B / CREATE A HEALTHY CLASSROOM CULTURE

GOAL: The classroom culture supports quality instruction when there are clear expectations, mutually-understood boundaries, and safe space for exploring artistic practice.

Expectations and Boundaries
Teaching Artists establish clear expectations, boundaries, and classroom norms in partnership with students by:
• Posting an agenda for the day
• Establishing rituals and routines to begin and end class
• Framing each artistic encounter
• Clarifying goals for each session or activity
• Conveying high learning expectations
• Helping students follow standards of conduct without needing a prompt
• Encouraging student self-monitoring
• Responding to inappropriate language or behavior reflectively, with sensitivity to the dignity of each student
• Carefully explaining directions and procedures and anticipate potential misunderstanding
• Thoroughly and accurately explaining content by connecting it to student interests, knowledge, and experiences
• Managing artistic "chaos" gracefully: orchestrating an environment in which students manage transitions, instructional groupings, and materials and supplies without disrupting learning
• Maintaining boundaries and making students aware of their role

Teaching Artist as Facilitator
Teaching Artists clarify their role as facilitators of learning, rather than conveyors of knowledge by:
• Embodying an attitude of "we're in this together," using "us" language
• Sharing honestly from their own experience
• Practicing immersion in the school environment and attending activities or events outside the arts space
• Placing student voice at the center, even when working or communicating primarily with other adults

Emotional Safety
Emotional safety ("safe space") is defined in accordance with the population served, including the age and developmental stage of students, and types of activities facilitated. To support emotional safety, Teaching Artists discuss and develop the following with students:
• Establishing equitable rules
• Establishing clear boundaries
• Setting shared expectations and norms
• Fostering safe expression of self
• Developing trust and respect
• Cultivating openness to taking risks and learning from mistakes
• Modeling self-disclosure and bringing personality into the artistic process
• Demonstrating empathy

Cultural Inclusion

Teaching Artists and programs are more accessible to communities when they:
- Are sensitive to language preferences
- Establish multiple points of contact, engagement, and modes of participation throughout the program
- Are respectful of family needs when creating expectations for family involvement
- Schedule culminating events with an eye to prospective family scheduling limitations or conflicts
- Include ongoing dialogue with families regarding how they can be better engaged