Relational Leadership & Organisational Culture

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Introducing ...

Relationships
Relational leadership
Relational sensibilities
The purpose of education

- Relates to the fullest formation of each learner, in terms of their dispositions, character (resilience, adaptability), capabilities, understandings and skills that enables and engenders inter-dependence

- The purpose of education has a relational intent
- the educational process is inherently relational & experiential
- the participants are relational beings …
- The organisation is a relational entity, the relational culture being more than the sum of the parts

“If takes a village to raise a child,” the child is raised for the village.
1. We are always, already 'in' relationships

2. Relationships 'exist between' us

3. Relationships are always mattering

4. Being ‘in’ relationship is like being ‘in a play’ of relating
Re-constructing *Leadership* as a *relational* way-of-being …

**Relational leadership**

- lives ‘towards’ a deep moral commitment to critical, humane and connected inter-relationships,
- lives ‘out’ a way that authentically models and embodies care-full relationships (individually and organisationally)
- 'attunes' to the subtleties of the immediate, dynamic & relational context through refined relational sensibilities

(See Giles 2013)
Relationships  Relational Leadership

1. we are always, already 'in' relationships

2. relationships 'exist between' us

3. relationships are always mattering

4. being in' relationship is like 'being in a play of relating
<table>
<thead>
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<th>Relational Leadership</th>
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<td>4. being 'in' relationships is like 'being in a play of relating</td>
<td>Enact relational sensibilities Attunement, tact, nous, resoluteness, improvisation, moral judgment</td>
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Relational sensibilities are integral to Relational Leadership

Relational sensibilities (Giles 2008, 2010)

“… relational sensibilities; a knowledge which feels atmosphere, reads faces, and feels the mood of different situations”

(Giles, 2010)
Nous
Tact
Attunement
Improvisation
Resoluteness
Moral knowing
(pedagogical thoughtfulness)

What do relational experiences look like when they are present? absent?

Surviving an ideological onslaught: opportunity

- Ideological processing
- A re-thinking
- No more words … show me
- No easy fix … ‘being-together-in-the-world’ …
- No place for rampant individualism …
- Common-unity = community …
- Hold the course … hold the thread
- Local leadership … Opportunities
‘Our between’

When our ‘between’ matters to you, you show it
You seem to ignore the label of my role, seeing me as a person, a fellow being.
   As you do, I notice our ‘like-ness’, not our difference,
we are of the same kind, like-with beings together in the world.

When our ‘between’ doesn’t matter to you, you show it
I am held within a label to you, an ‘object’ in your way.
You make me separate from you, beings that must be broken relationally
   As such, I must hide for a safer day and safer travelers.

When our ‘between’ is indifferent to you, you show it
Who am I to you? Why will you not sustain your attention on me?
   I wonder at my place and the safety of our space,
for the time being, I must be attentive to messages beyond indifference.

(Giles, 2008, pp. 111, 113, 116)
Relational Learning:

https://vimeo.com/133005237
Connecting parents & caregivers to their children’s learning

From community capacity building to relational leadership development

20 August 2015
• Far North Region Cradle to Adulthood Service Stream & Crayons to Careers (State Crayons to Careers)

• Multitude of experts, research papers, peak parent bodies

• State & Federal frameworks and initiatives

• Local good practice
• Late 2011 connecting parents priority was born as an intent to redefine community engagement

• Mid 2012 concerted focus around capability development with P&C and PaCE and finding out what parents want
Q. Why is it important for your child to attend
Q. Do you have any suggestions or comments about school attendance?
• Met Dr George Otero through P&C relationship

• Identified opportunity to help FNQ align focus around community engagement needs:
  • Principal & school support to connect with community
  • Activating a wider parent voice and input

....
• First regional meeting purpose:

• Connecting parents & caregivers with their children’s learning: Working Better Together in 2013

• First conceptual model discussed
• Regional planning redefining community engagement for FNQ

• Research (*Creating Powerful Learning Relationships* Otero, Csoti, Rothstadt 2012)

• Defining underpinning principles

• Investigating core practices

• Rigorous dialogue to define best fit dimensions & elements for FNQ

• Concept of Better Together Parent Principal Conference 2013 initially devised
**Priorities:**

In all schools in FNQ in 2013 school improvement planning and work will focus on:

### Improving teaching:
- Explicit teaching practices in all classrooms
- The teaching of reading, writing and numeracy
- Teachers refining and embedding the C2C curriculum and foundational learning programs
- Leaders coaching and supervising teachers

### Refining and embedding data based decision making:
- Using data to set school benchmarks, targets and short term individual student goals
- Measuring and monitoring school and student improvement

### Implementing SLT models and tools at all leadership levels:
- **Systems:**
  - P & A Systems: SRD, AAP, WPR, ISR
  - Attendance System (Sem. 1)
  - Explicit Teaching System (Sem. 2)
  - Behaviour System (Sem. 2)
  - Task Assignment tool

### Connecting parents and caregivers with their children’s learning
- Practices reflect that parents & caregivers are central to their children’s learning
- Two-way communication strategies are used to seek and share information
- Practices are inclusive and acknowledge diverse cultural contexts and identities
- Expectations for maximising student learning and wellbeing are shared
Connecting parents and caregivers with their children’s learning

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2013: Better Together

15 May 2013

- Meeting with RD, clarify expectations, provide guidance, and notify key stakeholders of the work ahead. Inquire about schools and their commitments.

