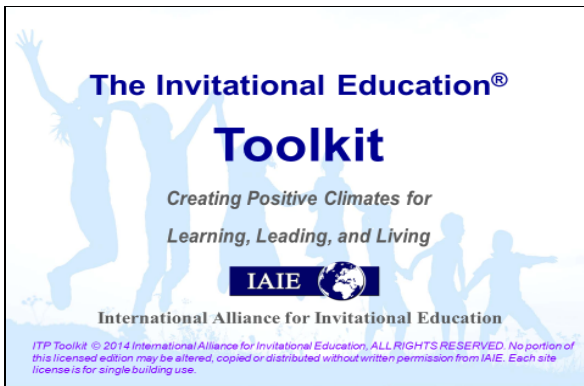


The Invitational Helix: A School Journey

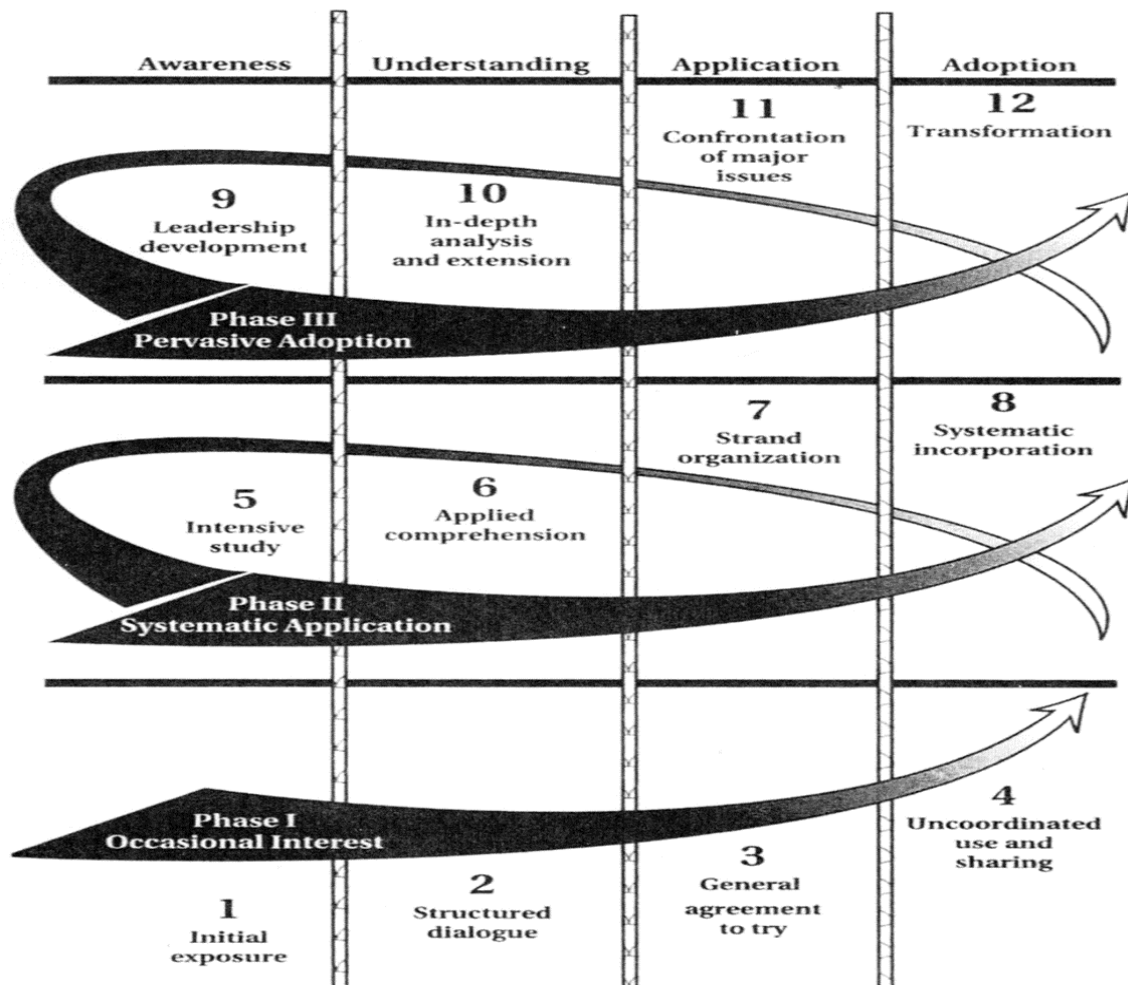


Toolkit Authors:

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- Richard Benjamin
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- Sally Butzin

Additional Thanks to:

- Daniel Shaw
- Jenny Edwards



Toolkit Introduction *CONTENT*:

- Explains the focus of *The Toolkit* on Inviting schools
- Identifies framework, flexibility and facilitation built into *The Toolkit*
- Provides Professional Development insights from an Invitational perspective
- Lists site license subscription options and values



PHASE I: Occasional Interest

DESCRIPTION of PHASE I: *All school stakeholders may be asked to learn about Invitational Education together, but only a coalition of the willing try new things and report their experiences for others to consider. Since enthusiasm is contagious, success by first adopters will likely expand active participation.**

