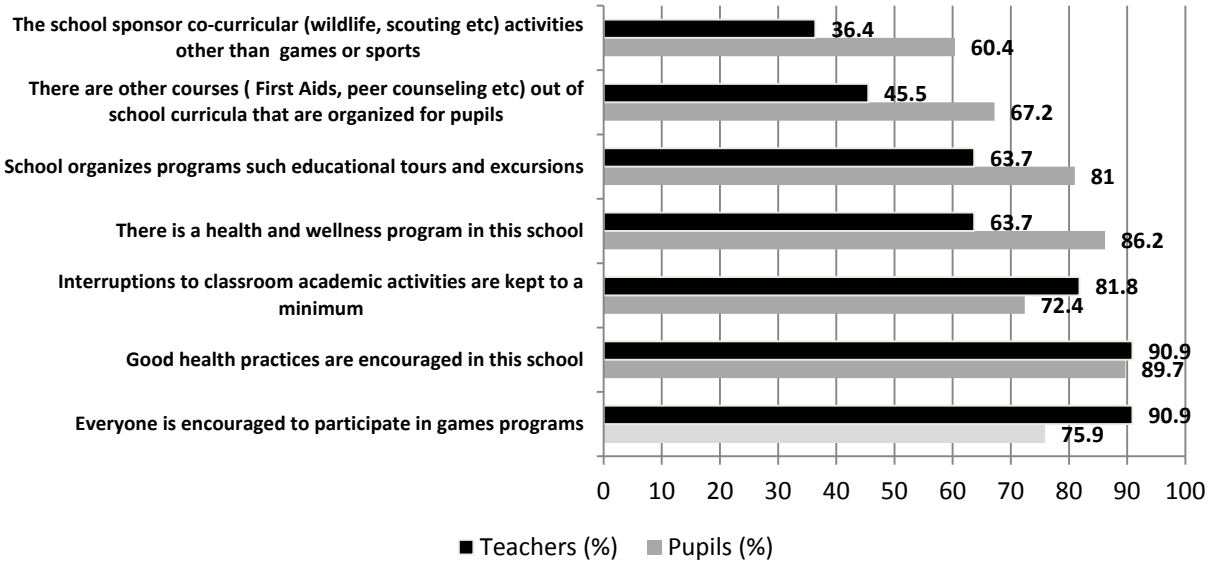

Figure 6. Percentage (%) of pupils and teachers who "Strongly Agree" and "Agree" on Statements about "Programs"

The perception of most pupils was favorable on the encouragement of good health practices (item 23); the existence of a health and wellness program (item 10); the organization of programs that involvement of out of school experience i.e. educational tours (item 17); everyone being encouraged to participate in games (sports) programs (item 2); and interruptions on classroom academic activities being kept to a minimum (item 31). On whether the school sponsors co-curricular activities (wildlife, scouting, etc.) (Item 38) and if there are mini-courses (First Aid, peer counseling, etc.) available for pupils (item 46), almost third of the pupils were positive.

Most teachers were positive on the encouragement of good health practices; the existence of a health and wellness program; and interruptions on classroom academic activities being kept to a minimum. About sixty-four percent of them indicated that there exists a health and wellness program and that the school organizes programs that involvement of out of school experience i.e. educational tours. However, most of them indicated that the school does not sponsor co-curricular activities (wildlife, scouting, etc.) neither does it avail mini-courses (First Aid, peer counseling, etc.) for pupils.

However, the views of most teachers and pupils differed considerably on most aspects of the "Program" except on the encouragement of good health practices and interruptions on classroom academic activities being kept to a minimum. More pupils than teachers held positive opinions about the organization of programs that involved out of school experience i.e. educational tours; school sponsoring co-curricular activities (wildlife, scouting, etc.); availability of mini-courses (First Aid, peer counseling, etc.) for pupils and existence of a health and wellness program. More teachers than pupils stated that everyone is encouraged to participate in games (sports) programs.

Discussion

Social interactions between the people in the school affect and help to define the broad concept of school climate/environment (Koth et al., 2008; Marshall, 2004). A positive school climate exists when all people feel comfortable, wanted, valued, accepted, and secure in an environment where they can interact with caring people they trust. In this school, the perceptions of people by both teachers and pupils were favorable.

Most of the teachers and pupils concurred that the people in their school are caring, trustful, and respectful. This is evident from a teacher's plea:

> *"Help the children because many of them are orphans and the teachers because they are the ones to take care of them in most cases. We will be very grateful".*

While the following comments from pupils about their teachers confirm that teachers are indeed caring:

> *The teachers attend to pupils who need them. They also spend time after school with those who need extra help in subjects they do not understand especially our class teacher. I am really proud of him. Sometimes, he sacrifices his time to be with us to*

6pm in the evening. Our head teacher also sacrifices his time in spite of all businesses he has with parents and visitors to come to talk and teach us various subjects especially mathematics. Our teacher is very good and reasonable person. He normally teaches us well. He normally accepts to help those who want extra lessons. Teachers have good relationship with pupils hence bringing up pupils co-operation and good learning atmosphere. Teachers are very dedicated in teaching. I am proud of my teachers.

However, the opinions of most teachers and pupils differed on a number of issues; these included people wanting to be at the school; teachers appearing to enjoy life; pupils being proud of their school; the head teacher involving everyone in decision making and treating them as responsible. The pupils might have based their perception that their teachers appear to enjoy life from their appearance, as stated by one of them:

"…they (teachers) are always smart."

Not being privy of the challenges facing their teachers which include inadequate instructional materials, poor infrastructure, school location, lack of transparency in financial matters, poor remuneration, and heavy work load. From the pupils' background, people who are smart, i.e. smartly dressed, are enjoying life-so their teachers are among them. However, the main issues that appear to make most teachers unhappy are inadequate instructional materials and infrastructure as captured by the following comments from teachers:

"Challenges are many that affect our school. For example, there are less instructional materials. Textbooks are not enough due to the large school population."

On infrastructure they stated:

"We are lacking enough classrooms to accommodate the new admissions. Teachers' staffroom should be improved. We have limited facilities like classrooms, washrooms, etc. The "mabati" structure in the school is not safe for young children. As teachers we need to feel comfortable in our staffroom; we need comfortable chairs to sit on and they should be adequate. Infrastructure needs to be constructed since it degrades and interferes with school performance, it's too small classroom for learning"

Teachers' perception was more favorable than most pupils on the head teacher's involvement of everyone in the decision-making process. This is because the pupils' participation in decision making at classroom or school level, in most public schools in Kenya is rare (Jeruto & Kiprop, 2011). It is often viewed as problematic to school administrators, parents and society at large, since they are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Yet most educationists have stated that the involvement of students in school decision-making at organisation and classroom level is important in making the school processes inviting (Barrera-Osorio, Fasih, Patrinos, & Santibanez, 2009; Jeruto & Kiprop, 2011; Smith, 2013).

In addition, head teachers fail to involve all people in decision-making because they make decisions through the school boards/management committee. The school boards are typically advanced as arenas for democratic governance, as mechanisms that enable site actors, notably teachers and parents, to wield significant influence on significant issues (Montgomery, Gragnolati, Kathleen, Burke, & Paredes, 2000). Presumably, the existence of such a board or committee would result in other benefits, such as better quality decisions regarding school management, more humane work environments, more equitable educational opportunities, and noticeable improvements in teaching and learning (Malen, Ogawa, & Kranz, 1990). Bandur (2012) postulates that school-based management with the devolution of authority and responsibility to school level decision-makers is the most prominent feature of public school management systems. However, Malen (1999) has shown that parents in low-income populations typically assume or resume the familiar "listen and learn" roles, ratify or "rubber-stamp" decisions made elsewhere.

