Elements of Toxic Cultures

- Negative values and beliefs hold sway in toxic cultures
- The cultural network's most powerful members become negaholics (Carter-Scott, 1989)
- The only heroes are anti-heroic
- Few positive rituals, traditions, or ceremonies exist to develop a sense of community and hopefulness

Source: Shaping School Culture: The Heart of Leadership (1998). Terrence Deal and Kent Peterson, San Francisco: Jossey-Bass.

Shaping Positive, Successful Cultures ...

School leaders can shape culture over time in a variety of ways. For example, they can

- Develop a student-centered mission and purpose that motivates the heads and hearts of staff, students, and community
- Strengthen elements of the existing culture that are positive and supportive of core values
- Build on the established traditions and values, adding new, constructive ones to the existing combination
- Recruit, hire, and socialize staff who share the values of the culture and who will add new insights or skills to the culture
- Use the history (or build the history if the school is new) of the culture to fortify the core values and beliefs
- Sustain core norms, values, and beliefs in everything the school does.

Source: Shaping School Culture: The Heart of Leadership (1998). Terrence Deal and Kent Peterson, San Francisco: Jossey-Bass.

Positive Norms

- treat people with respect
- see everyone as a potential source of valuable insights and expertise
- be willing to take on responsibilities
- try to initiate changes to improve performance
- encourage those who suggest new ideas
- speak with pride about the school and your unit
- enjoy and be enthusiastic in your work
- be helpful and supportive of the others in the school
- share information to make the organization better
- do what will serve the needs of students rather than what will serve personal needs only

Source: Shaping School Culture: The Heart of Leadership (1998). Terrence Deal and Kent Peterson, San Francisco: Jossey-Bass.

Elements of Positive, Successful Cultures

* a mission focused on student and teacher learning
* a rich sense of history and purpose
* core values of collegiality, performance, and improvement that engender quality, achievement, and learning for everyone
* positive beliefs and assumptions about the potential of students and staff to learn and grow
* a strong professional community that uses knowledge, experience, and research to improve practice
* an informal network that fosters positive communication flows
* leadership that balances continuity and improvement
* rituals and ceremonies that reinforce core cultural values
* stories that celebrate successes and recognize heroines and heroes
* a physical environment that symbolizes joy and pride
* a widely shared sense of respect and caring for everyone

Source: Shaping School Culture: The Heart of Leadership (1998). Terrence Deal and Kent Peterson, San Francisco: Jossey-Bass.

Types of Culture

Mental Models

"Mental models are beliefs that are often hidden, but that structure moment to moment actions."

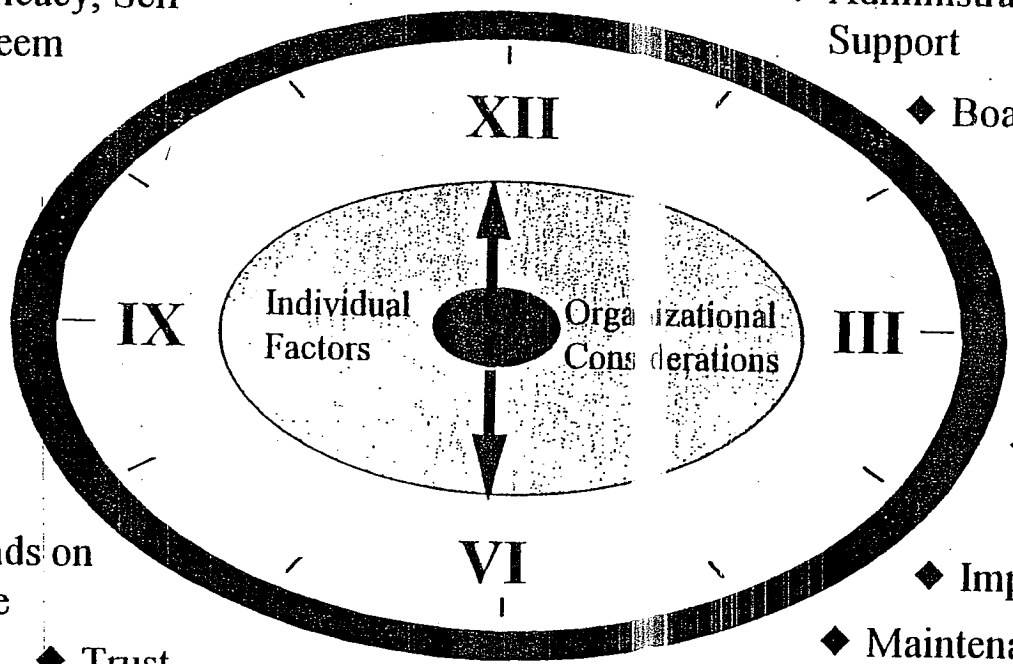
Renate and Geoffrey Caine, Education on the Edge of Possibility, 1997, ASCD, Alexandria, VA.

To Ponder ...

Thinking influences and shapes what we do .... Systemic change requires individuals and learning communities to examine their beliefs, assumptions and behavior in relation to whether they collectively support a desired end...

Reflect upon your "mental models." What are your beliefs about learning? Jot down a few notes in the space below.

Figure 1. Factors Influencing the Implementation of an Innovation



- Teacher Beliefs
- Efficacy, Self-esteem
- Entry Level Skills
- Relevance to Teachers' Work
- Involvement in Planning
- Other Demands on Teacher Time
- Trust
- Staff Development
- School Culture
- Administrative Support
- Board Support
- Use of Time & Other Resources
- Readiness Factors
- Planning Effort
- Implementation Plan
- Maintenance Plan
- Parental/Community Support
- Design of Staff Development

Development	Trust	Maintenance Plan	School Culture	Design of Staff Development	Readiness Factors	Implementation Plan
riences to alter fs	relationship with program initiator	monitoring/ feedback	norms of collegiality	theory	vision	training
rience with vation	with colleagues	periodic refresher sessions	norms of experimentation	demonstration	perceived needs	post training support/follow up monitoring
for reflection		celebration of effort	focus on student success	practice	info. about innovation	mid-course corrections
				feedback	organization's response to teachers' concerns	
				follow-up support		

ed by J. Ray Cubbage, (540) 828-0107. Used with permission.

