

Trust in Educational Settings

Middle Level Leadership Center
Project ASSIST

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Trust

- The idea of trust is important in understanding a school's climate and culture.
- “Trust is an individual's or group's willingness to be vulnerable to another party based on the confidence that the latter party is benevolent, reliable, competent, honest, and open” (Hoy & Tschannen-Moran, 1999, p.189).

Student-Centered Framework for Continuous School Improvement

CARING, COLLABORATIVE CULTURE TRUSTING, RESPECTFUL CLIMATE

ORGANIZATIONAL LEADERSHIP

- **Principal/Administrative Team Leadership**
 - ◆ Establish Distributive/Participative Leadership (Capacity)
 - ◆ Establish Transformational Leadership (Change)
 - ◆ Establish Instructional Leadership (Pedagogy)
 - ◆ Establish Managerial Leadership (Efficiency)
- **Staff Leadership**
 - ◆ Accept Leader Roles (School Improvement Team)
 - ◆ Become a Community of Leaders (Staff)
 - ◆ Commit to Success for Each Student (Staff)
- **Parent Leadership**
 - ◆ Accept Leader Roles (Committees)
 - ◆ Provide Instructional Support (Volunteers)
- **Student Leadership**
 - ◆ Accept Leader Roles (Committees)
 - ◆ Develop Leadership (Student Governance)
- **Community Leadership**
 - ◆ Accept Leader Roles (Committees)
 - ◆ Provide Instructional Support (Volunteers)
- **District Leadership**
 - ◆ Understand Site-Level Needs
 - ◆ Support Site-Level Needs

SUCCESS for each STUDENT

- Academic
- Social
- Emotional
- Physical

ORGANIZATIONAL STRUCTURE

- **Change Processes**
 - ◆ Establish Comprehensive and Systemic Processes
 - ◆ Establish Vision-Driven not Deficit-Driven Change
 - ◆ Inform Change via Formative and Summative Data
- **Program Delivery**
 - ◆ Embed Basic Skills and Enrichment Programs
 - ◆ Require Exploratory Opportunities
 - ◆ Provide Co-Curricular/Extracurricular Opportunities
 - ◆ Implement Student Grading and Homework Policies
 - ◆ Create Small Learning Communities/Teaming Structures
 - ◆ Implement Multi-Year/Extended Learning Relationships
 - ◆ Implement a Flexible Instructional Schedule
- **Personnel Policies**
 - ◆ Recruit, Select, Retain, Develop, Dismiss Aggressively
 - ◆ Engage Staff in the Design/Implementation of Continuous Authentic and Relevant Professional Development
 - ◆ Align Teaching Assignments to Teacher Ability and Program Needs
 - ◆ Organize Staff by Teams and Content Areas
 - ◆ Provide Teacher and Team Planning Times
- **Student Policies**
 - ◆ Assign/Group Students Heterogeneously
 - ◆ Establish Attendance and Behavior Policies
 - ◆ Use Multiple Transition Practices to/from School
- **Resource Allocation**
 - ◆ Align with Vision/Goals

ORGANIZATIONAL PEDAGOGY

- **Standards-Based, Developmentally Appropriate Curriculum**
 - ◆ Align with State Standards
 - ◆ Align with Curricula of other Grade Levels
 - ◆ Align with Instruction and Assessment
 - ◆ Integrate across disciplines
 - ◆ Relevant and Authentic for Young Adolescents
- **Standards-Based, Developmentally Appropriate Instruction**
 - ◆ Align with State Standards
 - ◆ Align with Curriculum and Assessment
 - ◆ Engage Learners Actively (Mentally and Physically)
 - ◆ Relevant and Authentic for Young Adolescents
- **Standards-Based, Developmentally Appropriate Assessment**
 - ◆ Align with State Standards
 - ◆ Align with Curriculum and Instruction
 - ◆ Align with State/National Testing Methods
 - ◆ Relevant and Authentic for Young Adolescents
- **Grounded in Knowledge of Learner**
 - ◆ Match Academic Readiness and Capacity
 - ◆ Promote Socialization with Peers and Adults
 - ◆ Foster Emotional Self-Image and Self-Control
 - ◆ Foster Self-Esteem (General & Academic)
 - ◆ Match Physical Needs & Development

Trust

- “In general terms, trust relationships involve risk, reliability, vulnerability, and expectation (Hoy & Tschannen-Moran, 2003; Young, 1998). If there is nothing at stake, or if one party does not require anything of the other, trust is not an issue” (Brewster & Railsback, 2003, p.4)

Components of Trust

- Benevolence
- Reliability
- Competence
- Honesty
- Openness

Five Components of Trust

- “Five key components commonly used to measure trustworthiness:
 1. Benevolence: having confidence that another party has your best interests at heart and will protect your interests
 2. Reliability: refers to the extent to which you can depend upon another party to come through for you, to act consistently, and to follow through.

Five Components of Trust

3. Competence: has to do with belief in another party's ability to perform the tasks required by his or her position.
4. Honesty: a person's integrity, character, and authenticity all dimensions of trust.
5. Openness: how freely another party shares information with others" (Tschannen-Moran & Hoy 1998; Brewster & Railsback, 2003).

Barriers

- Top-down decision making that is perceived as arbitrary, misinformed, or not in the best interest of the school
- Ineffective communication
- Lack of follow-through on or support for school improvement efforts and other projects
- Unstable or inadequate school funding
- Failure to remove teachers or principals who are widely viewed to be ineffective
- Frequent turnover in school leadership
- High teacher turnover
- Teacher isolation (Brewster & Railsback, 2003)

Barriers

“Perhaps the greatest obstacle that schools experiencing a lack of trust must overcome, however, is their past” (Brewster & Railsback, 2003, p.11).

Building Trust between Leaders and Teachers

- Demonstrate personal integrity
- Show that you care
- Be accessible
- Facilitate and model effective communication
- Involve staff in decision making
- Celebrate experimentation and support risk
- Express value for dissenting views
- Reduce teachers' sense of vulnerability
- Ensure that teachers have basic resources
- Be prepared to replace ineffective teachers (Brewster & Railsback, 2003)

Building Trust among Teachers

“If relationships between teachers are to change significantly, teachers themselves must work to identify barriers to trust within the faculty and take the initiative to improve, repair, and maintain relationships. Some places to begin:

Building Trust among Teachers

- Engage the full faculty in activities and discussions related to the school's mission, vision, and core values.
- Make new teachers feel welcome.
- Create-and support-meaningful opportunities for teachers to work collaboratively.
- Identify ways to increase and/or improve faculty communication.
- Make relationship building a priority.
- Choose a professional development model that promotes relationship-building” (Brewster & Railsback, 2003, pp.15-17).

References

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