




The Trust Revolution in Schools

Jeanie Davies



Davies 2020 (Routledge)

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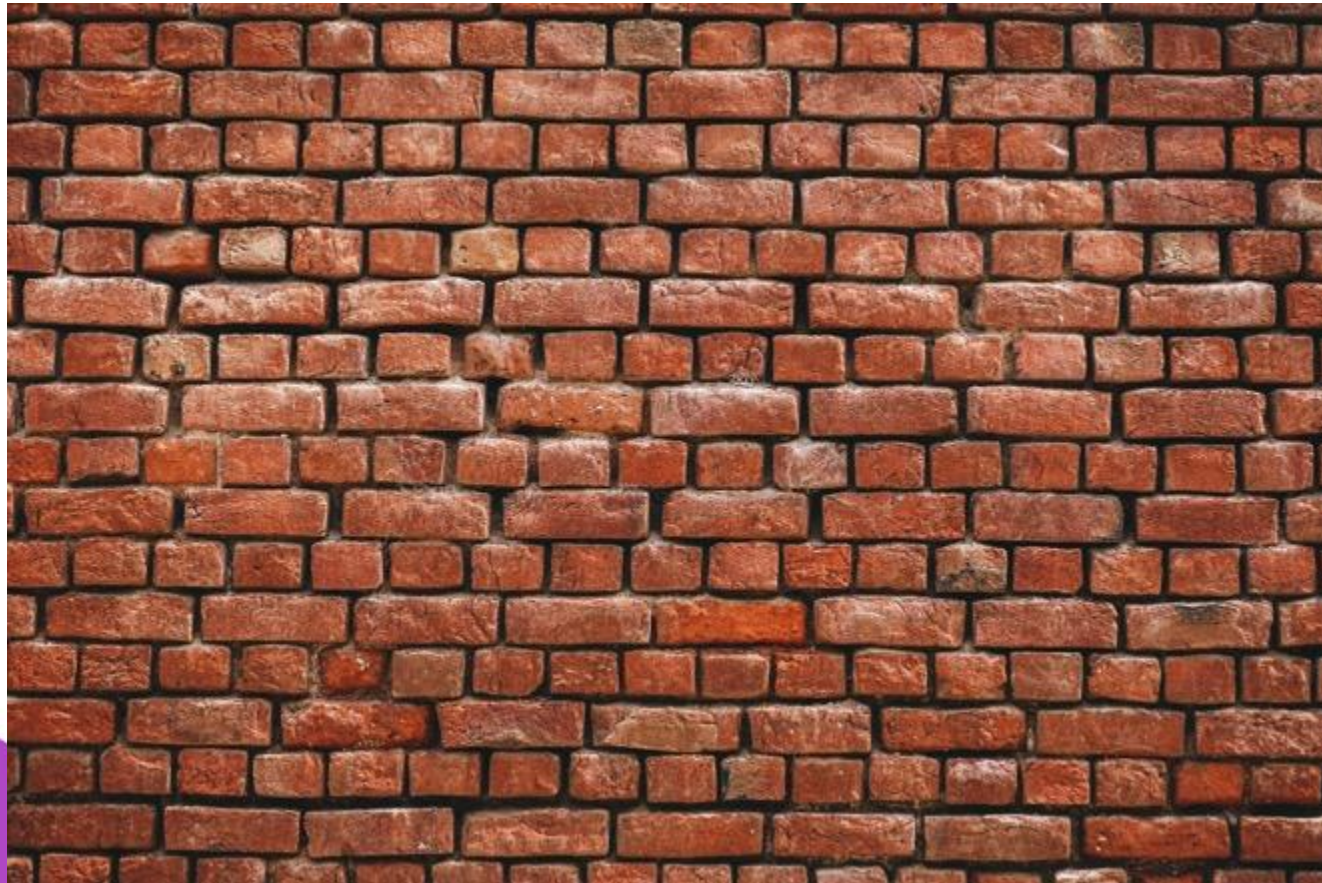


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Coaching leaks.....



Due to hitting the wall of a school's culture



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How to Create a High Performance
and Collaborative Culture

A David Fulton Book

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Teachers are some of the kindest, most altruistic and smartest people on the planet yet they can create some of the most claustrophobic and toxic cultures within which to work. Not with the children, but with one another. Why is this? How is this? And what are the impacts?

How do we resolve this?