Notes

The Interaction Walk

Take a walk around the room with a notepad .... Interact with others, asking them to share their beliefs about learning. Take notes as you go ....

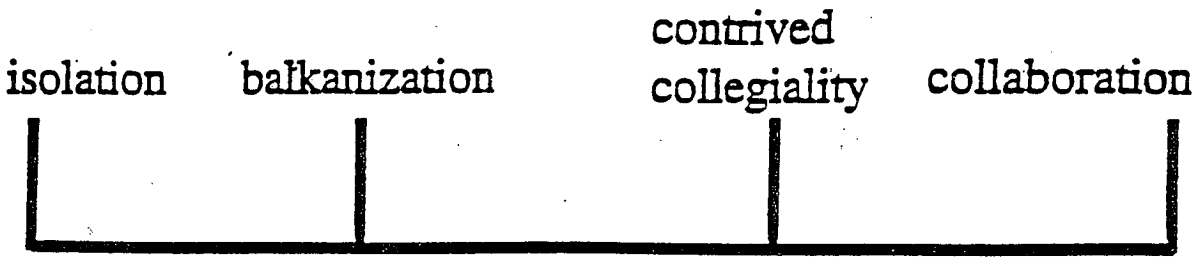
Return to your table groups. Consolidate your notes .... Develop a song, skit, rap, statement, graphic, dance that represents the collective beliefs about learning in this room ....

To Reflect Upon:

Someone once said, "An event does not become an experience until you've had time to reflect." What are the beliefs about learning implicit in this activity?

What did you observe/notice as a result of your participation?

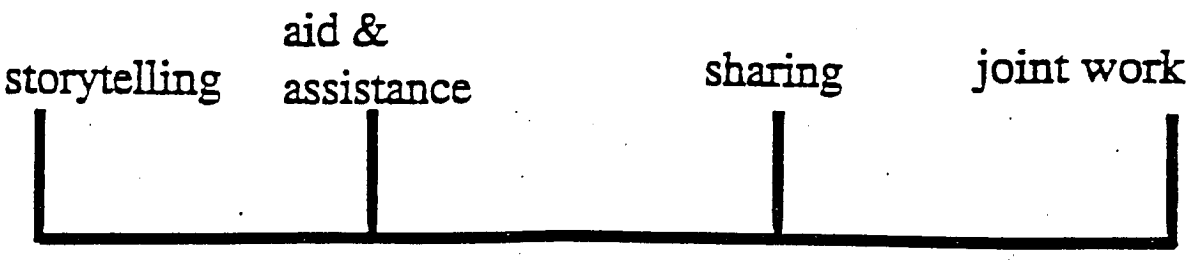
Relationships Among Colleagues



Source: Andy Hargreaves

low risk → high risk

Staff Development Experiences



Source: Judith Warren Little

The 4 T's That Influence the Success of Collaborative Work

Trust

Training

Time

Tangible support

TRUST ACTIVITY

One of the most important components or preconditions for the peer coaching relationship is TRUST.

I. List the behaviors and qualities that you feel promote and maintain a trusting relationship.

1.

2.

3.

4

5.

6.

7.

8.

9.

10.

II. Take a few minutes to think about these items. You will probably become aware that some of the items on the list mean more to you than others. Rank the 3 behaviors or qualities that are most important to you and explain your ranking.

	Behavior or Quality	Why You Ranked It This Way
1.		
2.		
3.		

Discuss your rankings with your partner or your team.

III. Inventory

Consider each of the behaviors or qualities listed in I. Give yourself a score, based on the following rating scale, that best describes your professional behavior with most people, most of the time, at this time in your life.

Points	Meaning
5	The behavior is exhibited most of the time. (consistently)
4	The behavior is exhibited much of the time. (frequently)
3	The behavior is sometimes exhibited, sometimes not. (inconsistent)
2	The behavior is exhibited sometimes. (infrequently)
1	The behavior is exhibited very little. (seldom)

IV. Choose 2 or 3 of the trust behaviors or qualities which you wish to improve. What specifically will you do? Discuss with your partner or team. How will you work on building and/or maintaining your trust relationship as you move into peer coaching?

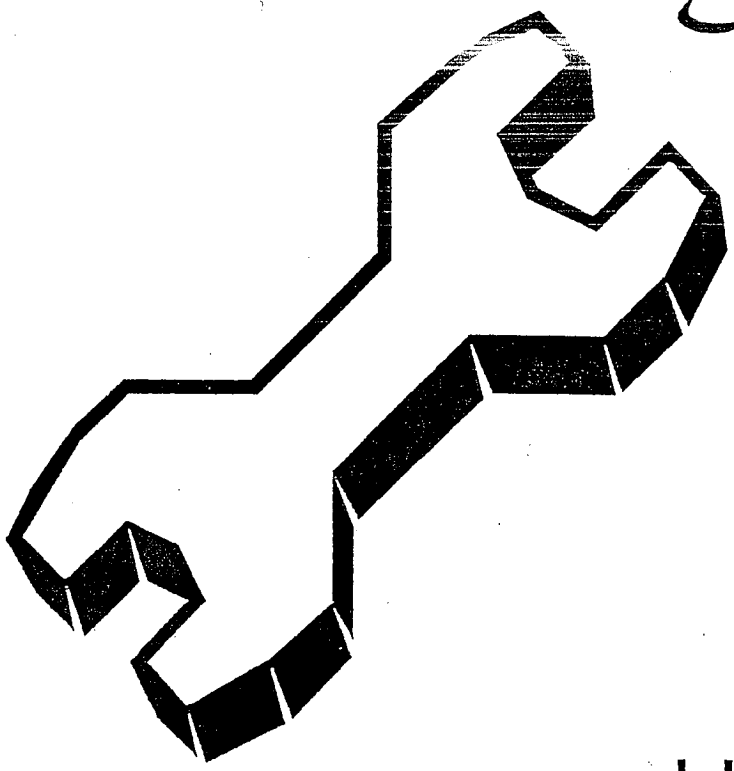
Behavior	Plan for Improving
1.	
2.	
3.	