According a UNICEF (2012) report, where pupils learn either in permanent or temporary buildings, in tents or under trees, their learning is less successful; the lack of suitable classrooms can thwart learning. It is further stymied by inadequate toilets, a dusty and noisy environment, and lack of running water and/or electricity. The report further states that fulfilling the education-related Millennium Development Goals (MDGs) requires not just getting all children into school, but ensuring that the physical environment, "Place", is safe, equipped with adequate resources, and graced with appropriate conditions for learning. Mayer (2007) argued that a school's buildings and grounds announce a welcome to the students. Yet in this school the majority of teachers and pupils do not have a favorable perception of "Place".

Despite the high rating by most pupils on most aspect of the "Place", written comments on the condition of most facilities in the school depict them as disinviting and in need of improvement. The following are some sentiments from the pupils about their school:

"Our field is full of dust that causes coughs. The sewage in our school make some pupils suffocate. Our toilets have some problems and that interferes

with our environment. Please, I hope you will try to help us with that problem especially toilet for boys"

While the teachers also stated that:

"I feel this school must be far much better than it is; teachers' staffroom should be improved. The location of the school is not good in terms of sewage; the "mabati" (iron sheets) structure in the school is not safe for young children. As teachers we need to feel comfortable in our staffroom; we need comfortable chairs to sit on and they should be adequate. The classrooms are too small for learning."

Generally, the pupils are positive on the school programs than their teachers. However, there are appears to be a different understanding on what some of the aspects of the program mean for teachers and pupils. For example, what pupils would consider as an educational tour or a mini-course might not be considered so by their teachers. In Kenyan schools, organization of after school programs must involve teachers, as a ministry of education's requirement, and therefore teachers' perception would be more reliable in this context than the pupils. Nevertheless, the pupils indicated that their school has after school programs such as debates.

As commented by one pupil:

"Every Wednesday and Thursday we are doing debate to improve in writing composition."

Apart from the after-school program, this school has a feeding program, which was not among the items in the instruments, as indicated the following comments:

"I would like our teachers to change for us a balance diet. In the school we don't eat balance diet. The school committee should change the diet; pupils should eat a balanced diet and not "githeri" [mixture of corn and beans cooked together] *everyday".*

This program was lauded by teachers as being very beneficial to the learners as indicated by a teacher's comment:

"The pupils are fed in the school which discourages absenteeism since most of the pupils depend entirely on the food provided by the school".

All children have the right to adequate nutrition, which is essential for attainment of the highest standard of health and is important as it determines their health, physical growth and development, academic performance and progress in life. Malnutrition has been found to affect schoolchildren's scholastic performance, age of enrollment, concentration in class, attendance, and infection rates (Finan et al., 2010). Langinger (2011) argues that children whose health is already at risk due to nutritional problems come to school tired and hungry; children such as the ones from Kibera, are unable to cope or to benefit from their lessons. Therefore, a school feeding program was introduced in Kenya's most impoverished areas, such as the slum communities from the urban fringes. The free meals acted as an incentive to attract school-aged children to class and provide the minimum recommended daily allowances (RDA) of calories, protein, and essential micronutrients to their children (Finan et al., 2010; Langinger, 2011). It is meant to alleviate hunger while supporting education, health and community development. This program takes different forms in different locations: in some schools the program provides school meals or snacks to be eaten during school hours, in others food rations are distributed to pupils at the end of each month or school term if they attended school regularly (Espejo, Burbano, & Galliano, 2009). At Raduce Primary School, the school feeding program provides lunch consisting of a mix of cooked beans and corn for all children attending school each day.

The "magnetic" effect of the meal programs has greatly increased school attendance rates, especially among younger children, while schools that provide meals showed higher attendance rates and lower initial dropout rates than schools that do not (Finan et al., 2010; Langinger, 2011). The nutritional importance of the school meal (usually around 700 kcal) is immense, representing more than half of the consumed RDA values for 40 percent of the participating students (Finan et al., 2010). Additionally, Finan et al. (2010) assert, that no longer distracted by hunger and the crippling effects of extreme malnutrition, students are better able to concentrate, understand new material, and positively socialize with teachers and peers.

Conclusion

The current study has revealed that in spite of the challenges associated with public schools in urban low socio-economic setting it is possible through the implementation of inviting policies, programs, processes, and people, to realize positive academic achievement with students in this population. The physical environment or the "Place" was found to be unpleasant, unattractive, and poor maintained, dusty and disinviting especially the restrooms/toilets. Nevertheless, in spite of these challenges associated with the physical environment there was a gradual growth in academic achievement i.e. KCPE scores of the school. This study has shown that the quality of education of public primary schools in urban low socio-economic setting can be improved through the people, policies, program, and processes.

This study has shown concurrence and differences in the perception of teachers and pupils in urban low socio-economic settings. Most teachers and pupils of Raduce primary school concurred that the "People" in the school are

caring, trustful, and respectful but differed considerably on people wanting to be there, teachers appearing to enjoy life, pupils being proud of their school, head teacher involving everyone in decision making and treating them as responsible. On the school "Process", most of them agreed that visitors feel welcomed when they visit the school, assessment grades/marks are assigned fairly, and lessons start promptly, high attendance by pupils and staff but differed on whether all telephone calls to the school are answered promptly and politely. There was concurrence on most aspects of school "Policy --- teachers" willingness to help pupils who have special problems, school policy encouraging freedom of expression by everyone, messages and notes sent home being positive, and percentage of pupils who perform well in their school but there were considerable differences on the opportunity of pupils to participate in class activities. The perception of most pupils differed to most of their teachers on the aspects of "Place" factor. On school "Program", they concurred on the encouragement of good health practices, interruptions to classroom academic activities are kept to a minimum, and everyone is encouraged to participate in games (sports) programs. However, they differed on the involvement of out of school experience i.e. educational tours; school sponsoring co-curricular activities (wildlife, scouting, etc.); availability of mini-courses (First Aid, peer counseling, etc.) for pupils and existence of a health and wellness program. The concurrences of perceptions reflect shared expectations, while the differences reflect the varied expectations and backgrounds of the respondents.

It is suggested that the ISS- R be used to compare how public schools in urban low socio-economic settings are similar or different in terms of their school climates. Additionally, the ISS-R can be used to determine the variations of perceptions among pupils, teachers, and parents of schools, which share similar characteristics such as urban low socio-economic settings, rural settings among others. Measuring Invitational index can enhance the quality of education of a school by providing feedback to the managers and policy makers on what aspect of school climate they need to improve. Finally, we propose that the climate of schools in the urban low socio-economic settings be measured and compared in order to understand and improve the inviting qualities of Kenyan schools.

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The Basic Tenets of Invitational Theory and Practice: An Invitational Glossary

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Abstract

A review of the literature which concentrates on Invitational Theory and Practice (ITP) has revealed an inconsistent and oft times confusing or contradictory use of named concepts, labels, phrases, wordings, definitions, and other such titles of major ITP principles (Shaw and Siegel, 2010). Presented in a glossary type format, the purpose of this article is to identify and define the basic tenents of Invitational Theory and Practice (ITP). Additionally, this glossary is proposed as the accepted standard for the various concepts and terminologies used to describe and or explain ITP in a consistent manner for application across a variety of disciplines and settings.

