

# Elements of success in the school organization: Leadership, governance & service delivery for Aboriginal students

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March 12, 2010

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# School-community relationships

The factors that contribute to quality relationships:

- Changing views of the role of schools
- Changing demographics
- A growing appreciation of “contextualism” and ecological settings”
- A sincere desire to develop multi-setting, collaborative partnerships.

Kamara, M. (2010). Indigenous female educational leaders in Northern Territory remote community schools: Issues in negotiating school community partnerships. ACU

# Partnerships

Block (1993) asserts that strong partnerships requires a move from authoritarian to shared decision making behaviors.

Valid partnerships require:

1. Exchange of purpose
2. Joint accountability
3. Right to say no
4. Absolute honesty

Trust is also identified as critical (Foster & Goddard, 2003)

# Partnership Models (Boyd, 1997)

1. Bureaucratic Model – closed system, no reciprocity, hierarchal
2. Professional Model – flexible, considers the needs of both the staff and students. The professionals have the answers.
3. Democratic Model – encourages collaboration and cooperation. Involves staff, parents, and community members.

# What does the literature & research say?

High performing, high poverty (HPHP) schools:

1. All schools had a clear and direct focus on instruction, setting high standards for both
2. These schools had a committed, dynamic staff was essential to student learning.
3. A high priority towards developing multiple support systems for students with diverse needs was significant to academic success.

Masumoto, M. & Brown-Welty, S. (2009). Case Study of Leadership Practices and School-Community Interrelationships in High-Performing, High-Poverty, Rural California High Schools. *Journal of Research in Rural Education*, 24(1), 1-16

# Masumoto, M. & Brown-Welty, S. (2009).

- Strong leadership (transformational, distributed and instructional)
- positive and effective school-community interrelationships were essential for the development of effective programs to enhance student learning

# HPHN

Phase one key factors of success:

High expectations, focus on student learning, use of data, individualized instruction, teacher retention and professional development, and curriculum alignment with assessment practises (p.3).

Barley, Z.A., and Beesley, A. D. (2007). Rural School Success: What Can We Learn?. *Journal of Research in Rural Education*, 22(1), 1-16

# HPHN

Phase two key factors of success:

- School-community relationships and partnerships; interdependence for survival
  - aligned curriculum, assessment practices and learning objectives to support effective instruction for the students
- “Principals met frequently with teachers in both formal and informal situations as well as collectively, in small groups, and one-on-one to discuss student progress” (p. 4)
- adequate support for teachers was essential to success. This included collaboration time

# School effectiveness

Lowe (2006) recommends promoting effective schools and addressing the issue of by considering:

- Accountability & administration
- Communities of practice
- Mentoring
- Staff development
- Recruiting
- Induction program
- Cooperative teams (Networking) - Work with other school districts and teacher education programs to develop partnerships.

# Leadership

"Leaders are cultural agents who bring values to bear on decision-making and policy decisions"

(Leithwood et al, 1999 as cited in Collard, 2007, p. 740).

# How?

- Culturally-responsive teaching strategies
- Social justice, social action: We all have to decide to act or not to act. We have choices.
- From policy to practice: how do we create the bridge, to develop praxis? Why is it so difficult?

# We need to go deeper

- Exploring values and beliefs: both the cognitive and the affective domain
- We need to engage in reflective practices; to think about thinking

# Exploring essential questions

1. Who am I?
2. Where do I come from?
3. Where and I going?
4. What is my responsibility?

Individual, organizational, societal perspectives  
(schools are a reflection of societal values and belief systems; change require cultural shifts)

# We see, we feel, we change

1. Learning is emotional
2. What has been our collective/individual histories?
3. Education a part of the process; the goal is to strive for quality relationships and partnerships
4. Seven Generations: A reason for keeping in touch with the past: complexity theory

# Aboriginal Perspectives Action

## Research Project

Research Question:

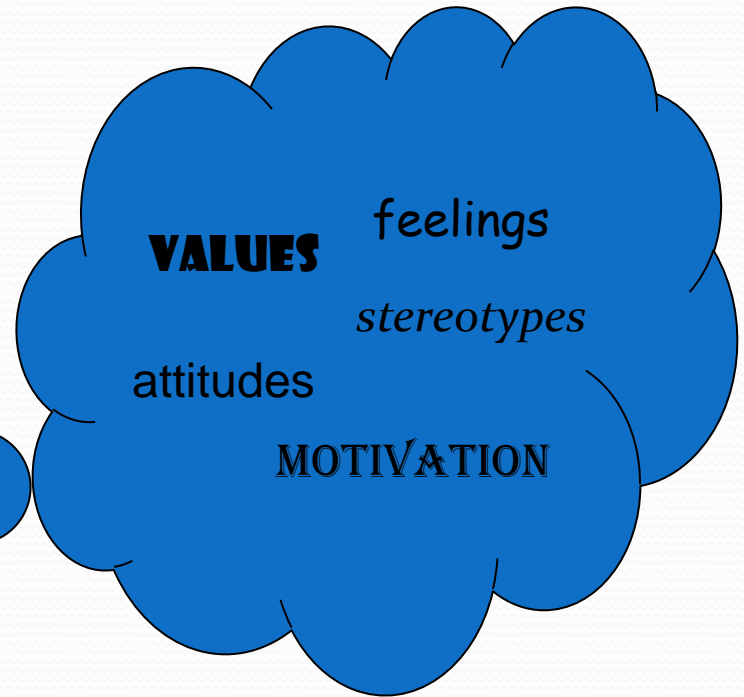
To what extent do *teacher attitudes, norms, values, basic assumptions and behaviour influence* authentic inclusion, infusion and embedding of Aboriginal Perspectives in the Social Studies program?



# What is the affective domain?

*“Affective learning outcomes involve attitudes, motivation, and values. The expression of these often involves statements of opinions, beliefs, or an assessment of worth.”*

*(Smith & Ragan, 1999).*



## **What is “perspective”?**

*“Each teacher has a unique mental representation of the world of education and the roles he or she plays in that world. That representation is a tangled web of beliefs, values, metaphors, and thought processes ... Those beliefs typically exist outside conscious awareness and are largely unexamined. They are, however, no less influential for their invisibility.”*

(Yero 2001-2002).

# Sense of urgency

1. False sense
2. Apathy
3. True sense of urgency