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Title of the presentation:

***Hidden Curriculum as an Opportunity to Create a Better School Climate***

Apart from school official curriculum we deal with many factors influencing school education. One of them is so called “hidden curriculum”. Many publications describe a negative influence of such unarticulated, informal “education” on school climate. I state that “hidden curriculum” can be shaped by adults intentionally at the same time remaining unwritten, not verbalized but valued. Teachers can teach attitudes, skills, values, even transmit knowledge, through the way they teach and relate to others. School administrators can shape existing structures and procedures in such a way that they express an important for school value which is a safe and peaceful climate. Many informal codes of conduct, but also the organization of school space and time can make real difference in school climate.

Hidden curriculum is a crucial part of school culture understood as a way in which a group of people live, think, feel, organize themselves, celebrate and share a system of values, meanings and views of the world. It is a way in which they articulate them, visibly, in language, gestures, symbols, rituals and styles.

To create a better school climate through shaping and bringing the “hidden curriculum” to light teachers and school administrators should recognize the value of symbols and rituals, unique spaces, simple gestures in human relations, variety of ways of communication. They should discover the value of telling stories, promoting significant people and unwritten codes of behavior.

**In practice, we can shape a school culture through:**

- Giving frequent praises in the presence of others.
- Showing difficult situations in the light of values.
- Telling stories and celebrating important values.
- Teachers’ presence in local community and during important moments of students’ life.
- Focusing on real success not on school marks.
- Humor and an easygoing attitude.
- A clear system of rewards and punishments.
- Having a personal educational philosophy in a written form.
- Symbols understood by all members of the community (students, teachers, parents, donors).
- A dress code.
- Promoting significant people and team work.
- Giving responsibility to individual students.
- Educating to generosity and sensibility to the needs of other people.
- Elaborating the individual style of teaching.
- Offering new, interesting programs.
- Making pedagogical experiments and implementing their results.
- Encouraging students to their personal reflection and discernment.