

Distributing Trust

through the reciprocal capacity to build a healthy, high-performance culture.



DISTRIBUTING TRUST: There is no link between a traditional mindset and sustainable progress. Underlying an education culture of transient plans, programs, and administrators must be a commensurate focus on maximizing solved problems concerning levels of faculty-staff-leader enthusiasm, family involvement, student well-being, and community support. Absent such a fire of related transparency and creativity, the decades-old gap will remain between the US and the world's leaders in student achievement and equity. Does your system have a record of continuous improvement?

We can support you to, collectively:

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| <p>1) Determine your long-term purpose,</p> <p>The short statement should inspire, and sustain your commitment to each other and those you serve. - Why did you join the profession... What is a natural expression of who you are and what you stand for?</p> | <p>2) define the reciprocal culture,</p> <p>It is a 1-2 day discussion resulting in a "blueprint" that everyone can unite behind. - Based on your Purpose, what is the right way to be there for your students, families, community, and each other?</p> | <p>3) build the environment, and</p> <p>This is the transformative work of integrating your desired ethos into existing forms of communication, hiring, accountability, collaboration, appreciation, and role-specific practices.</p> | <p>4) maintain the cohesion.</p> <p>The discipline is the long-term path of keeping score regarding organizational integrity. - To what extent are relationships anchored in your ethical intelligence, and, in return, impacting cohesion?</p> |
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Structural cohesion: Are you and your team ready?

- Do you have the organizational capacity to make building and afterward, maintaining "the fire" a high priority?
- Are you ready to help champion the process and engage others in all roles in the same? For example, following the inclusive work of defining the culture, are you willing to use the resulting ethical intelligence to guide your behavior?
- Next, is the current vision shared? Does it inspire, unite, and in the end, drive a shared commitment to students, families, the community, and to each other? [For instance, are the mistakes people make treated as learning opportunities? Do people challenge each other's thinking to help each other improve? Do people reveal to others, areas in which they might be struggling? Do leaders acknowledge what they may have contributed to problems? (Kegan, et al., 2016)]
- Finally, are you also willing to regularly and transparently monitor stakeholder levels of trust that underlie student achievement for the sake of true participation, related wins, and sustainable progress?

To explore the work further, review the journal article linked to the website below. Assuming resonance, discuss piloting the process as a department, office, team, school, etc. For available support including fundraising assistance, contact us.

About Capacity builder LSF was begun with start-up support from UNC-Chapel Hill, Duke University, and Covey-endorsed People Ink (Anna Rhoades, 1999). Our mission is to enable PK-12 schools, systems, and colleges/state departments of education to distribute trust and related long-term continuous improvement. The associated framework has consistently shown the capacity to deliver accordingly. To learn more about how you can pass it on, please go to www.leadingschoolsforward.org.