THE GOOD PROJECT

GUIDELINES AND ACTIVITIES

For school communities interested and able, we recommend working in multiple ways to encourage and support the cultivation of a culture of good work. In addition to the efforts within any one classroom, advisory group or homeroom, there are other possible inroads. The following guidelines offer suggestions to support an all-school initiative.

ESTABLISH A CORE GROUP OF DECISION-MAKERS

Identify a group of "champions" of the Good Work initiative. Ideally this group will represent different areas of the school (e.g., heads of school, department chairs). Determining the best members is dependent on the size and type of school, but important factors include: how long individuals have been working at the school, what individuals/areas they represent, reasons for being involved. Also important to consider is why and how the Good Project initiative is being brought to the campus: is it an idea supported by the broader community or is it something that might be resisted for one reason or another? Have there been precipitating events that have inspired this work? Bringing in a thoughtful and diverse group of "champions" is key to the success of this initiative: veteran individuals respected by the larger community as well as possible skeptics who might articulate concerns shared by others.

- Meet regularly, solicit feedback and take into account various perspectives.
- Strategize with this key group about the best way to achieve "buy-in" from the many and often diverse interests within any school community.

- Continue to strategize about best inroads for Good Work ideas during monthly meetings, reassessing current work and planning for the future.

CONDUCT AN INTRODUCTORY WORKSHOP FOR KEY STAKEHOLDERS

Facilitate an introductory session for key school stakeholders (for example, all department heads). One option is to use a regular meeting time for staff to offer an introduction to "good work" in an effort to achieve interest in and support for a larger initiative. Design of this introduction is dependent upon time available, but important elements include: introduction to basic concepts; opportunity to reflect on the relationship between concepts and specific content areas; and time for feedback about how the school community as a whole will relate to these ideas.

- *"Identify a Good Worker" Activity*: Open up a conversation about good work, asking participants to think about attributes of someone admired, or words that come to mind when the term good work is mentioned. (15 min)
- *Toolkit Narratives*: Read and analyze 2-3 ethical dilemmas (depending on the size of the group). Relate these stories to participants' own lives. (20-30 min)
- *Brainstorm*: For a possible full-school initiative, discuss with the participants and gauge interest to determine best next steps. Identify most likely inroads or opportunities as a group and make a plan for follow-up. (20 min)

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FACULTY INTRODUCTORY WORKSHOP

Following the introductory session to key stakeholders, conduct a similar session with the full faculty. (Just a thought that, depending on particular associations within the community, it might be wise to avoid or embrace the label "professional development".) Design of this introduction is dependent upon time available, but important elements include: introduction to basic concepts; opportunity to reflect on the relationship between concepts and specific content areas; and time for feedback about how the school community as a whole will relate to these ideas. Suggested activities include:

- *"Identify a Good Worker" Activity*: Open up a conversation about good work, asking participants to think about attributes of someone admired, or words that come to mind when the term good work is mentioned. (15 min)
- *"Investigating Professional Goals"*: Faculty interview one another in pairs, covering 4-5 questions each. This activity can be found in the GoodWork Toolkit. (20 min)
- *Toolkit Narratives*: Read and analyze 2-3 ethical dilemmas (depending on the size of the group). Relate these stories to participants' own lives. (20-30 min)
- *Value Sort Activity*: Have participants complete and reflect upon the value sort. (20 min)
- *Summary Discussion*: Lead faculty through activities that enable them to reflect on the meaning of work in their lives while also introducing key concepts and tools for use with their students.
- *Brainstorm*: For a possible full-school initiative, discuss with the participants and gauge interest to determine best next steps. Identify most likely inroads or opportunities as a group and make a plan for follow-up. (20 min)

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- *Establish Communication Channels*: Determine ways for faculty members to discuss with one another (and The Good Project team) about successes and challenges of implementation of program at regular intervals. For example, this could be done face-to-face, via online platforms, via email, etc.

FULL CLASS/GRADE WORKSHOP

One possible venue is a workshop for an entire grade or class. Design of this workshop is dependent upon time, space and size of class, but important elements include: introduction to basic concepts; opportunity to reflect on the relationship between concepts and students' own experiences. Suggested activities include:

- *"Investigating Professional Goals"*: Students interview one another in small groups, covering 4-5 questions each. This activity can be found in the GoodWork Toolkit. (20 min)
- *Toolkit Narratives*: Read and analyze 2-3 ethical dilemmas (depending on the size of the group). Relate these stories to participants' own lives. (20-30 min)
- *Value Sort Activity*: Have participants complete and reflect upon the value sort. (20 min)

ALL SCHOOL/ALL-COMMUNITY WORKSHOP/RETREAT

Another possible venue is a workshop or retreat for the entire school community: students, faculty, administration, parents. Design of this event is dependent upon time, space and size of school community, but important elements include: introduction to basic concepts; opportunity to reflect on the relationship between

concepts and students' own experiences. Suggested activities include:

- *Student/Parent Activity*: Divide students and parents into groups ahead of time, so that parents are not in the same group as their own children. Each group will analyze a toolkit narrative, facilitated by "peer leaders," trained by faculty specifically to connect the stories of individuals in the Toolkit to participants' own lives at school, at home, and at work. (30 min)
- *Town Meeting*: Students, parents, and faculty gather for a "town meeting" to answer the questions "What is good work?" and "What does good work look like at our school?" Consider having people identify examples of good workers in their school community and how these individuals have demonstrated excellence, engagement, and ethics. (30 min).
- *Online survey*: Students, faculty, and parents answer questions about good work.
- *Value Sort Activity*: Complete by students, faculty and parents. Help stakeholders in the community launch conversations about areas of alignment and misalignment