Overview

ITP is viewed as the overarching theory for the base paradigm known as Invitational Education (IE). IE is seen as having its philosophical/theoretical roots arising from a variety of humanistic models of human behavior. These models of teaching/education and counseling are intellectually grounded in the work of John Dewey, Sidney Jourard, Kurt Lewin, Abraham Maslow, Art Combs, among others. The phrase "Invitational Education" first appeared in the writings of Purkey (1978) concerning itself with an approach to teaching and learning focusing on a global methodology to enhance the self-concepts of learners. Since that first appearance, the model of IE has evolved within the writings of many authors, in particular; Purkey and Novak (1984, 1988, 1996, 2008), Purkey and Schmidt (1987, 1990, 1996, 2010), Purkey and Stanley (1991), Purkey and Siegel (2002), and Novak (1992, 1994, 2002). With each publication, the description, explanation, and application of ITP expanded and changed as a result of newer perspectives, shifting needs of education, societal expectations/norms, and attempts by the writers to reach a wider audience with subtle modifications in wording, examples, and metaphors. ITP represents a qualitative perspective on human affective and cognitive processes. Consequently ITP both suffers and benefits from its inherent fluidity.

The references cited at the end of this manuscript, represent the main sources from which the authors "pulled together" the proposed standardized terminology. It is important to note that the terms and concepts as presented herein exemplify the most salient aspects of ITP as determined by the authors.

Limitations

We recognize that the selection of these terms and the assignment of the definitions, examples, and explanations used, did not undergo any empirical methodology or procedure. The process was simple consensus among the authors. We welcome other supporters of ITP to assist in the enhancement and advancing of this work.

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A Glossary of the Basic Tenets of Invitational Theory and Practice

Application Processes (see Appendix B)

Dimensions (AKA "Four Corner Press")

Domains (AKA "The 5 P's")

Choices

Styles

Artfully Inviting

The skill achieved when one has integrated the process of inviting to the level where the behavior appears to be effortless and the sender does not seek recognition; related to "styles".

Basic Assumptions of ITP

1. People are able, valuable, and capable of self-direction, and should be treated accordingly.
2. Helping is a cooperative, collaborative alliance in which process is as important as product.
3. People possess relatively untapped potential in all areas of human development.
4. Human potential can best be realized by places, policies, and programs that are intentionally designed to invite development, and by people who consistently seek to realize this potential in themselves and others, personally and professionally.

Care

See **Elements**

Choices

In the application of invitational behavior it is acknowledged that individuals have choices to be respected regarding invitations.

Sending

Not sending

Accepting

Not accepting

Conflict Resolution (AKA The Six Powerful C's)

Handling difficult situations between people through a series of six steps:

Concern: Identify the concern and decide whether it needs to be addressed.

Confer: Initiate a non-threatening, informal conversation to resolve the concern.

Consult: Talk directly, seriously and more formally requesting resolution.

Confront: Explain again the original concern and discuss the logical consequences.

Combat: Take sustained action with logical consequences.

Conciliate: Seek to restore a non-combative relationship to reach permanent resolution.

Democratic Ethos

A fundamental belief of ITP; Democracy is a social ideal based on the belief that all people matter and can grow through participation in self-governance.

Dimensions (AKA The Four Corner Press)

The object and target of an invitation directed at oneself or others either personally or professionally. The object is self or others and the target is personally or professionally.

Inviting Self Personally: Seeking a balanced lifestyle for oneself.

Inviting Others Personally: Seeking a balanced lifestyle for others.

Inviting Self Professionally: Encouraging oneself to continually learn and explore.

Inviting Others Professionally: Encouraging others to continually learn and explore.

Disinvitation

An act which offers a negative or destructive intent. A communication, by which the sender seeks to enroll the receiver in the negative vision of the sender; something destructive for adoption. ITP is further described with illustrating the polar opposite of variables that have an inviting quality with examples of those lacking in the invitational character. (See Appendix C)

Domains (AKA The Five P's)

Inviting behavior can be developed in the five following areas:

People: Human beings.

Places: The physical environment in which people typically interact.

Policies: The rules, codes, and procedures used to regulate the ongoing functions of organizations.

Programs: Organized activities that have a specific purpose or goal.

Processes: A systematic series of actions directed to some end.

Elements (TROCI)

Trust:	Thoughts, behaviors and beliefs based on reliability, consistency, personal authenticity, and honesty.
Respect:	A belief that all people are valuable, able and responsible and should be treated accordingly.
Optimism:	An expectation of positive, realistic outcomes for self and others.
Care:	To demonstrate concern by sharing warmth, empathy, positive regard, and interest in others, specifically with the intention to help them reach their potential.
Intentionality:	A belief underlying behavior with a purposeful direction and aim.

Foundations of ITP

Democratic Ethos

Perceptual Tradition

Self-Concept Theory

Basic Assumptions

Four Corner Press

The process of applying the Dimensions of ITP to enrich one's life. This process is seen as dynamic in that different levels of emphasis that may be given to any one or combination of these dimensions in one's life and any particular point. The goal in applying this process is to achieve a balance or harmony and a vibrancy where each area interacts and works in concert with each other.

Helix, The

"The Helix" graphically illustrates how an individual adopts and applies ITP. An individual's cognitive process spirals upward from awareness, to understanding, to application, and then to adoption of ITP. (See Appendix D)

Intentionality

See **Elements**

Invitation

An act which offers something beneficial for consideration. Ideally it is an intentional and caring act of communication, by which the sender seeks to enroll the receiver in the positive vision of the sender; something beneficial offered for consideration.

Invitational Education

1. An approach for authentically creating and sustaining welcoming learning environments intentionally based on trust, respect, optimism, and care, for increased learning outcomes and personal growth.
2. Invitational Education is an ethical way of creating welcome learning environments based on trust, respect, optimism, care, and intentionality

Invitational Practice

Intentionally addressing the total culture/environment of an organization to provide a more exciting, satisfying and enriching experience for all stakeholders.

Inviting Stance

The consistent position one takes and maintains to intentionally promote trust, respect, optimism, and care, in human affairs.

Invitational Theory and Practice (ITP**)**

An ethical theory of practice based on a set of congruent assumptions, descriptions, and prescriptions about human thinking and behavior that intentionally addresses the total culture/environment of an organization to provide a more welcoming, satisfying and enriching experience for all involved. ITP focuses on increasing the authentically personal and professional verbal and non-verbal messages that seek to bring forth the best of human potential through, trust, respect, optimism, care, and intentionality.

Invitational Model

See Appendices B and E.

Levels of Functioning (AKA: The Ladder)

The four hierarchical levels of human behavior involving both intentionality and invitations:

Intentionally Disinviting:	Purposeful behavior that injures or disrupts the positive nature/potential of others and impedes beneficial outcomes
Unintentionally Disinviting:	Accidental or unplanned behavior that injures or disrupts the positive nature/potential of others and impedes beneficial outcomes
Unintentionally Inviting:	Accidental of unplanned behavior that enhances the positive nature/potential of others and facilitates beneficial outcomes
Intentionally Inviting:	Purposeful behavior that enhances the positive nature/potential of others and facilitates beneficial outcomes

Optimism

See **Elements**

Outcomes

Beneficial Presence:	Ideally, when ITP is appropriately applied, the predicted result on the self and others attains a level of growth or enrichment.
Lethal Presence:	When disinvitations play a dominant role, it is predicted that the impact is one that discourages or impedes positive growth thus resulting in an impoverished environment.