More Activities ...

Consider this list a "menu of options." Depending on the unique qualities of the context in which you work, you will need to pick and choose those activities that will enable you to meet your goals. Be aware that in any good restaurant, the chef welcomes you to suggest your own ideas, too!

- Archaeological Dig
- Creating a Timeline
- Trust Activity
- "Swap Meet"
- Classified Ads "Help Wanted"
- "Read and Feed"
- Simply Special Stories
- Listening Posts
- Jigsaw Activities
- Coffee Mingle (thanks to Margaret Arbuckle for this activity)
- Placemat Pondering (thanks to Margaret Arbuckle for this activity)
- Mail Call
- Pinwheel
- TalkWalk
- Thursday Afternoon at the Movies
- Curriculum Mapping/Articulation
- Carousel Brainstorming
- Special Forums: Report Cards, Parent Conferences, Assessment, etc.
- Theme Meetings (Multiple Intelligences, Brain Based Learning, Developmentally Appropriate Practice, Emotional Intelligence)
- Study Groups
- Action Research
- Professional Book Talks
- Article Reviews
- Co-Planning
- Peer Coaching (informal and formal)
- Instructional Strategy Practice
- Interview Design
- Conversations About Student Work
- Sharing Success
- Add your own to the list!

Collective conversation is a "tool" for learning.



"... the typical American child does not experience an enriched environment. He or she watches three to four hours of television each day while in preschool and grade school. Is rather sedentary. Doesn't read very well. Doesn't particularly like school. Doesn't do much homework. Doesn't have many hobbies. Eats a less-than-optimal diet. Drops out of sports by ninth or tenth grade. Experiments in high school with alcohol and drugs that can potentially stunt brain development. Listens to rock or rap music from two to six hours per day as a teenager. Spends far more time dating and earning pocket money than studying, volunteering, or engaging in new and challenging activities. And overall, grows up with a disenchanted mind that never reaches it fullest potential -- or even comes close."

From: Magic Trees of the Mind by Marian Diamond and Janet Hopson, Penguin Putnam, Inc., New York, 1998.

7 Myths of Learning

Myth 1 *Some portion of our anatomy must be in contact with a chair at all times in order to learn.*

Fact: Our ability to learn diminishes in direct proportion to the amount of time we spend sitting.

Myth 2 *The person who does the most listening does the most learning.*

Fact: The person doing the most talking or moving or writing--is doing the most learning.

Myth 3 *The best way to teach is to be a "sage on the stage" and give information in a well planned lecture.*

Fact: We remember 10-20% of what we hear. If we want someone to "hear" something, we lecture. If we want students to "learn" it we need to be the "guide on the side" and involve them.

Myth 4 *If we'd only listen, we'd remember more.*

Fact: We learn and remember 80-90% of what we say and do. In order to learn anything well, we need to talk about it with each other and do it a number of times ourselves.

Myth 5 *The more "serious" the learning is the more we will remember.*

Fact: We learn and remember best when we are having fun during the process.

Myth 6 *Fun is marginal to learning.*

Fact: Not only do we learn best and remember more when we are having fun, we also will be more willing to seek out other challenging learning experiences.

Myth 7 *The only person who should be the "sage on the stage" is the expert in the field.*

Fact: We are all experts in something.

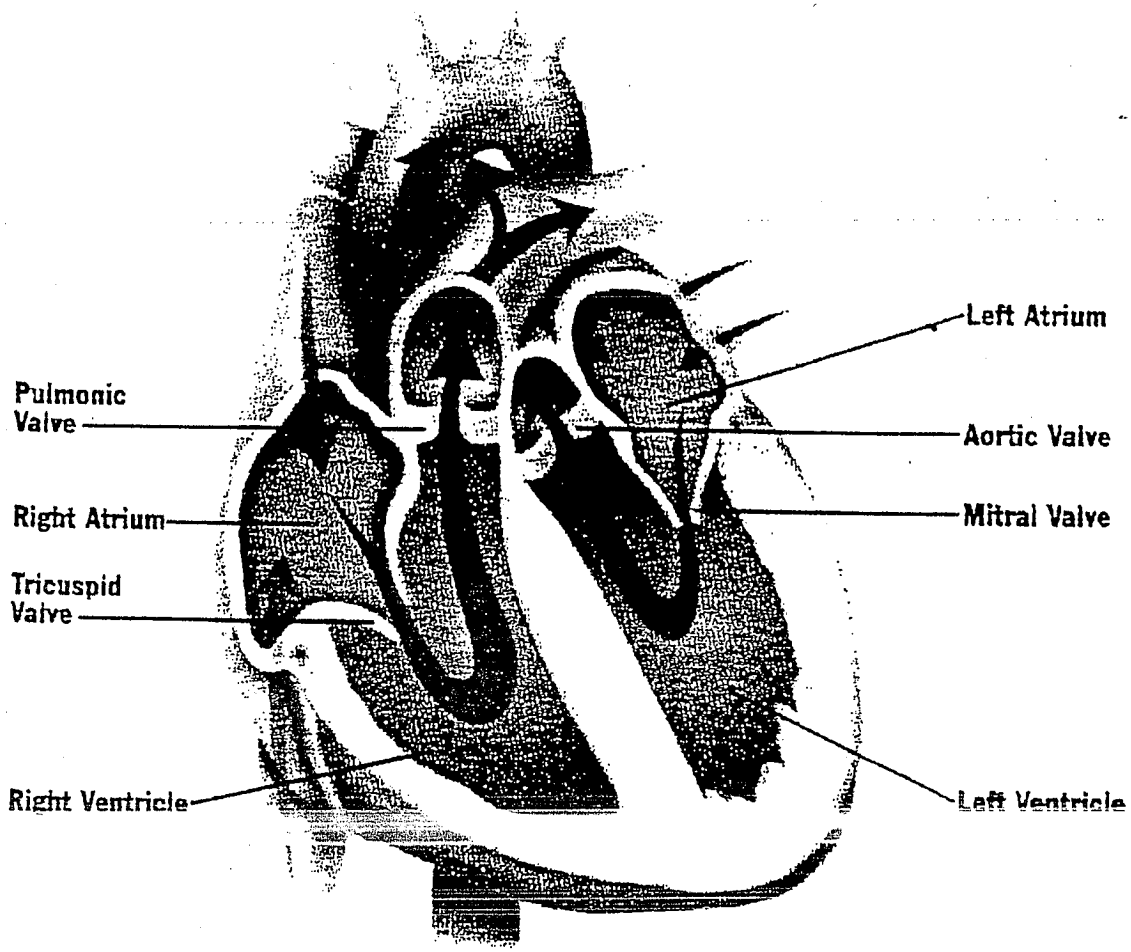
Faculty Meetings as Learning Opportunities