Fear versus Trust – The need for a revolution

- Increase of 31% in six years of teachers leaving the profession
- In 2017, for the first time since records began the number of teachers leaving the profession was higher than the number entering.
- 20% of NQTs leave the UK state sector within two years



Workload, government pressures and ideology are often cited as reasons for teachers' underperformance and leaving the profession. These are ubiquitous pressures across the school system, yet some schools thrive and retain staff whilst others do not.



Government

Funding

Accountability

Society

Government

Funding

Accountability

Society

The outcomes of the cage

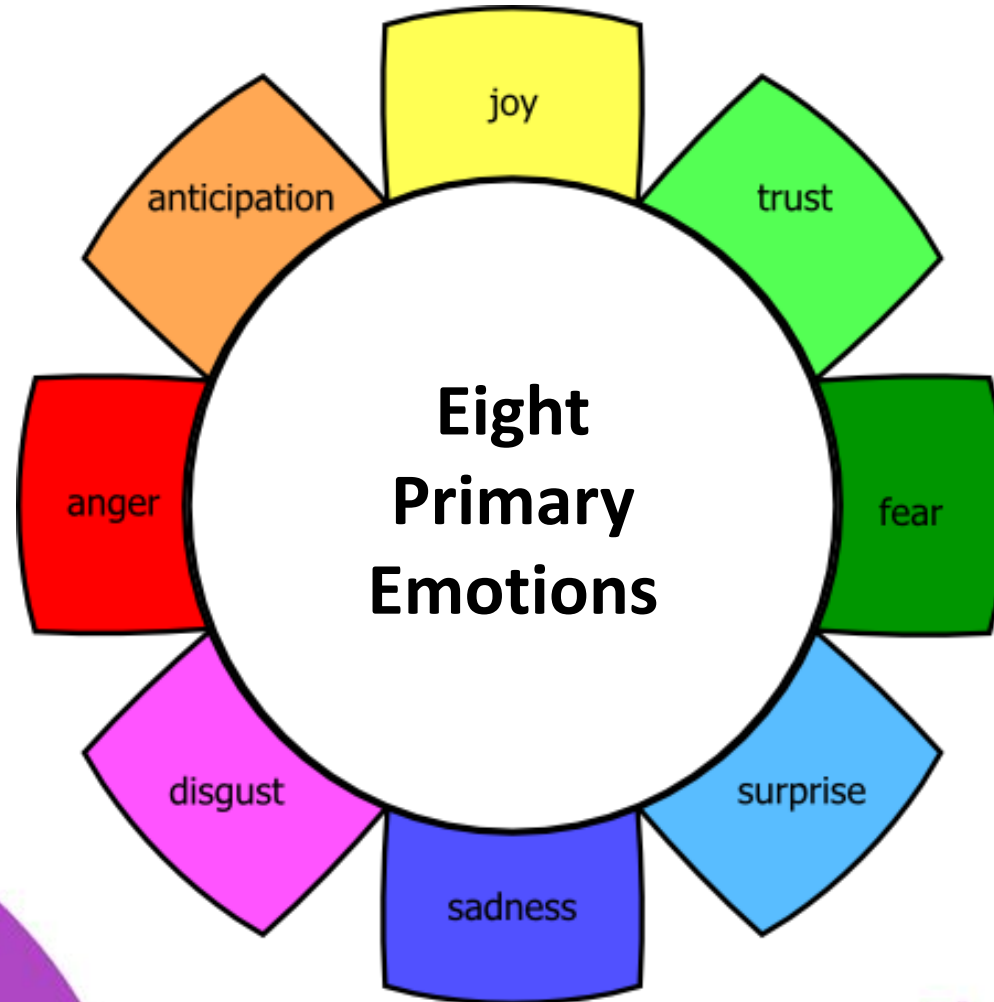
The outcome of this cage? Workload generated by a frenetic need to do and change in a reaction to the idea that if the pressure and stress comes from 'out there' then the solution must be found externally too. When on red alert from danger, being chased by an attacker, for example, we frantically look around for the next alleyway to duck through, the next implement to use as a weapon, the next person to bolster our gang. And that's how we behave in schools; looking for the next course, the next piece of software, the next concept to solve our issues.

Lean into Trust

The idea that the answer is 'out there' is a fallacy; it isn't. The answers are in your school – you just need to access them by looking internally, connecting dots and enabling people to join one other.

In short, how we react to our cage is generating fear-based cultures in schools, triggering us individually and as a tribe. This is what lies at the root of the predicament we currently face in the education system, and I invite you to join me in the watershed revolution to turn away from fear and instead lean into trust.