Perceptual Field

How one views one self, others, and the world based on past and present experiences as well as projections for the future.

Perceptual Tradition

The tenants of a variety of psychological and philosophical schools of thought (George Kelly, Gordon Allport, Sidney Jourard, Kurt Lewin, Abraham Maslow, Art Combs, Carl Rogers, etc.) consolidated into a congruent framework postulating that all behavior, without exception, is determined by the perceptual field of the behaving organism at the moment of action.

Respect

See **Elements**

Self-concept

The mental image one holds true of one's personal characteristics, significance, and identity.

Starfish Analogy, The

A metaphor that illustrates how Invitational Practice involves acting on all five domains in a patient and systematic fashion similar to the rotating method used by a starfish to open a powerfully closed oyster. (See Appendix A)

Styles

The process of behaving invitingly or uninvitingly is described by four distinct styles:

Visibly Inappropriate:	The easily noticed, purposeful, and overt act of being disinviting.
Invisibly Inappropriate:	The not easily noticed, purposeful, and covert act of being disinviting.
Visibly Appropriate:	The easily noticed, purposeful, and overt act of being inviting.
Invisibly Appropriate:	The not easily noticed, purposeful, and covert act of being inviting.

Trust

See **Elements**

Whispering Self, The

The internal dialogue that is both a speaker and a listener; a potent force for good or ill, guiding and controlling human behavior; the whispering self can encourage or discourage.

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Appendix A

The Starfish Analogy; *by William Purkey*

The starfish lives to eat oysters. To defend itself, the oyster has two stout shells that fasten tightly together are held in place by a powerful muscle. The starfish finds the oyster and places itself on top of its intended victim. Gradually, gently, and firmly the starfish uses each of its five points in turn to keep pressure on the one oyster muscle. While one point works, the other four rest. The single oyster muscle, while incredibly powerful, gets no rest. Inevitably and irresistibly, the oyster is opened and the starfish has its meal. By constant, steady pressure from a number of points, even the strongest muscle (and the biggest challenge) can be overcome.

Programs
Parent Involvement
Community Outreach
Teach to Pass
Wellness Focus
Peer Counseling
Enrichment Opportunities

Policies
Attendance
Admission
Re-admission
Promotion
Grading
Discipline
Grading
Identification

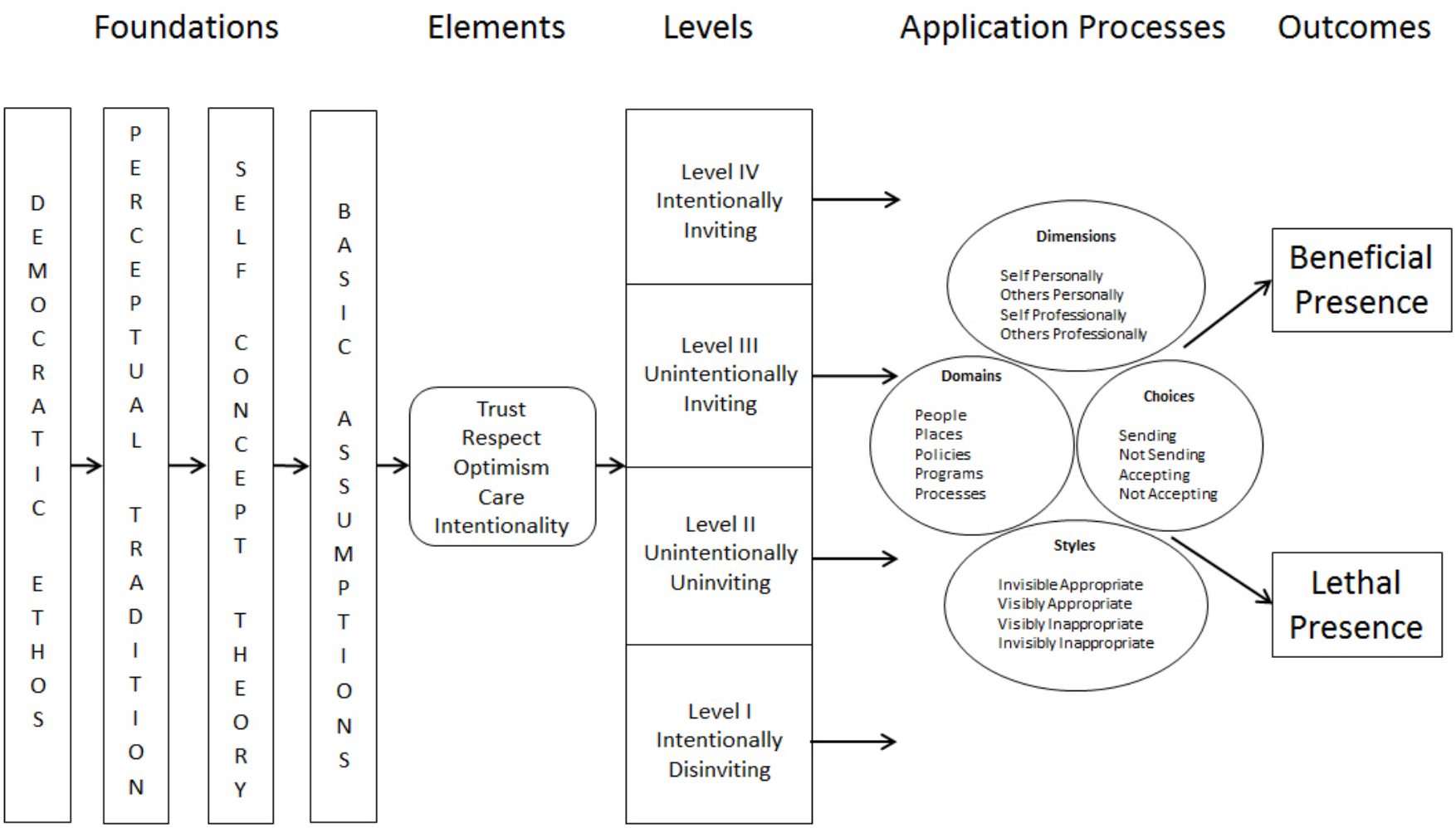
Processes
Academic Orientation
Interdisciplinary Teaming
Networking
Higher Order Thinking Skills
Democratic Ethos
Cooperative Procedures
Collaborative Interactions
Evaluative Opportunities

People	**Places**
Trusting	Functional
Inclusive	Attractive
Respectful	Clean
Optimistic	Efficient
Accessible	Aesthetic
Courteous	Personal
Intentional	Warm
Caring	Inviting