Step 1 CONTENT: Initial Exposure to Invitational Education

- Asks and answers the question, ‘What is Invitational Education?’
- Introduces five Elements (Intentionality, Care, Optimism, Respect, Trust)
- Introduces five Assumptions of Invitational Education
- Introduces three Foundations (democratic ethos, perceptual tradition, self-concept theory)
- Introduces the four Levels (Intentionally and Unintentionally Inviting and Disinviting)
- Introduces five Domains (people, places, processes, programs, policies)
- VIDEO: Principal Clio Chan (Hong Kong, China) shares from Creative Primary School
- VIDEO: High school students (New York, USA) react to Invitational Education

Step 2 CONTENT: Structured Dialogue about Invitational Education

- Identifies the stages of growth in an Inviting school using the Helix diagram
- Reviews school benefits of Invitational Education
- Reviews five I-CORT Elements (intentionality, care, optimism, respect, trust)
- Introduces 4 Dimensions (Inviting Self and Others, Personally and Professionally)
- Leads participants to hold a structured dialogue
- VIDEO: Dr. William W. Purkey (North Carolina, USA) shares a personally inviting story

Step 3 CONTENT: General Agreement to Try Invitational Education

- Analyzes the roles played by staff early in the adoption of IE
- Shares data aligned to IE adoption at Joe Stanley Smith Elementary School
- Guides a school’s first invitational project
- Teaches staff to make decisions through consensus
- Identifies volunteers to participate in the invitational project
- Commits all staff to respect the work of the volunteers
- VIDEO: Principal Kim Arrington (New Mexico, USA) shares from Joe Stanley Smith Elementary

Step 4 CONTENT: Uncoordinated Use and Sharing about Invitational Education

- Explains IE as a mindset, not a program
- Describes how an educator becomes Artfully Inviting
- Leads staff to discuss progress of the Invitational project
- Uses consensus to determine if the school will move to Phase II on the IE Helix
- VIDEO: Principal Ed Gwazdaucas (Ohio, USA) shares from Park Street Intermediate School



PHASE II: Systematic Application

DESCRIPTION of PHASE II: *After a period of initial small successes, groups are created to introduce integrative change within the school. Integrative change means people are willing to work together and look beyond their subject matter and classrooms to find ways to make the whole school share a concern.**

Step 5 CONTENT: Intensive Study

- Explores the Foundations of Invitational Education behind IE's 5 Assumptions
 - a. Democratic Ethos
 - b. The Perceptual Tradition
 - c. Self-Concept Theory
- Presents Invitational Education graphically as a complete model
- Examines an excerpt from *Inviting School Success* by William Purkey and John Novak
- VIDEO: High school students (New York, USA) discuss their self-concept

Step 6 CONTENT: Applied Comprehension

- Reviews the Foundations, ICORT and the 5 P's
- Moves Invitational Education from theory into practice
- Identifies the systematic nature of schools
- Encourages systematic thinking when planning any change
- Prompts the staff to focus on the school's uniqueness
- VIDEO: Battelle for Kids Director, Jim Mahoney (Ohio, USA) recommends systems approach

Step 7 CONTENT: Strand Organization

- Collaboratively reviews key concepts of Invitational Education
- Encourages limited, intentional and selective activity in the school
- Conducts a 5P Relay Rotation with all school staff
- Gathers ideas to make the 5P's more inviting at the school
- Identifies steps, obstacles and measurement tools related to 5P Relay ideas
- VIDEO: Allyson Schoenlein (West Virginia, USA) suggests alternate methods to gather 5P ideas

Step 8 CONTENT: Systematic Incorporation

- Guides systematic thinking about ideas the school's 5P strands
- Provides a structure and templates for thinking, planning, meeting and sharing ideas
- Reviews consensus decision-making
- Creates opportunities for leadership and Phase III transformation
- VIDEO: Principal Patty Graham (New York, USA) discusses Strand Team collaboration



PHASE III: Pervasive Adoption

DESCRIPTION of PHASE III: *Invitational Education permeates the deep culture of the school and becomes the way everything is done. School personnel move outside the school to provide leadership for others and host visitors from other schools who want to learn about an Invitational school culture.**

Step 9 CONTENT: Leadership Development

- Describes Invitational leadership
- Promotes benefits of Invitational leadership
- Begins to intentionally develop Invitational leaders
- VIDEO: Principal Rob Carroll shares vision in Henderson, KY
- VIDEO: Dr. John Novak (Ontario, Canada) shares from his book *Leading for Educational Lives*

Step 10 CONTENT: In-depth Analysis and Extension

- Explains Invitational Education as a Theory OF Practice
- Presents the Invitational leadership of Principal John Young in Perth, Australia
- Examines the systematic view of Invitational Education at Young's school
- Leads the staff to develop a systematic view of its own 5P's
- VIDEO: Principal John Young (Perth, Australia) applies IE to school vision

Step 11 CONTENT: Confrontation of Major Issues

- Leads staff to identify key community issues that affect the school
- Asks staff to assess the effects of outside issues on the school
- Invites staff to seek expert help for training and intervention
- Encourages staff to develop guidance that addresses critical issues
- VIDEO: Consultant Suzan Mullane (Alaska, USA) emphasizes trauma's impact on students

Step 12 CONTENT: Transformation

- Identifies the traits of a transformed school
- Identifies the traits of a transformed leader
- Directs staff to rate school transformation status
- VIDEO: Principal Donna Jackson (Georgia, USA) shares transformation in her school

**Descriptions of Phases I, II and III are excerpted from Fundamentals of Invitational Education by William W. Purkey and John M. Novak.*