The Invitation to Learn ... an opportunity to:

- model effective practices
- shape individual beliefs
- build trust
- develop a collaborative culture
- maximize resources
- articulate curriculum/learning experiences for students
- enhance individual and organizational capacities
- create a learning organization

Participants learn about:

- one another (values, beliefs, resources, stories, histories)
- collaboration
- the learning process
- emotional intelligence
- curriculum approaches
- the disciplines
- instructional strategies/skills
- classroom management
- learning styles
- meeting the challenges of the challenged
- collaboratively constructing knowledge
- assessment



What does the heart have to do with learning?

The heart has been used in all cultures as a metaphor for wisdom:

"the heart of the matter"

"play with your heart"

The heart has a critical role in how we feel, perceive, and think.

Effective learning depends as much on emotion as logic.

Source: "The Role of the Heart in Learning and Intelligence," Deborah Rozman, March 1998.

Stories Communicate and Reinforce Cultural Values

The use of story is one avenue through which new and ex ng members of a culture are informed about and reminded of its va es. Every school has stories that, as a matter of tradition, are passed to new staff members. Generally, these stories signal important v es or beliefs. For example, at one school, new teachers are told ab a former teacher who always had special techniques for helping al sk youths. Through the story, they learn that because the school di ot at that time have a forum for staff sharing, when that teacher re d, a library of knowledge "burned." Hence that teacher left her ma n students, but not on the teaching profession. Because of this at loss, teachers at the school now take special care to make sure qu y time is set aside for professional dialogue and the sharing of ideas d practices. A ritual called "See Them Teach Before They Leave" i stituted each spring in which returning faculty members are enc aged to visit classrooms of departing teachers. Following this ri l, an assembly is held wherein the bronzed classroom doorknob o e departing teacher, affixed to a wooden plaque and inscribed, is sented to the departing teacher.

In addition to reminding organizational members about im tant values, stories can also provide a way of talking about issues t hit close to home or are sensitive, with a more comfortable dista One principal used the following story during the first faculty m ing to remind teachers of the tremendous influence they have on dents' lives, beyond the academic arena.

The story is taken from a speech by Sir Winston Churchill be the House of Commons on June 4, 1940.[1]

The Honorable Profession of Teaching

Teddy Stallard certainly qualified as "one of the least." Disin ested in school, he wore musty, wrinkled clothes; his hair was ne combed. He was one of those kids in school with a deadpan fa expressionless—sort of a glassy, unfocused stare. When Miss Thomp

spoke to Teddy, he would always answer with a "yes" or a "no." Unattractive, unmotivated, and distant, he was just plain hard to like Even though Miss Thompson said she loved all of the students in her class the same, deep down inside she wasn't being completely truthful.

Whenever she marked Teddy's papers, she got a certain perverse pleasure out of putting Xs next to the wrong answers, and when she put Fs at the top of the papers, she always did it with a flair. She should have known better; she had Teddy's records and she knew more about him than she wanted to admit. The records read

- First grade: Teddy shows promise with his work and attitude but has a poor home situation.
- Second grade: Teddy could do better. His mother is seriously ill. He receives little help at home.
- Third grade: Teddy is a good boy, but much too serious. His mother died this year.
- Fourth grade: Teddy is very slow, but well behaved. His father shows no interest.

Christmas came and the boys and girls in Miss Thompson's class brought her Christmas presents. They piled their presents on her desk and crowded around to watch her open them. Among the presents was one from Teddy Stallard. She was surprised that he had brought her one, but he had. Teddy's gift was wrapped in brown paper and was held together with Scotch™ tape. On the paper were written the simple words, "For Miss Thompson, from Teddy." When she opened Teddy's present, out fell a gaudy rhinestone bracelet, with half of the stones missing, and a bottle of cheap perfume.

The other boys and girls began to giggle and smirk at Teddy's gifts, but Miss Thompson at least had enough sense to silence them by immediately putting on the bracelet and putting some of the perfume on her wrist. Holding her wrist up for the other boys and girls to sniff, she said, "Doesn't it smell lovely?" And the children, taking their cue from their teacher, readily agreed.

At the end of the day, when school was over and the other students had left, Teddy lingered behind. He slowly came over to her desk and said softly, "Miss Thompson . . . Miss Thompson, you smell just like my mother, . . . and her bracelet looks real pretty on you too. I'm glad you liked my presents." When Teddy left, Miss Thompson sobbed.

Eleven Student Aspirations

- To become somebody
- To make a contribution to society
- To be unconfused and sure of self and direction
- To belong to something or be a part of something exciting and structured
- To know where he or she fits in
- To be competent and successful in some area
- To be independent
- To be asked to select options and alternatives
- To have his or her opinions and choices valued
- To find someone who loves him or her or whom he or she can love
- To have all the above yesterday

- Dr. Lorraine Monroe

The next day when the children came to school, they we wel-
comed by a new Miss Thompson. She had become a different p rson,
a person committed to loving all of her students, especially th slow
ones. Especially Teddy Stallard. By the end of that school year. ddy
showed dramatic progress. He had caught up with most of t stu-
dents and was even ahead of some.