Appendix B

Invitational Model

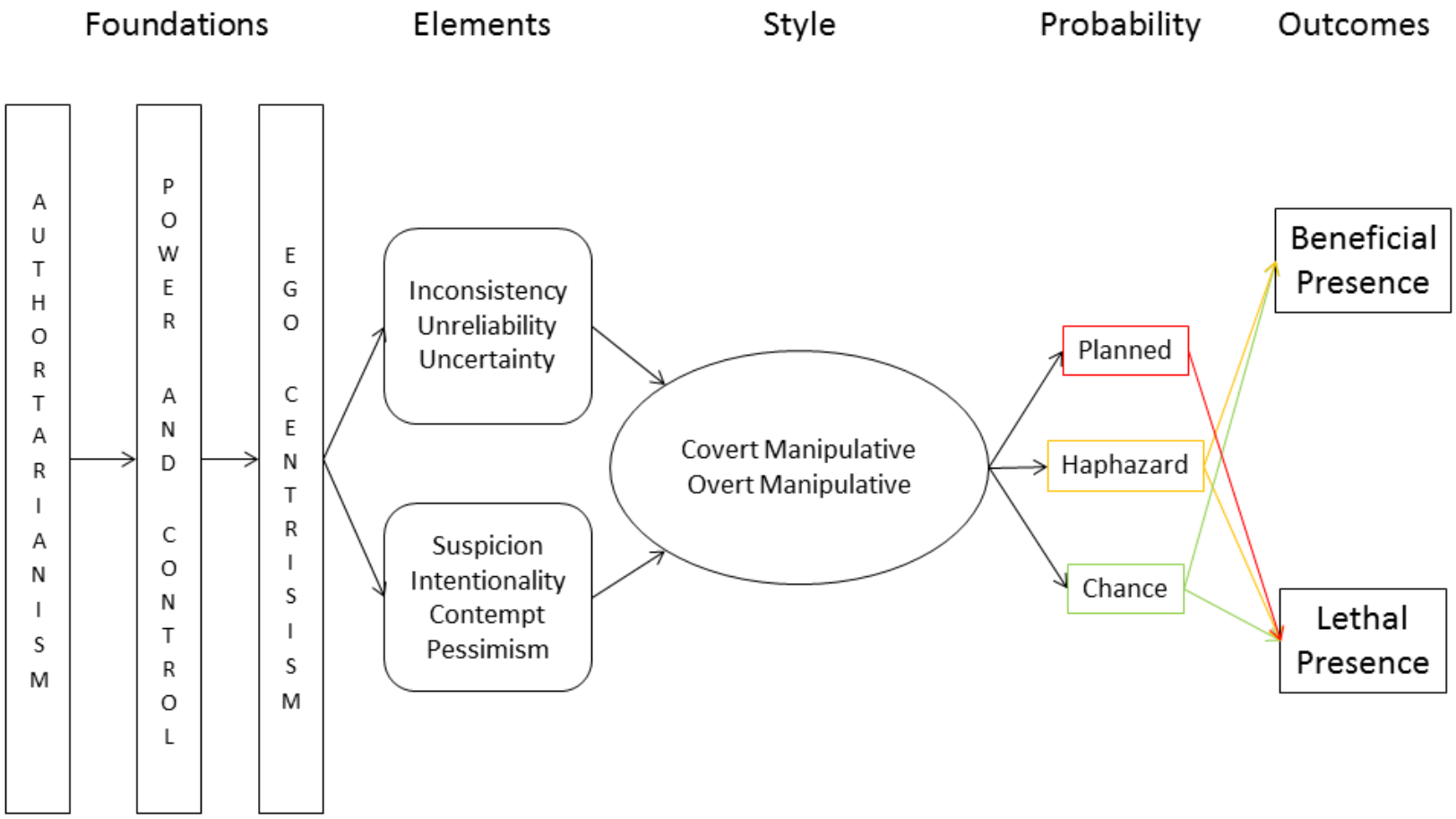
(Shaw 2011)



Appendix C

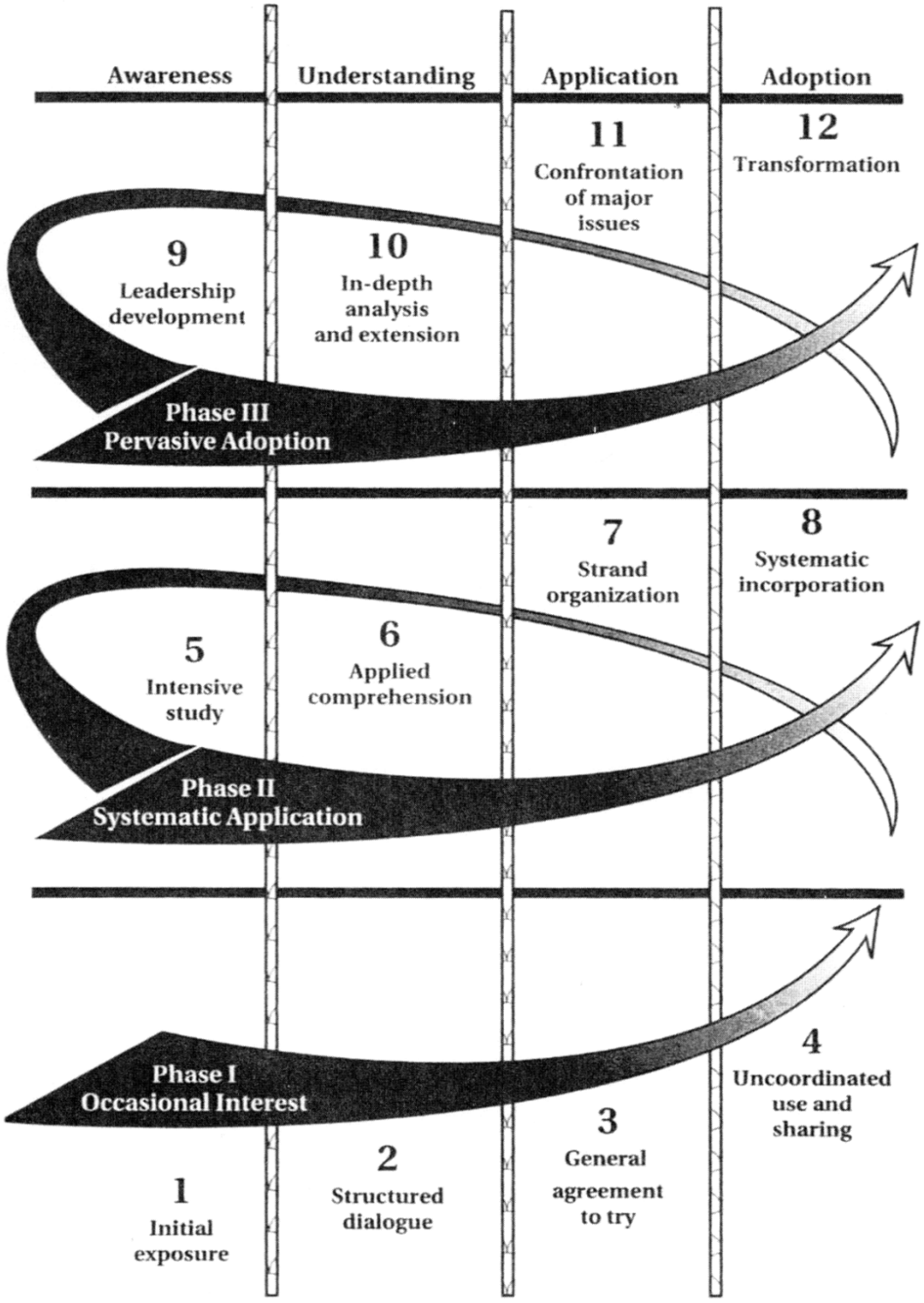
Disinvitational Theory

(Shaw 2011)



Appendix D

The Helix



Appendix E

The Process of Invitational Theory

The Award for Every Student

Rick Benedict

College of Education, Madonna University, Livonia, MI

I was a high school principal for 11 of my 40+ years in education. Prior to that experience I'd worked with high school dropouts for a dozen years in alternative education programs that were quite different from the traditional high school to which I moved.

When you work with students who struggle, you learn that their successes are real – if not newsworthy on a worldly way. The celebrations of their successes – even if just between the teacher and the student – are important. There are high fives, hugs, hair ruffles, handshakes and any other spontaneous celebration of that success that fits the moment.