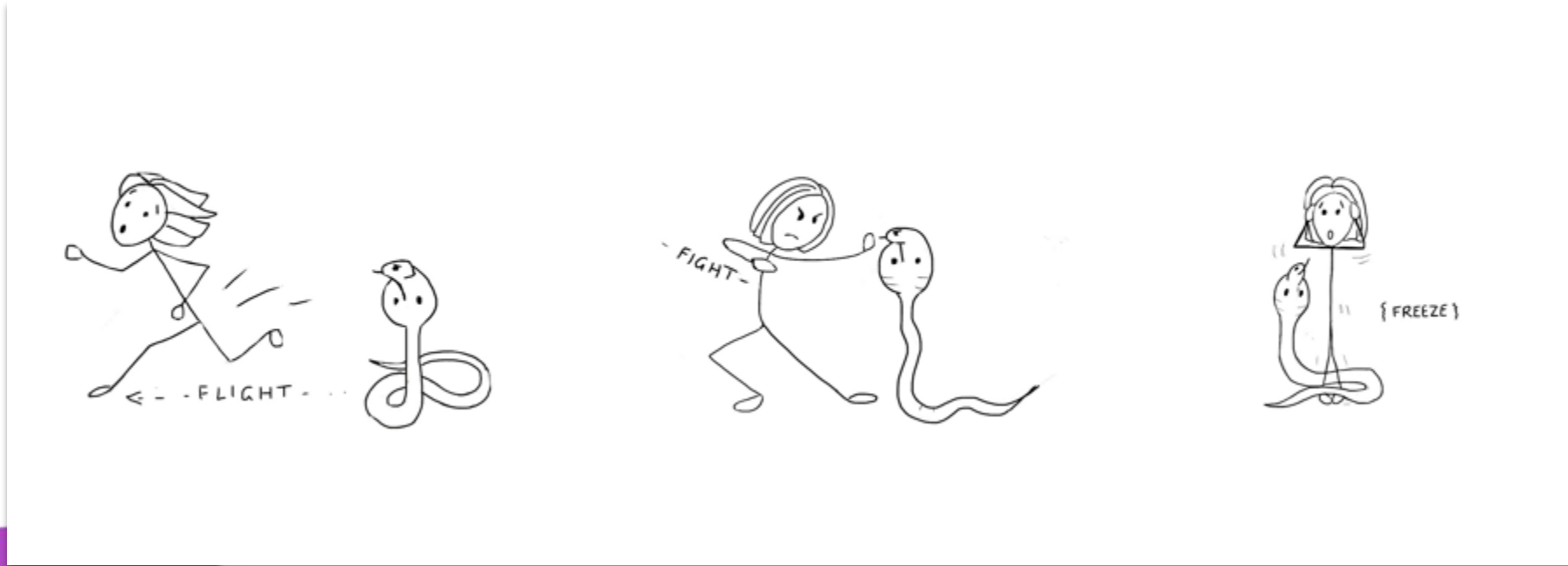
We are evolved for this



As social creatures the attachment emotions are pivotal to our wellbeing

These basic emotions do not have boundaries according to context. They are triggered in personal and professional contexts, something which is overlooked in many organisational settings. To speak of love and fear in many 'professional settings' would seem ludicrous, yet it is the foundation of all human interaction. Without understanding and harnessing the emotional interplay in an organisation it is easy to see why many workplaces are unsuccessful or create stressful cultures

Fight, Flight or Freeze



Fight, Flight or Freeze

- Flight – Calling in sick
- Freeze – Doing a task even if we don't agree with it or understand it
- Fight – Calling someone out in briefing

Success comes directly from social capital

If you concentrate your efforts on increasing individual talent, you will have a devil of a job producing greater social capital. There is just no mechanism or motivation to bring all that talent together.

The reverse is not true. High social capital does generate human capital.

Individuals get confidence, learning & feedback from having the right kind of interactions and relationships around them.