The school year quickly came to an end, and Teddy wer n to
another school. She didn't hear from Teddy for a long time. Th one
day, she received a note that read

> Dear Miss Thompson,
>
> I wanted you to be the first to know. I will be graduati
> second in my class.
>
> Love,
> Teddy Stallard

Four years later, another note came:

> Dear Miss Thompson,
>
> They just told me I will be graduating first in my class
> wanted you to be the first to know. The university has n
> been easy, but I liked it.
>
> Love,
> Teddy Stallard

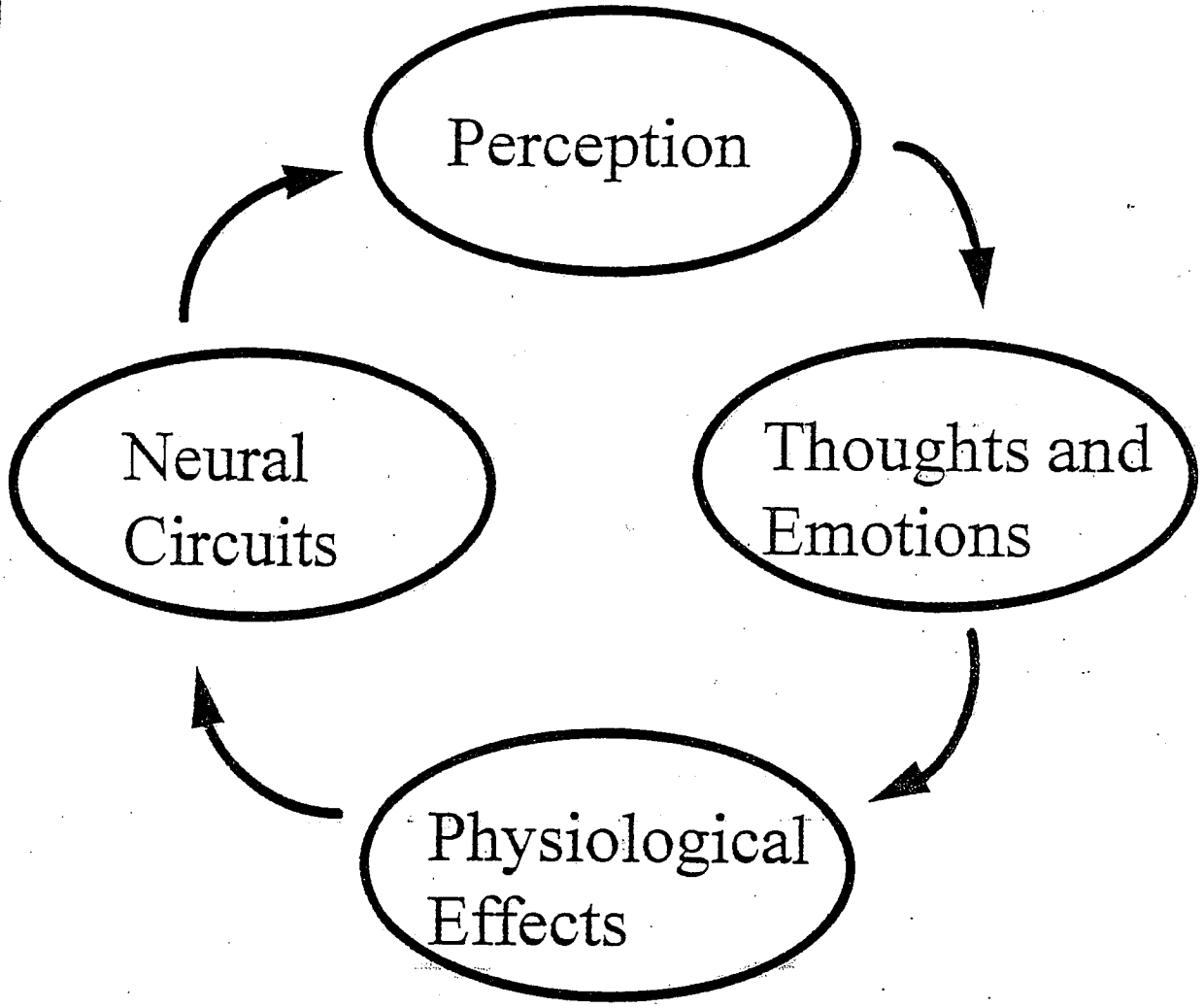
And four years later:

> Dear Miss Thompson,
>
> As of today, I am Theodore Stallard, MD. How about that!
> wanted you to be the first to know. I am getting married, th
> 27th to be exact. I want you to come and sit where my moth
> would sit if she were alive. You are the only family I hav
> now; Dad died last year.
>
> Love,
> Teddy Stallard

Miss Thompson went to the wedding and sat where Teddy's mother would have sat. She deserved to sit there; she had done something for Teddy that he could never forget.

After telling the story, the principal conducted an activity in which staff members reflected on the legacy that they would like to leave with their students.

Once this story was shared with the staff, they frequently referenced it when speaking with one another; it had become a part of the culture. It became a constant reminder, in this school, about how fragile students are and in what small ways teachers can make big differences in students.



This is the cycle that represents how we learn and grow.

U.S. News ONLINE

Cover Story

The biology of soul murder

Fear can harm a child's brain. Is it reversible?

Get more info and web links on keeping kids safe

By their appearances, the three little girls sitting quietly in molded plastic chairs in the psychiatric clinic of Texas Children's Hospital in Houston betray nothing of the mayhem they have experienced. No one would know that the night before, two armed men broke into their apartment in a drug-ravaged part of the city. That the children were tied up and the youngest, only 3, was threatened with a gun. Or that the men shot the girls' teenage sister in the head before leaving (she survived).

Yet however calm the girls' appearances, their physiology tells a different story. Their hearts are still racing at more than 100 beats per minute, their blood pressure remains high and, inside their heads, the biological chemicals of fear are changing their brains. "People look at kids who seem so normal after these experiences and say, 'All they need is a little love.' " says Bruce Perry, a child psychiatrist at Children's Hospital and at Baylor College of Medicine. But as Perry and other researchers are finding, trauma, neglect and physical and sexual abuse can have severe effects on a child's developing brain.