My oldest son struggled in school. He was so unrewarded for school successes that he began to become celebrated for his anti-school behaviors. Fortunately, there was an alternative high school in our school district that helped him find his way to graduation and then through few semesters at a community college. Today he is a good husband, father and son. He is surrounded by loving people who he loves. He is among the working poor yet never discourages for what he doesn't have. In short, he turned out to be a great success to me in all the ways that matter most.

Award Season in Schools

Springtime is Award Season in our schools. There is nothing wrong with awards. When I was a high school principal we did our best to award achievements in every part of the curriculum. In the late spring we had an annual Awards Night in which each department of the school honored students for their achievements in art, language, family sciences, math, science, social studies, food service, auto mechanics, etc. It was a night of great pride for some parents and students. It is wonderful to be the best at something, and to be recognized for your achievements.

I, however, was uneasy about singling out an awards ceremony that left out about 95% of the student body. If we celebrate every child, then what can we celebrate about the child who is not one of "the best"?

The Tomb of the Unknown Soldier – A Metaphor

One of the most moving tributes I've ever seen is the one where the guard changes at the Tomb of the Unknown Soldier. The celebration there is not about some ONE. The celebration there is about the bravery that lives in many; about the sacrifices that were made by many; about the invisible and anonymous bravery and sacrifice that took the life of one whose identity will never be known, even as his bravery and sacrifice will always be remembered, appreciated, and honored.

Is there an equivalent anonymity among our students? Are there those who struggle anonymously, bravely studying without accolades, determined to become the person he or she is created to become, without applause, without recognition? Of course there are. In some ways, every student bears the weight of 'doing one's best' even if that 'best' does not rank as ***the best.***

To honor these invisible students, and to make clear to those who are very successful that our regard for them does not depend on their successes, we created an "Award for Every Student." It is reproduced below. Please feel free to borrow heavily from this Tribute.

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Dr. Rick Benedict, now retired, was Professor & Chair, of Teacher Education in the College of Education at Madonna University, Livonia, MI

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Award

EVERY STUDENT

Not for what you have or have not achieved.
Rather for the reality
of what you are;
and for the hope
that you will find your gifts,
cultivate your gifts,
and express your gifts,
for your own delight
and for the need in the world
that your gifts can satisfy.

If we didn't notice, forgive us.
Don't let our noticing or not noticing direct your doing and being.
Reward yourself.
Love yourself.
Forgive a world that's too self-consumed to notice.
Love a world that needs your love more than it deserves it.

Finally, celebrate yourself as you celebrate the other miracles in life.
At this moment, we celebrate you…
All of you…
Not for what you have or have not achieved.
Rather, as we celebrate a sunset, a rainbow, a landscape, a starry night,
and nature's other natural wonders.

We celebrate you,
Now and forever,
With Love,

The staff, faculty, and administration of your school.

The Sixth "P" – Politics **

Dean Fink

The Halton Board of Education
Burlington, Ontario, Canada

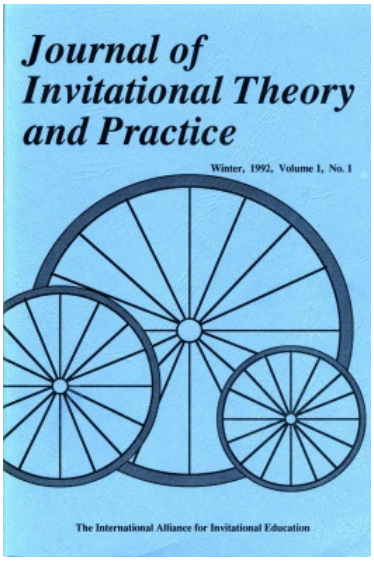
Invitational theory presents the concept of invitations as related to five factors: people, places, policies, programs, and processes (Purkey & Schmidt, 1990). In this article, I propose the addition of a sixth "P," politics. The assumption is that without addressing the political aspect of schools and school systems, success of the invitational model with the other five dimensions is undermined or negated at best.

In spite of reform movements of past and recent years the "deep structures of schooling," as Cuban (1990) described them, are unchanged. Schools remain characterized by balkanized divisions or departments (Hargreaves, 1989). Students are taught subjects, failed and retained in grades, or passed and graduated with little empirical support for either process. Likewise, students are "labelled, libeled, sorted and grouped" in contradiction to the findings of educational research (Purkey & Novak, 1984). Why, in spite of a plethora of change efforts over the years, are schools fundamentally the same as they used to be?

In The Predictable Failure of Educational Reform, Sarason (1990) answered this question by noting that "in education the mistakes in conception and action have been many, and almost all of them derive from an inability to comprehend the nature of the school system" (p. 27). Traditionally, school reform has focused on one aspect or another without looking at the school as a total system. It has ignored power relationships and until recently, failed to see schools as distinctive cultures. Fullan (1990) captured this idea:

> Our attention in policy, practice and research has shifted in recent years, away from preoccupation with single innovations toward more basic integrative, and systematic reform. Changes in the culture of schools, in the roles and relationships of schools, districts, universities and states, and in integrating teacher development, school improvement, leadership and curriculum toward more engaging learning experiences for students and teachers, dominate the current scene and will continue to do so for the rest of the decade. (p. 137)

**** Editor's Note:** *Dr. Fink was a keynote speaker at the 2013 IAIE World Conference in Orlando, Florida. This article appeared in the inaugural issue of the JITP in 1992. It is being reprinted here to recognize and applaud his long standing contributions to IAIE and Invitational Theory and Practice. I have attempted to reproduce the exact look and feel of the article as physically printed in Volume 1, No. 1, Winter, 1992, of the JITP.*



At a recent presentation, a teacher of agricultural science in rural Pennsylvania explained the concept more simply. He compared the school to a spider web, which, when touched on one part, reverberates throughout its entire structure. Educational reformers who forget or ignore this concept do so at their own peril. The attractiveness of invitational theory is that it provides a philosophical and conceptual gestalt that allows leaders to address the entire school as an integrated system. Political behavior must be a vital part of this gestalt if change is to occur.

The term politics as used here is not intended in the conventional sense of back room deals, win-lose negotiations and situational ethics. Nor do I mean politics as a process of "exchanging gratifications in a political market place" (Burns, 1978, p. 258) as in "You scratch my back, I scratch yours." Rather, to act politically is to raise the aspirations of others through teaching, mentoring and coaching. The ingredients of this process are "honesty, responsibility, fairness, the honoring of commitment" (Burns, 1978, p. 258). As such, acting politically means building collaborative cultures through shared vision and shared decision-making. It means "doing with" as opposed to "doing to" people (Purkey & Schmidt, 1987). It means operating from an invitational stance of trust, optimism, respect, and intentionality. It also means effecting authentic change within complex organizations. The following are fifteen guidelines for thinking politically and incorporating the sixth "P" into the invitational process.

1) Dream with Your Eyes Open

Block (1987) in The Empowered Manager described a vision in the organizational sense as a dream with one's eyes wide open. This means starting with the end, the goal, in mind. People's vision of a more attractive future provides them and others, with a clear purpose. George Bernard Shaw (1950) expressed this idea when he wrote:

> This is the true joy in life, the being used for a purpose recognized by yourself as a mighty one...the being a force of nature instead of a feverish, selfish little clod of ailments and grievances complaining that the world will not devote itself to making you happy. (Preface)

The invitational vision provides an attractive dream of what some schools are, and all schools can be. The challenge is staying the course when the "naysayers" attack. In situations where invitational philosophy is not inherent in the cultural mainstream, it will take courage and integrity to hold one's vision.