Fullan & Hargreaves 2012

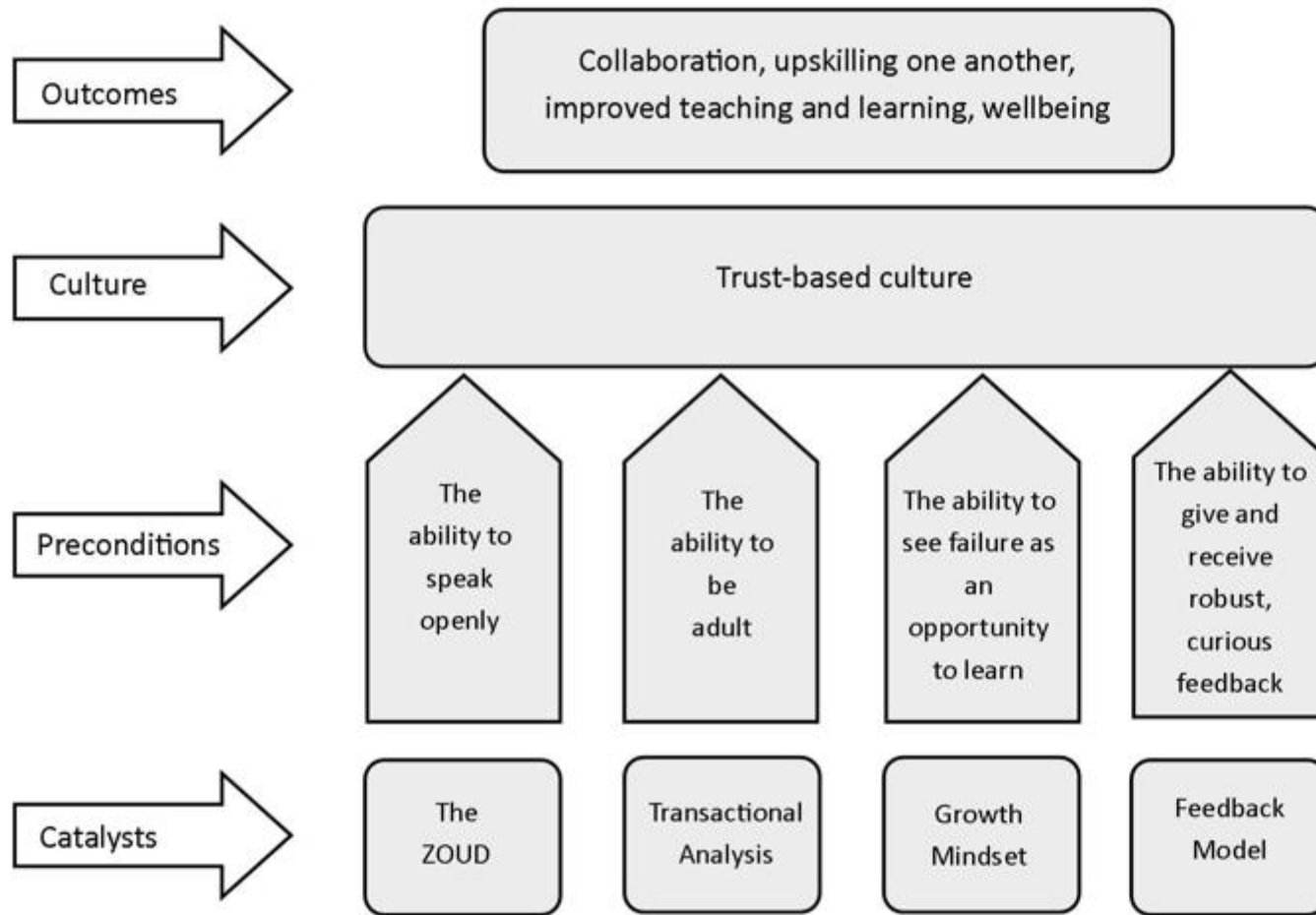
Success comes directly from social capital

Think about it

- Teachers don't generally go home grinding teeth about the children – it tends to be about the other adults in a school
- CPD in schools is usually exclusively about generating individual human capital – skills for the individual

Trust and fear in your school

- Where are you on a scale of 1:10?
- 10 being I feel 100% trust between myself, colleagues and leadership in my school
- 1 being I feel fearful in my school



The Trust Revolution Model (Davies, 2020)

Trust based cultures– what are the benefits?

I no longer have a queue of people at my door wanting me to solve all their issues

There is less talking behind peoples back, instead people feel more able to bring up issues and challenges without feeling humiliated or fearful of repercussions

My classroom practice has come on leaps and bounds because of increased feedback from the TAs I work with, and greater collaboration within the department

I realised I spent a lot of time expecting management to sort issues out for me, I am more proactive now and feel more able to take risks