Tangled chemistry. Once viewed as genetically programmed, the brain is now known to be plastic, an organ molded by both genes and experience throughout life. A single traumatic experience can alter an adult's brain: A horrifying battle, for instance, may induce the flashbacks, depression and hair-trigger response of post-traumatic stress disorder (PTSD). And researchers are finding that abuse and neglect early in life can have even more devastating consequences, tangling both the chemistry [illegible] psychiatric problems later in life.

Yet the brain's plasticity also holds out the chance that positive experiences--psychotherapy, mentoring, loving relationships--might ameliorate some of the damage. Much remains unknown. But if scientists can understand exactly how trauma harms the brain, they may also learn much about healing broken lives.

Trauma's toll on a child's brain begins with fear. Faced with a threat, the body embarks on a cascade of physiological reactions. Adrenalin surges, setting the heart pounding and blood pressure soaring and readying the muscles for action, a response called "fight or flight." At the same time, a more subtle set of changes, called the stress response, releases the hormone cortisol, which also helps the body respond to danger.

Increasing evidence suggests that in abused or neglected children, this system somehow goes awry, causing a harmful imbalance of cortisol in the brain. In a study of children in Romanian orphanages, for example, Megan Gunnar, a University of Minnesota developmental psychobiologist, is finding that cognitive and developmental delays correlate with irregular cortisol levels.

Gunnar and others believe that excess cortisol leads to damage in a brain region known as the hippocampus, causing memory lapses, anxiety and an inability to control emotional outbursts. Cortisol and other brain chemicals also can alter brain centers that regulate attention, affecting a child's capacity to attend to words on the blackboard instead of a jackhammer banging outside.

Many of the brain abnormalities seen in abused and neglected children are localized in the brain's left hemisphere, where language and logical thought are processed. Martin Teicher, a psychiatrist at McLean Hospital in Belmont, Mass., compared recordings of brain electrical activity in abused and normal children. His finding: In abused kids, the left hemisphere has fewer nerve-cell connections

between different areas. The electrical traces also revealed that tiny seizures, similar to those of epileptics, crackled through various sectors of abused children's brains. Children with the most abnormal recordings were the most likely to be self-destructive or aggressive.

Scanning for danger. Abused children also show a variety of other disturbances in physiology, thinking and behavior. Many have elevated resting heart rates, temperature and blood pressure. Hypervigilance is common. Abused kids continually scan their surroundings for danger and overinterpret the actions of others. An innocent playground bump may be seen as a direct threat. And as many as half of children from some violent neighborhoods show symptoms of Attention Deficit Hyperactivity Disorder (ADHD), compared with about 6 percent of the general population.

"Children who are aroused [from fear] can't take in cognitive information," says Perry. "They're too busy watching the teacher for threatening gestures, and not listening to what she's saying." Such behavior makes sense, given the constant threats in the child's world. His brain has become exquisitely tuned to emotional and physical cues from other people. At the same time, he may be failing to develop problem solving and language skills. Perry has found that in a group of neglected children, the cortex, or thinking part of the brain, is 20 percent smaller on average than in a control group.

Studies now indicate that abused and neglected children run a high risk of developing mental illnesses. Since 1987, National Institute of Mental Health child psychiatrist Frank Putnam has tracked 90 sexually abused girls, comparing them to a control group who were not abused. The abused girls were more likely to evidence depression and suicide attempts, and many showed the beginnings of PTSD, including anxiety attacks and abnormal levels of cortisol, which are also seen in combat veterans. Putnam also found a decline in the abused girls' IQ over time. Saddest of all, the abused girls are rated by their teachers as not very likable. "That's tragic," says Putnam, "because the one place where they might find some support is at school."

Indeed, for some children, a loving adult can serve as a powerful antidote to abuse and neglect. Infants and young children normally learn from a comforting caretaker how to soothe themselves, thereby regulating their stress response and cortisol levels. Researchers now believe loving relationships also can help older children reset their response to stress when it has been derailed by abuse. Says Gunnar: "We don't know when the door to the brain's plasticity closes."

Unfortunately, loving damaged children can be tough. One minute they are hostile, the next withdrawn. In class, they escape their feelings by daydreaming. When the teacher confronts them, they retreat even further. Then, says Perry, "the teacher touches the kid. When you touch them, that's incredibly threatening, and the child has a tantrum."

The growing understanding of what's going on in an abused and neglected child's brain has begun to yield new treatments. In addition to psychotherapy, Perry gives some of his young patients clonidine, a drug that helps check the fight-or-flight response. Clonidine, and other drugs that interfere with the release of cortisol, may decrease the chances a child will go on to develop PTSD. Perry also hands out devices that allow teachers and foster parents to monitor a child's heart rate from a distance, so they can refrain from making demands on him when he's frightened.

For every child who finds help at a clinic like Perry's, there are dozens who fall through the cracks. Only a fraction of the millions of children who are mistreated each year receive the kind of help that can reverse the underlying physiological changes they suffer. Ultimately, says McLean's Teicher, failing these kids may be shortsighted. They are less likely to live up to their economic potential, and more likely to wind up in prison, on drugs or in psychiatric units, he says. "The cost on society of having a child who has gone through abuse is enormous."

BY SHANNON BROWNLEE

Have a comment? Want to read what others have to say? Click here.

The Role of the Heart in Intelligence and Learning

"The neural information the heart sends to the brain can either facilitate or inhibit cortical function, affecting perception, emotional response, learning and decision making."

Source: Deborah Rozman, Symposium on the Brain, University of California, Berkeley, March 1998.

Common Stressors

Time Pressure -- never enough time, everything takes too long

Frustration, Anger and Hostility -- blaming others for lack of fulfillment

Unresolved Conflicts

Anxiety, Perfectionism, Guilt, Resentment -- and perception of lack of control

Internationally, depression has nearly doubled with each successive generation since the 1920's.