2) Develop a Vision and a Voice

People who think politically not only articulate a vision, they share power and authority in such a way as to invite others to share the dream. In her book The Female Advantage, Helgesen (1990) wrote of replacing the concept of vision with the concept of voice. Vision is a one-way process. It may exist alone in the mind of a single human being, but voice requires someone to hear it. Voice therefore is interactive. The comparison becomes clearer if one considers vision as the ability to look into the distance and determine an appropriate path to take. By including the concept of voice, the traveller invites others to journey on the trip together. Invitational leaders behave politically if they possess both vision and voice to know what messages to send and then to send them.

3) Think Big, Start Small

People who act politically can look at the big picture, articulate aspirations, while "sweating the small stuff." In a study of change in secondary schools, Louis and Miles (1990) described the politically adept leader as one who uses every opportunity to discuss values, to articulate a vision and to place each issue into the context of the larger picture. Without attending to small but irritating issues, however, we may find that big issues can become obscured. For this reason, as faculties develop a discipline code, it is placed in the larger context of creating a positive learning climate in an inviting school. When administrators organize parents' nights, they do so within the context of inviting and involving parents in the educational process. It is through this global view and process that people begin to share the vision, and it in turn gives meaning to changes within the school. "If reforms are to be successful, individuals and groups must find meaning concerning what should change as well as how to go about it" (Fullan, 1991, p. xi).

4) Cherish Your Opponents

Block (1987) suggested analyzing colleagues' willingness to buy into an invitational vision on two dimensions: 1) how well do people trust others, and 2) to what extent do people agree with others. Those people who trust and agree with the vision should be continually invited to maintain their support. Those who trust but question the vision or changes it implies are the most valuable of colleagues because they will give genuine, honest feedback. It is through interaction with this group that people gradually begin to build a shared vision. With other groups, such as those who tend to dim the vision or ignore the voice, leaders continue to invite by demonstrating trust, providing information, and offering opportunities to participate. In the last analysis however, the culture of the school will not sustain people who are consistently and intentionally disinviting.

5) Build Collaborative Cultures

A fundamental premise of invitational theory is the interdependence of people. Nowhere is this more crucial than in schools and school systems. As Rosenholtz (1989) stated, "the extent of school goal-setting, evaluation, shared values and collaboration represents the work place conditions most conducive to teachers' learning opportunities and their schools' self-renewal" (p. 79). Similarly, Moss Kanter (1984) in her examination of change in complex organizations argued for greater collaboration in the work place where "corporate entrepreneurs produce innovative achievement by working in collaborative/participative fashion: persuading much more than ordering" (p. 237). Successful organizational leaders, regardless of whether they are in the private or public sectors need to be skilled at team-building, seeking input from others, showing political sensitivity to the interests of others, and willing to share rewards and recognition.

Unfortunately, the existing paradigm of relationships in schools is one of teacher isolation. As Little (1988) stated, "Traditional authority relations in schools and districts, as well as conventional teacher evaluation procedures, communicate a view of teaching as an individual enterprise" (p. 84). In a similar vein, Hargreaves (1989) reported, "If isolation purges the classroom of blame and criticism, it also shuts out possible sources of praise and support" (p. 7). Rosenholtz (1989) described a "moving school" as one in which instructional goals are shared goals, and the norms of the culture are those of collaboration, continuous improvement, and optimism that all students can learn. Collaboration, however, can exist in disinviting ways. As one colleague pointed out, "Hells Angels are collegial." The key to acting politically is to establish a culture which promotes the norms of both collaboration and continuous benefit to individuals and the organization.

6) Involve Teachers in the Change Process

"Educational change depends on what teachers do and think-it's as simple and complex as that" (Fullan, 1991, p. 117). Historically, teachers have been subjected to political behavior without their input and participation. Again, there is a vision without a pluralistic voice. For example, it is common on the political level to devise a change, and then through new curriculum guidelines, instructional manuals, changes in textbooks, or mandated tests for students and/or teachers, expect learning for students to improve. These attempts have failed in the past and will continue to fail in the future because teachers have not been involved. They find little personal or professional meaning in the process. When teachers are viewed as knowledgeable workers, professional educators, and instructional leaders, schools will improve.

> Good teachers are necessarily autonomous in professional judgement. They do not need to be told what to do. They are not professionally the dependents of researchers, of super-intendents, of innovators or supervisors. This does not mean that they do not welcome access to ideas created by other people at other places or in other times. Nor do they reject advice, consultancy or support. But they do know that ideas and people are not of much real use until they are digested to the point where they are subject to the teacher's own judgement. In short, it is the task of all educationalists outside the classroom to serve the teachers; for only teachers are in position to create good teaching. (Stenhouse, 1984, p. 69)

7) Make Your School A Learning Community

The work of Joyce (1990) suggests in-service can affect significant change. His staff development principles of theory, demonstration, practice, feedback, and coaching have proven to be a useful model for change. While his model has practical application, it may appear to be a "doing to" as opposed to a "doing with" process. As Hargreaves and Dawe (1989) argued, most in-service programs "withhold from teachers opportunities for wider reflection about the context of their work; which deprofessionalize and disempower teachers in denying them the opportunity to discuss and debate what and how they teach; which smuggle bureaucratically determined ends into ostensibly neutral procedures for improving technical skills" (p. 27).

Since the apparent world-wide trend is to effect educational change school by school by school, schools must become learning communities for teachers, and the principal, in Barth's (1990) words, must become the "head learner." Staff development becomes part of the on-going life of the school and intricately related to the goals of the school. Change occurs through leaders who can act politically to create a learning community in each school. Schools and school systems will thrive to the degree that learning equals or exceeds the pace of change.

8) Cultivate Friendly Facts

It is said that if a frog is placed in boiling water, it will immediately jump out. If, however, one places the frog in lukewarm water and gradually raises the temperature to the boiling point, the frog will adapt until it become groggy and unable to jump out of the pot. Even though there are no restraints, the frog will sit in the water and boil to death.

If educators are to think politically, they have to determine when and how the temperature is being turned up. Acquiring this ability comes from assessing and learning about what Waterman (1988) called "friendly facts." Teachers need to be able to answer questions such as: Are students learning? Are they learning things that are important and significant? Is the school population changing? Is society getting its money's worth? Are teachers growing and developing professionally? Is the school an effective school, and is it effective for all students? These are tough questions, but educators must be prepared to answer them or others will provide ready-made answers, some of which will be detrimental to our students and schools.

9) Recognize Your Paradigm

According to the futurist, Barker (1989), a paradigm is "a set of rules and regulations that: 1) define boundaries; and 2) tell you what to do to be successful within those boundaries" (p. 27). One strategy to think politically is to know and understand one's own paradigm and be able to make accurate assessments of the paradigms of others.

Words like ritual, dogma, custom, and habit help to describe paradigms. Paradigms are the mental maps that enable people to define their realities. For example, the word "school" triggers a different paradigm for teachers, students, parents, taxpayers, and legislators. If educators are to exercise the sixth "P," then they must listen carefully to the various stakeholders to understand the various "school" paradigms. More significantly, they must reflect on their own school paradigm. The greatest danger occurs when professional educators see one model, one theory, as the only possible paradigm. This "paradigm paralysis" often accounts for resistance to change and insensitivity to people's concern about change, even invitational change.

