Synergy of silos, a case study of success:
University and School develop new ground

Dr Jenny Robinson, LEBA Adjunct, CDU
Overview

• Assumptions
• Theoretical Framework
• Understanding of supports mobilised to reduce silo barriers—trusting relationships
• Project
• Achievements
Assumptions
Theoretical Framework

1. **Personal Mastery**
   - Vision
   - Focus Energy
   - See Reality Otherwise

2. **Mental Models**
   - Self Reflection
   - "Learningful" Conversations

3. **Building a Shared Vision**
   - Empowering the Future
   - Commitment Entrepreneurism
   - Compliance 90%

4. **Team Learning**
   - Alignment
   - Empowerment
   - Management
   - Dialogue
   - Discussion

5. **Systems Thinking**

The Fifth Discipline
Peter Senge
Breaking down silo thinking...
Continuous learning, improvement & innovation

(PETER SENGE, 1992)
Trust: the glue to connectivity

“Trust matters because it hits schools in their bottom line; it makes a difference in student achievement...Trust pays dividends in helping schools succeed at fulfilling their mission to be productive, professional learning communities”

—Tschannen-Moran (2004 p. 188)
Examining trust

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Reliability

“It’s almost a consistency thing. You trust a person will not misuse your money if it’s a banker. You trust a person to tell you the truth if it’s something else. You trust the person to do the job or you trust a person—it’s often an expectation and that they will deliver in some way whether in behaviour or in attitude or keeping a confidence or whatever it might be.” (Darcy).
What aspect of relationships have contributed to your success?

“I firmly believe that building those relationships, which of course trust is pivotal to, are, in my role I think it’s a bigger part than the actual teaching. Because once you’ve got that trust there the teaching just flows.” (Pamela).
Trust is:

- **Situated**
  - In time, place, person and based on their conception of the person’s trust credibility.

- **Culture**
  - Enabled by culture—values driven

- **Leadership**
  - Create enabling opportunities to develop relationships & collective language

- **Role reliability**
  - Role rights and obligations are interconnected and creates confidence.
Low risk interaction essential

- Engaging in small social, successful activities resulting in positive interactions
- Promoting small group interactions to ease vulnerabilities
- Using daily social interaction to ease vulnerabilities
- Modelling positive appropriate behaviour
- Planning special events

—Kochanek, JR 2005
Fostering High-Risk Exchanges

• Implement formal structures: lesson observations and program sharing

• Using the development of a special mission to promote high-risk interactions – stretch competence and integrity

• Shifting control from formal leaders to class teachers (building capacity)
How do we set the stage for high trust interaction?

- Communicating the vision of doing what is best for children
- Reshaping our teams to create a cohesive, competent team, action teams
- Fostering low risk exchanges – put others at ease
- Remove barriers to trust
- Creating opportunities for high risk exchanges – competence & integrity (lesson observation feedback)

—Kochanek 2005
Build trust with teachers

- Confirm leadership approaches that trust between Principals and Teachers such as *Go to the Source—Staff Agreement*
  
  *Take the problem to the source.*
  
  *Take a trusted colleague if we are unable to take the problem to the source alone.*
  
  *Seek help from elsewhere in the school, together if the issue is not resolved.*

- High and low trust exchanges
- Set the environment up for professional interaction
- Create opportunities to grow trust with students and parents
Normalising trusting behaviours

MORE 😊 Seven Caring Habits
• Supporting & Encouraging, Listening, Accepting, Trusting, Respecting, Negotiating Differences

LESS 😞 Non-caring Habits
• Criticising, Blaming, Complaining, Nagging, Threatening, Punishing, Bribing or Rewarding to Control

—Glasser, W 1998
United through trust

Personal Mastery
Situated:
in time, place, person and based on their conception of the person’s trust credibility

Mental Models
Culture:
enabled by culture—values driven

Shared Vision
Leadership:
create enabling opportunities to develop relationships & collective language

Team Learning
Role reliability:
role rights and obligations are interconnected and creates confidence

Systems Thinking
Think outside the box, try new ways, connect with others.
Alliance of three

- Dr Marilyn Kell, Research Fellow, Northern Institute CDU
- Jenny Buckworth, Director Professional Experience, School of Education, CDU
- Dr Jenny Robinson, former School Principal
Synergy: Interprofessional collaboration

1. Scan the internal and external environment to see what is available.
2. Find a willing colleague.
3. Identify a shared vision and tap into individual strengths.
4. Enhance core competencies for collaboration.
5. Plan carefully.
6. Engage stakeholders in planning and evaluation.
7. Get administrative support.
8. Seek funding and share resources.
9. Share what you are doing.
10. Follow up, evaluate, improve.
Talking like a Teacher (TLT)

- CDU – online provider (>69%)
- School of Education
- International student cohort – On campus
- Increased Enrolment – 30% over 3 years
- 2012 – Significant rejection in PE
- Poor English
- Culture of schooling in Australia
IPST Perspectives

1. Shock
2. Dress
3. Behaviours
4. Beliefs
5. Values
6. Loss of Confidence
7. School Knowledge
8. Local Knowledge
9. Unwelcome

Strengths/Benefits

1. Catalyst for ‘horizontal capacity building’ (OECD, 2012)
   Reframing relationships, values and practices


Jenny Buckworth
1. **Assist IPSTs to acculturate** to the Australian (Darwin) school environment prior to placement

2. **Familiarise** IPSTs with school culture and “norms for how to talk in the community of practice”

3. **Help schools** understand challenges faced by IPSTs and help them develop useful and mediating strategies.
• Invitations – IPSTs, school principals

• Set up tutorial room as staffroom with relaxed seating and refreshments.

• Seven TLT sessions over twelve weeks.
  • Four sessions - weekly
    Scheduled prior to commencement of the PE.
  • Three sessions fortnightly during PE.
1. Removed novice/expert dichotomy associated with classrooms

2. All participants were treated equally

3. All activities were group activities

Focus on staffroom environment.
The atmosphere was crackling and alive.
There were many laughs as teachers recounted situations that confronted them as beginning teachers.

Jenny Buckworth
Data collection, analysis & results

1. Acculturating
2. Collegial
3. Open
4. Preparatory
5. Positive
6. Professional

Jenny Buckworth
The study found that TLT better prepares IPSTs for their first PE. It:

• reduces risk

• Improves capacity to be inclusive, productive teachers

• inherently values individual voices

• builds trust

• encourages IPSTs to talk with teachers, like teachers, about teaching.
Outcomes

Presentations

Publications

In Press
References