How Care Translates Into the School Environment

Caring is a spoken or unspoken part of every interaction that takes place in the classroom, lunchroom, hallway and playground. Caring translates into emotional security.

Children are emotionally attuned to be on the lookout for caring or lack thereof. They seek out and thrive in places where it's present.

All Children Need Support Systems

They need:

- good health care
- to be read to, and hear rich language outside school
- activities during all their waking hours, not just the traditional school day, that embellish intellectual growth
- someone to see them through their homework
- someone to teach them about study habits and diligence
- someone to ensure that their summers are fruitfully spent
- someone to model a love of learning

Source: Gene Maeroff, 3/18/98

Brain Research and Social and Emotional Learning

Robert Sylwester outlines six areas in which emotional and social learning must come together for the benefit of children and schools:

- ❒ Accepting and controlling our emotions
- ❒ Using metacognitive activities
- ❒ Using activities that promote social interaction
- ❒ Using activities that provide an emotional context
- ❒ Avoiding intense emotional stress in school
- ❒ Recognizing the relationship between emotions and health

He also points out that the multiple intelligences are socially based and interrelated: "It's difficult to think of linguistic, musical, and interpersonal intelligence out of the context of social and cooperative activity, and the other four forms of intelligence are likewise principally social in normal practice."

Source: Sylwester, 1995, pp. 75-77, 117

Excellence is Possible

"We have work to do, but not impossible work. It is a matter of focus. It is a matter of appropriate criteria. It is a matter of communication. It is a matter of collaboration. It's a matter of will."

Source: Asa Hilliard, Spring, 1997

Developing a "Take-Home" Plan

Reality suggests that despite the best intentions, one often becomes swept up with day to day reality and rarely finds time to put staff development ideas into practice. To increase the possibility that this does not happen to you, here's an opportunity to carve out a bit of planning time. In the space below, jot down a few notes to remind yourself of what you want to do when you return to the workplace.

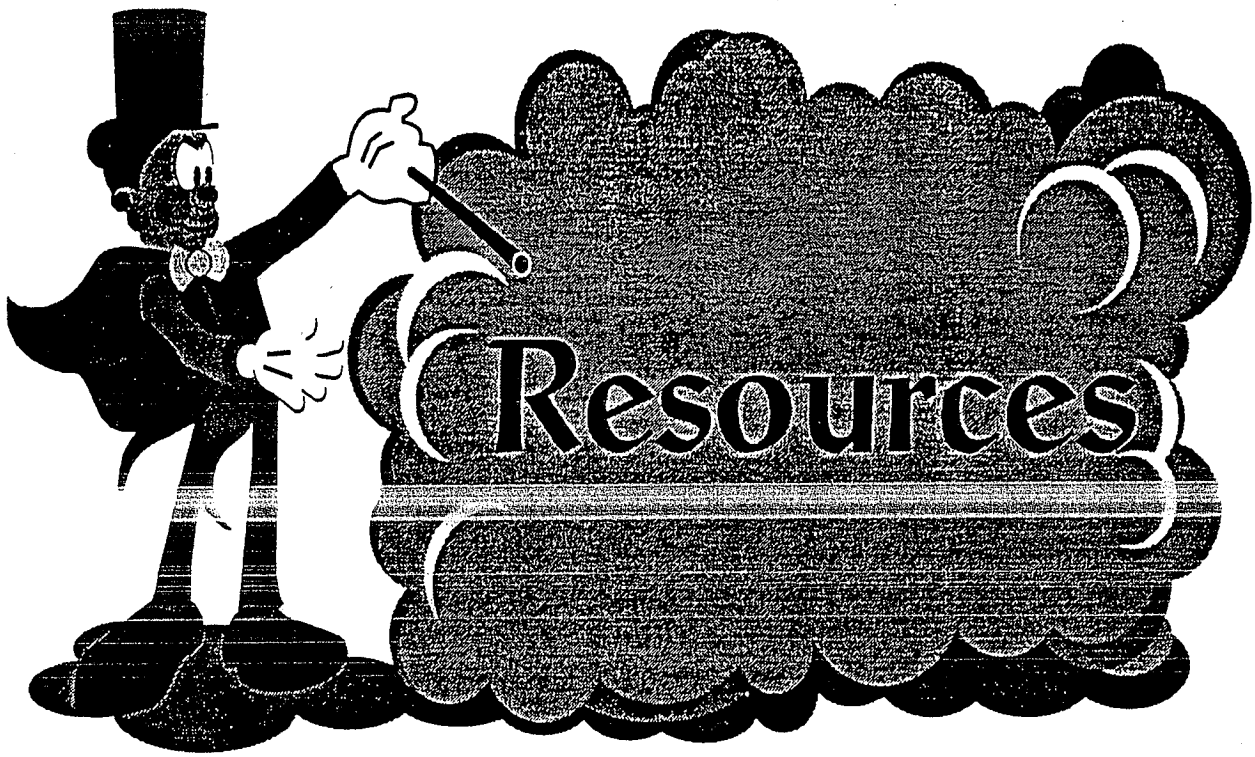
Dear Diary,

Please allow every teacher to realize what awesome power they hold in their hands, and that they are the doors through which whole new worlds of possibility can open for their students. That by understanding students, day to day, and not judging them or shutting out the many opportunities for their success, teachers can and often do, make all the difference.

Source: Redenbach, Sandi. Autobiography of a Dropout

"We must build organizations where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning together."