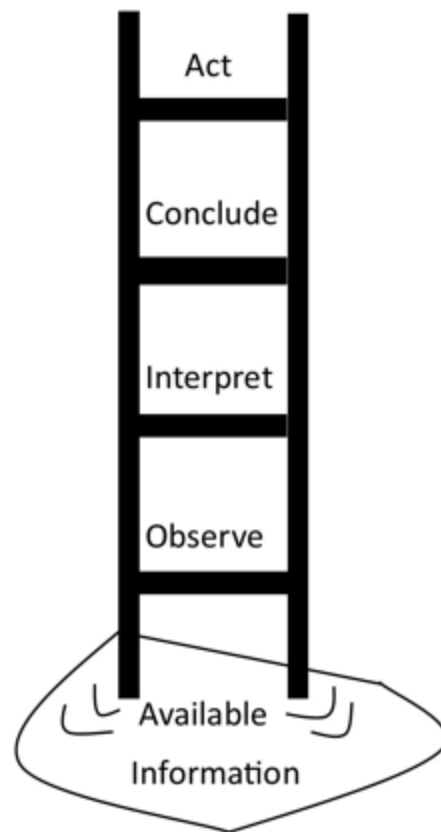
I used to go home grinding my teeth about other staff members. Now I feel better able to feedback now and talk through these issues

I'm really trying to work on my mindset so I am less defensive when discussing areas I can improve

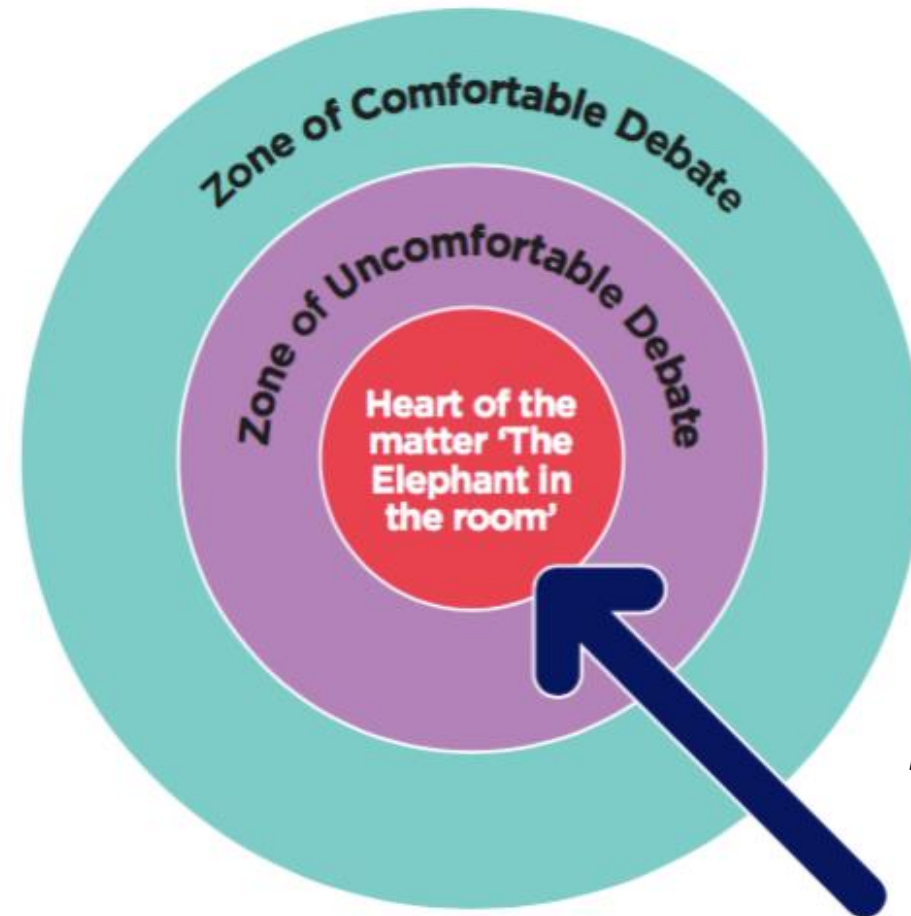
Precondition 1 - The ability to speak openly



The ability to speak openly



Catalyst 1 - The ZOUD



Professor Cliff Bowman, 1995

Examples of where the ZOUD was not used

- Jimmy Saville
- Tenerife 1977 Air Crash
- The 2008 Financial Crash
 - The truth is like poetry – and most people f***ing hate poetry

The Big Short

Why do some cultures avoid the ZOUD?

- Hierarchy
- Ego
- 'Protecting' others
- Historical Issues
- Too much hassle
- Group Think – that's not what we do around here
- A Parent – Child Culture – I tell, you do.

How strong is the ZOUD in your school?

- Do people feel free to speak openly?
- Do people weaponize open speech?