- Community drivers defined

- Relational ambassadors role/purpose discussed

30 May 2013

- P&C State Wide Conference (Cairns)

May & April 2013

- Intensive cluster delivery, regional feedback, parent engagement

- Intent to define elements of focus areas

17 June 2013

- Parent & community engagement workshop (Townsville)
“The purpose of a school is to help a family educate a child.”

Dr Don Edgar
<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>ENGAGEMENT</th>
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<tbody>
<tr>
<td>Linking</td>
<td>Appointment</td>
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<tr>
<td>Joining</td>
<td>Meeting</td>
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<tr>
<td>Involving</td>
<td>Visit</td>
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<tr>
<td>Concerning</td>
<td>Date</td>
</tr>
<tr>
<td>Relating</td>
<td>Commitment</td>
</tr>
<tr>
<td>Attaching</td>
<td>Employment</td>
</tr>
<tr>
<td>Tying</td>
<td>Position</td>
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<tr>
<td>Uniting</td>
<td>Battle/fight</td>
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<tr>
<td>Bonding</td>
<td>Encounter</td>
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<tr>
<td>Association</td>
<td>Conflict</td>
</tr>
<tr>
<td>Relationship</td>
<td>Action</td>
</tr>
<tr>
<td>Reflecting on current connections</td>
<td>School</td>
</tr>
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<td>----------------------------------</td>
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<td><strong>Consider what could be the focus of your connections</strong></td>
<td>What can our school AND our parents DO TOGETHER to enhance connections to learning?</td>
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<tr>
<td>Parents and caregivers are central to learning</td>
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<tr>
<td>How are our parents central to their children’s learning?</td>
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<tr>
<td>What do they know of their children’s learning?</td>
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<tr>
<td>Two-way communication (in &amp; out of the school)</td>
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<td>How does our school communicate out? Is it effective?</td>
<td></td>
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<tr>
<td>How do our parents communicate in? What do they want to know?</td>
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<tr>
<td>Inclusive practices that acknowledge diversity</td>
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<tr>
<td>What does my school environment look/feel/sound like?</td>
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<td>Who is our community? Does our school reflect its community?</td>
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<tr>
<td>Sharing expectations for student learning</td>
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<tr>
<td>Do our parents know what our student learning expectations are?</td>
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<tr>
<td>What are their expectations of our school and students?</td>
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Focus 1
*Parents are central to learning
- Mutual understanding of each others roles and priorities
- School leadership is visible and available
- Parents participate in developing student goals and learning pathways
- Parents values & opinions are sought formally & informally

Focus 2
Two-way communication
- Use a variety of regular two-communication methods
- Regular consultation with parents to identify strengths, concerns or needs
- Maximise parent accessibility to teachers and leaders
- Strategies for students' needs and priorities are shared & discussed

Focus 3
Inclusive practices
- Respect and value diversity within the school community
- Seek and build on parents knowledge of their children
- Ensure school environments are welcoming
- Learning is personalised to meet the diverse needs of learners
- Regular and respectful communication of student learning

Focus 4
Shared expectations
- Seek and share school & home learning expectations
- Optimise space and/or time for exchange of knowledge, skills & understandings
- Work together to create positive attitudes to learning
- Plan for and communicate needs and roles at key learning transition points
The key to understanding and practicing leadership in the 21st Century is in negotiating human systems as well as organizational systems.

RELATIONAL LEADERSHIP: Dr George Otero, 2011
• 120 participants from across the region

• Conference focussed on supporting understanding and development of school partnerships

• Principal + 2 parents participating
• Focus on supporting remote principals and their communities

• Initial focus around network & capacity of community to participate

• P&C support with governance

• MAINTAIN INCREASE EXPLORE model
February 2015 urban school focus providing support to develop an outward looking school

May 2015 consolidating partnership focus and remote school principal/community connections

- Qualities of a relational leader
- Sharing community engagement practices
Culture of Change

Local Context

Relational Leadership

Outcome

Current Political / Philosophical / Ideological Imperatives

Constantly changing Cultural / Linguistic / Demographic / Socio-economic considerations

Leadership through consulting, innovation and creativity

Educational and Life Outcomes
Future work aligning to State Schools Strategy and regional focus.