- Peter Senge

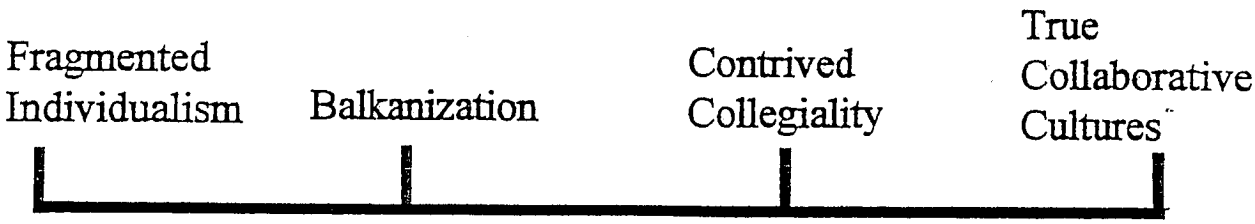

Resources

Five Critical Elements of Strong Professional Community

- reflective dialogue
- deprivatization of practice
- collective focus on student learning
- collaboration
- shared norms and values supporting a collective focus on student learning

Source: Sharon Kruse and Karen Seashore Louis in "Teacher Teaming – Opportunities and Dilemmas," Brief to Principals, Center on Organization and Restructuring of Schools, Spring 1995.

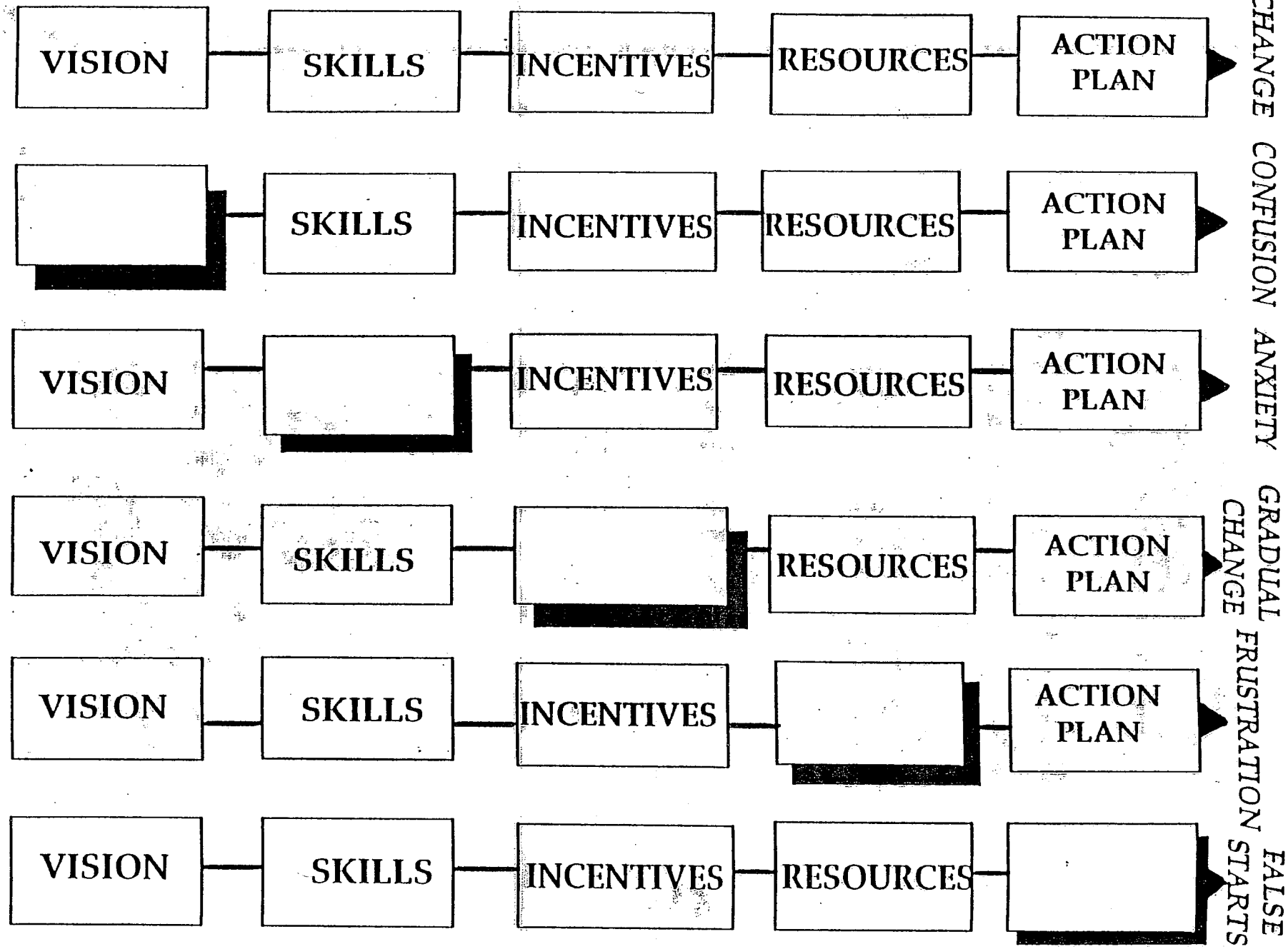
Relationships Among Colleagues



(Hargreaves and Dawe 1989)

Moving Toward Collaboration

Because the collaborative experience tends to be an uncommon one, the initial activities designed to foster the development of values and desires for collaborative work and, eventually, the creation of norms for collaborative practice need to be introduced, facilitated, and structured by someone or some group outside or within the organization. Expect resistance. Staff members do not always perceive the need for this type of experience. Collaboration may be a foreign activity. People may not see a purpose for collaboration and view it as an invasion of privacy. Furthermore, adults have a lot to lose – especially their professional image and self-esteem. It is important that a staff's initial experiences with collaboration do not require them to put their professional selves on the line. Rather, the experiences should be designed to be "low risk," that is, activities that do not require the participant to expose professional knowledge, skills or talent. Initially, these may be congenial activities, such as breakfasts, games, or potlucks; later, they should be more collegial in nature, such as planning a field trip or discussing curriculum. As individuals become more comfortable with one another, they will also be more willing to expose their professional selves. As they benefit from this type of collegial activity, they may come to value and seek additional opportunities for collaboration with colleagues. As individual values and beliefs within organizations begin to change, the organizations change. New traditions and collaborative practices will emerge as individual values that celebrate collective action develop."

(Robbins, P. and Alvy, H., The Principal's Companion, Corwin Press, 1995)

(Ambrose 1987)