

Building Relational Trust in Schools

2016 KSDE ANNUAL CONFERENCE

STRAND: SCHOOL CLIMATE AND LEADERSHIP

Raisin Cookies That Look
Like Chocolate Chip
Cookies Are The Main
Reason I Have Trust
Issues.



Focus of This Session

- Components of relational trust in schools
- Benefits of relational trust in schools
- Conditions that foster relational trust in schools

Trust Building Activity

Car-Car

Listen carefully to the directions given.

Complete the activity.

Car-Car

One person, “**the car,**” stands in front with his or her eyes closed and hands held in front of the chest with palms outward as your bumpers. The second person, “**the driver,**” with eyes open, stands behind with hands on the shoulders of the car. Keeping his/her eyes open, the driver will steer the sightless car around the area, avoiding collisions with other pairs. Remember that the safety of the other person is your responsibility, so you must show compassion and care.

Any questions?

What is relational trust?

Why does it matter?

Mindful Listening

“We can make our minds so like still water that beings gather about us that they may see it, it may be, their own images, and so live for a moment with a clearer, perhaps even with a fiercer life because of our quiet.” ~ William Butler Yeats

Let's Practice....

Find a partner and practice mindful listening as each person responds to this prompt:

“Tell me about a time that you felt listened to in the way Yeats describes, or a time that you were able to listen to another person in that way. What made that kind of listening possible? What are the obstacles to listening in that way?”

- **What was it like to listen in this way?**
- **What was it like to be listened to in this way?**
- **How might such listening build the muscle for better engagement, empathy and understanding around difficult conversations and problem solving?**

Trust in Schools



*...a growing body of case studies and clinical narratives directs our attention to the engaging but elusive idea of **social trust as essential for meaningful school improvement.***

Anthony S. Bryk and Barbara Schneider

Mary Kaye Siebert, Ph.D., Facilitator with the Center for Courage & Renewal/ Director of Instruction, USD 320 Wamego

Trust in Schools

...we conducted almost a decade of intensive case study research and longitudinal statistical analyses from more than 400 Chicago elementary schools. We spent approximately four years in 12 different school communities observing school meetings and events; conducting interviews and focus groups with principals, teachers, parents, and community leaders; observing classroom instruction; and talking to teachers about the progress and problems in their reform efforts.

- **Key factor in successfully improving student achievement in schools is rarely recognized or valued.**
- **Bringing about a coherent improvement plan...can be a daunting challenge.**
- **Improvement plans challenge longstanding norms in the classroom and a laissez-faire attitude toward professional development and innovative practice.**
- **Cultivating teacher buy in and commitment is required for deep cultural changes to become successful.**
- **Presence of strong relational trust in the adult community in the school.**

Relational Trust

- Lubricant for **organizational change**
- Moral resource for sustaining the hard work of local **school improvement**
- Absent of such trust...very hard to strengthen **parent-community ties**
- Absent of such trust....very hard to build **professional capacity**
- Absent of such trust....slows down **improvement**
- **Principals play a key role in nurturing trust formation**

The background features a dark blue gradient with a series of curved, glowing lines that create a sense of depth and movement, resembling a tunnel or a stylized architectural structure. The lines are more prominent on the right side, curving away from the viewer.

**But... doesn't trust
"just happen"?**



What does relational trust
look like in your
school/district?

What we know...

LOW TRUST

- People manipulate or distort facts
- People withhold and hoard information
- New ideas openly resisted/stifled
- Energy level is low
- Many “undiscussables”

HIGH TRUST

- Culture is innovative & creative
- People talk straight & confront real issues
- Few “meetings after meetings”
- Candid and authentic
- High degree of accountability
- Real communication & real collaboration

Key Aspects of **Relational Trust** in **Schools**



Last Word Protocol

- Read silently the handout and mark/underline one idea that most significantly struck you....one big kind of idea.
- Groups of 4 and designate a time keeper for group
- First person reads from the text the idea/quote that really struck you....and then spends 3 minutes talking about it – *perhaps agreeing/disagreeing, saying why it was important to them; what questions they have around the quote; what issues the quote raises for them; what do you wonder about in relation to that quote...etc....*
- Rest of the group **listens** and then goes around responding to what the person shared – having **one minute each**. **Last minute is for the person who shared the quote to have the FINAL word**...here you can simply respond with what you feel is needed, *ie. Now what I'm thinking is....; what my reaction is to what I've heard is... THEN NEXT PERSON GOES.*

Respect

Do we acknowledge one another's dignity and ideas?

Do we interact in a courteous way? Do we genuinely talk and listen to each other?

Competence

Do we believe in each other's ability and willingness to fulfill our responsibilities effectively?

Personal Regard for Others

Do we care about each other both professionally and personally?

Integrity

Can we trust each other to put the interests of students first, especially when tough decisions have to be made?

Leading Together

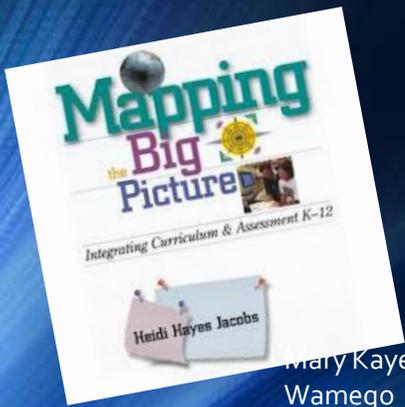
<https://www.youtube.com/watch?v=flqXh-8oak4>

Leading Together builds on thoughtful & actionable answers to these questions:

What would it be like if the entire adult community of schools acted from their own identity and integrity on behalf of their students?

What are the conditions we can create collectively to make it possible for everyone to bring their best selves to the enterprise of school?

The work before the work....



KESA Framework: The Five

RELATIONSHIPS	RELEVANCE	RESPONSIVENESS	RIGOR	RESULTS
<p>Defining Relationships: "a state of interconnectedness among people, curricula, programs, projects, and communities – is critical in establishing connections that result in high performing learning environments" (KSDE, 2010, p. 40)</p> <ul style="list-style-type: none"> • Staff • Students • Families • Community 	<p>Defining Relevance: "the power and ability of specific information to meet the needs of its user – strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real world, and socially significant" (KSDE, 2010, p. 42)</p> <ul style="list-style-type: none"> • Curriculum • Instruction • Student Engagement • Technology 	<p>Defining Responsive Culture: "one that readily reacts to suggestions, influences, appeals, efforts, or opportunities – empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community" (KSDE, 2010, p. 48)</p> <ul style="list-style-type: none"> • Leadership • Early Childhood • District Climate • Nutrition and Wellness 	<p>Defining Rigor: "a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning – is essential in addressing the needs of our rapidly expanding society and world" (KSDE, 2010, p. 44)</p> <ul style="list-style-type: none"> • Career & Technical Ed • Professional Learning • Resources • Data 	<p>Defining Results: "witnessable evidence of growth and learning – allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner. Informative and summative assessment, coupled with research-based effective teaching practices, can provide the data and information necessary to fuel teaching and empower learning" (KSDE, 2010, p. 46)</p> <ul style="list-style-type: none"> • Achievement • Growth • Gap • Other Measures

Kansas State Department of Education
www.ksde.org



Mary Kaye Siebert, Ph.D., Facilitator with the Center for Courage & Renewal/ Director of Instruction, USD 320 Wamego

Interested in learning more?

Center for Courage & Renewal

<http://www.couragerenewal.org/>



Mary Kaye Siebert, Ph.D., Facilitator with the
Center for Courage & Renewal

siebertm@usd320.com