10) Try "Ad Hoc" Committees and Pilot Projects

Traditionally, efforts to effect change have been predicated on altering people's attitudes as a prerequisite. There is considerable evidence that such an approach is self-defeating. Unless people get involved and "muck around" in a new process, or at least witness their colleagues involvement, change will not occur. Similarly, if one waits to initiate change until everyone has been included, it could be a long wait.

The solution is "ad hoc" committees and pilot projects. Rather than establishing permanent structures for change, people who think politically start with an "ad hoc" group of members who are willing to experiment. The more broadly representative of the various sub cultures of a school the better. Politically astute leaders let such groups

pilot innovative ideas. They provide support, profile, and rigorous evaluation of the process. As others begin to show interest, these leaders encourage involvement. At the same time, they let participants know that not everything will be a success. When things go "off the rails" they help people try again. Followers and developers of invitational theory know the importance of "I can" for students. This belief is as important if not more important with adults who also need to nurture their self-concepts.

11) Become an Instructional Leader

This is a tough time to be a school principal. Educational and leadership expectations over the past ten years have been raised significantly. In the past, principals were chosen because of their administrative or managerial skills. In recent years, principals are not only expected to be effective managers, but also instructional leaders (Smith and Andrews, 1989). Recent literature tends to categorize leaders as people "who do the right things" and managers as people "who do things right." In this comparison, the management function is seen as dull, routine, and secondary in importance. Louis and Miles (1990), however, found that successful principals were accomplished in both of these dimensions. Accepting their finding, we might assume that principals who are accomplished in the sixth "P" not only establish a vision and invite people to share in the adventure, they also are expert at problem-solving, decision-making, conflict resolution and in setting up systems that get things done.

12) Develop a Mission Statement

A mission statement answers two questions: What business are we in? And, how do we do business? The answer to these questions is the organization's shared vision, articulated for the world to see. It is the product of the long, sometimes tedious process of clarifying values and shaping a vision for the organization. Such a statement should not be rushed. What separates a true mission statement from pure rhetoric is the degree of commitment from the people in the organization. The central focus for goal-setting, problem-solving, and conflict resolution is the mission.

Here is an example of a mission statement for a school:

> The staff members of Etivini High School commit themselves to:
>
> * teaching so that all students learn
>
> * preparing students for an information age
>
> The staff members of Etivini High School will achieve these goals by:
>
> * ensuring that they apply the principles of invitational theory, personally and professionally
>
> * developing a learning atmosphere for students, parents, staff, and the community

13) Honor Elected Officials

Being a school board members is often a "no win" job. The public sees you as a spendthrift, while the professional educators liken you to Scrooge. Most school board members are genuinely concerned about the quality of education for all students. Unfortunately, people only hear about the more negative political types who seek office for personal gain or wield power ruthlessly. The processes of developing shared visions, missions, and goals should not exclude the people who put up their hands at school board meetings. By thinking and acting politically, people enroll elected officials in their aspirations for the school.

14) Encourage Strategic Planning

Teachers, administrators, and school board members are often overwhelmed by the number and rapidity of change efforts. As a result, they tend to attempt everything and accomplish nothing. Strategic planning is driven by vision, values, and goals. In the past, traditional long range planning focused more on dividing up the turf and

getting things done efficiently. Today, strategic planning processes commit the organization to a few "high leverage" objectives for an extended period of time. It reflects the shared vision and mission of the organization. Senge's The Fifth Discipline (1990) provides a useful discussion of such "systematic thinking."

15) Make the Important Choices

"This is all very well for you" a reader might say, "but you don't know my circumstances; they prevent any real change." While each circumstance is unique, we are a product of our decisions, not the conditions that surround us. In the marvelous book Man's Search for Meaning, Viktor Frankl (1984) illustrated this belief with deep emotion, vivid tragedy, and an optimistic vision. Frankl was a Jewish doctor who, unlike his entire family, survived Nazi concentration camps. In his book, he wrote of men who gave their last morsel of bread so that others might survive, and they too survived. Whereas, others less fortunate and less inspired gave up and died very quickly. From his experiences, Frankl wrote:

> The experiences of camp life show that man does have a choice of action...Man can preserve a vestige of spiritual freedom, of independence of mind, even in such terrible conditions of psychic and physical stress...everything can be taken from a man but one thing: the last of the human freedoms-to choose one's attitude in any given set of circumstance, to choose one's own way. (1984, p. 86)

People who behave politically choose to approach the people, places, policies, programs, and processes in their schools and school districts from an invitational stance. With this posture they recognize the strength they bring to their personal and professional relationships, and accept the limitless potential of individuals and groups to improve learning environments, processes, and outcomes.

Block (1987) stated that people's choices are between maintenance and greatness, caution and courage, dependence and autonomy. Those who try to think and act politically and, thereby think and act invitationally, come down on the side of greatness, courage, and autonomy. If invitational theory is to have an impact, if it is to have a life after the consultants leave a school or district, then attention to, and training in, the sixth "P" is vital to the process.

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Content of the Exchange program:

The purpose of this program is to provide opportunities to students for their exposures to an environment of another culture and school system to prepare them as global citizens and to have a wide variety of leaning experiences.

Participating schools in the USA will receive from Hong Kong, a group of 10 -12 students led by 1-2 teachers who will participate in classes of the US partner school for a period of 10 days to 2 weeks.

Hong Kong students will be partnered with hosting US students in classes and activities, to enhance the understanding of both cultures. Both the Hong Kong students and teachers will be hosted by the local families of the USA schools. In return, pending a successful trip by Hong Kong students to the USA, the USA schools may travel to Hong Kong to visit the Hong Kong schools which participated in the program.

This will be a great opportunity for the Hong Kong and USA schools to establish long-term linkage with the US schools and be able to continue the cultural educational exchange program annually.

International Alliance for Invitational Education (Hong Kong)

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- GET A GLOBAL PERSPECTIVE
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- GAIN FLUENCY IN A NEW LANGUAGE
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- FORGE LIFELONG FRIENDSHIPS
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- Interact with people of different cultures
- Discover more about yourself than you ever imagined

WHAT ARE MY RESPONSIBILITIES?

* A valid passport
* Round-trip airfare
* Travel documents
* Clothing and other necessities
* Spending money
* Emergency funds for unpredicted expenses
* Ancillary travel and tours
* Provide appropriate medical coverage
* Demonstrate model behavior when participating in the program

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- Better connect your family to the world in which we live
- Open yourselves to new experience
- Share your lives with a fascinating teenager from a foreign land
- Provide guidance, love and support to a young person who is beginning their journey into adulthood

WHAT ARE MY RESPONSIBILITIES?

* Provide room and board
* Supervise the student just as you would your own children
* Involve the student in family activities and chores
* Enrich the exchange experience by including the student in family, community, and cultural activities
* Daily meals with the family
* Some local transportation
* Provide a safe, comfortable home and a positive cultural experience

YOU decide—**YOU** plan—**YOU** travel—**YOU** exchange—
YOU have the best time of your life!

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COMPLETE THE REPLY SLIP BELOW

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for

Inviting Schools

2013-2014

My school wishes to enroll for the I.A.I.E. Hong Kong Project Exchange Program From:

*School Name:*_____

Address: _____

_____

Telephone: _____

Email: _____

Contact person: _____

E-*mail*_____ *Tel. No:* _____

Name of Principal: _____

*Signature of Principal:*_____

Date: _____

Return completed form to:

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