Precondition 2 - The ability to be adult



Catalyst 2 – Transactional Analysis



Eric Berne, 1964

The Parent - Child trap

A Parent - Child Culture does not allow for agency. If you protect and chastise your colleagues as a parent would a child you rob them of the accountability of being an adult. You make them children.



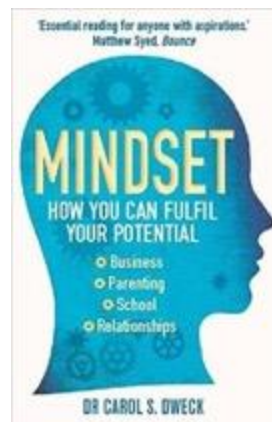
Precondition 3 - The ability to see failure as an opportunity to learn



Catalyst 3 – Growth Mindset

Growth Mindset Underpins Trust in Schools

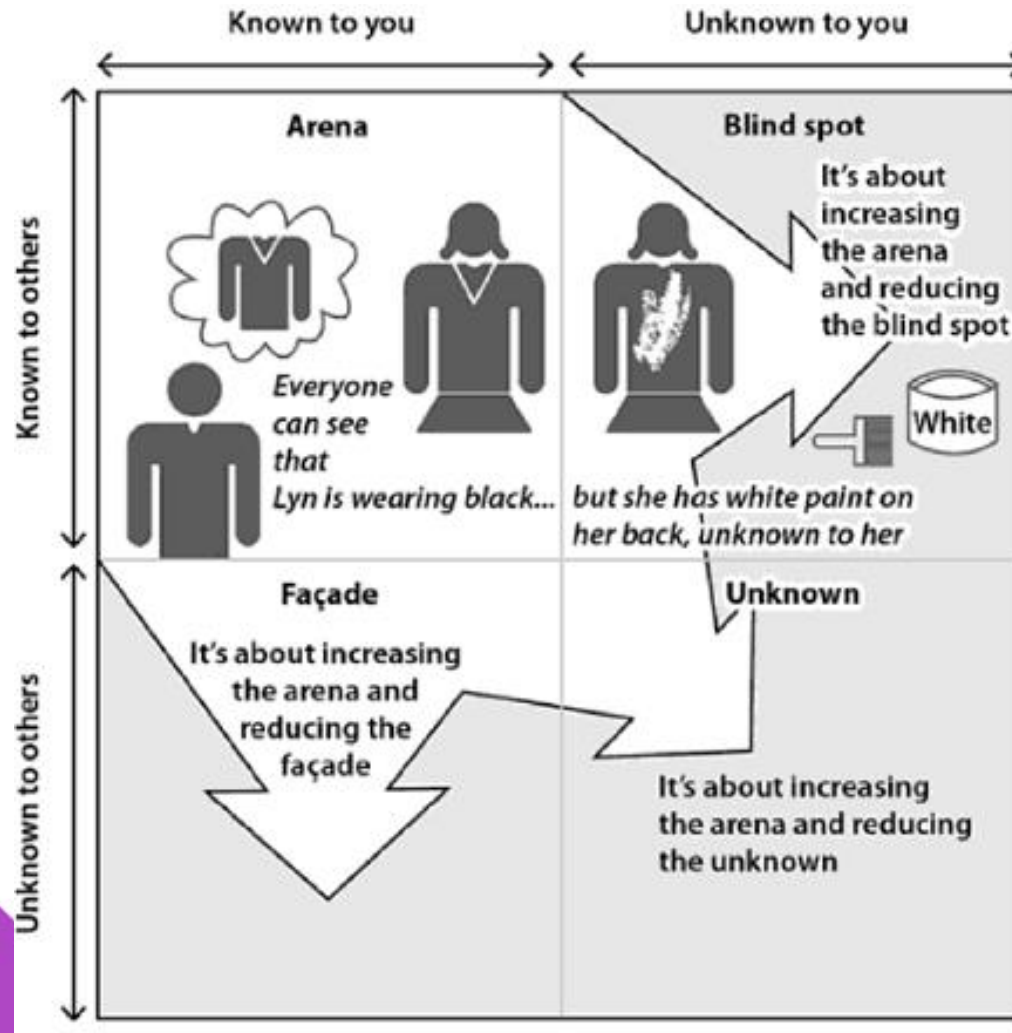
Mindset is the attitude needed to enable growth and change – it is fundamental - if you do not believe growth and change are possible they never will be



Pre-condition 4 - The ability to give and receive robust curious feedback



Johari Window & The Corruption of Care



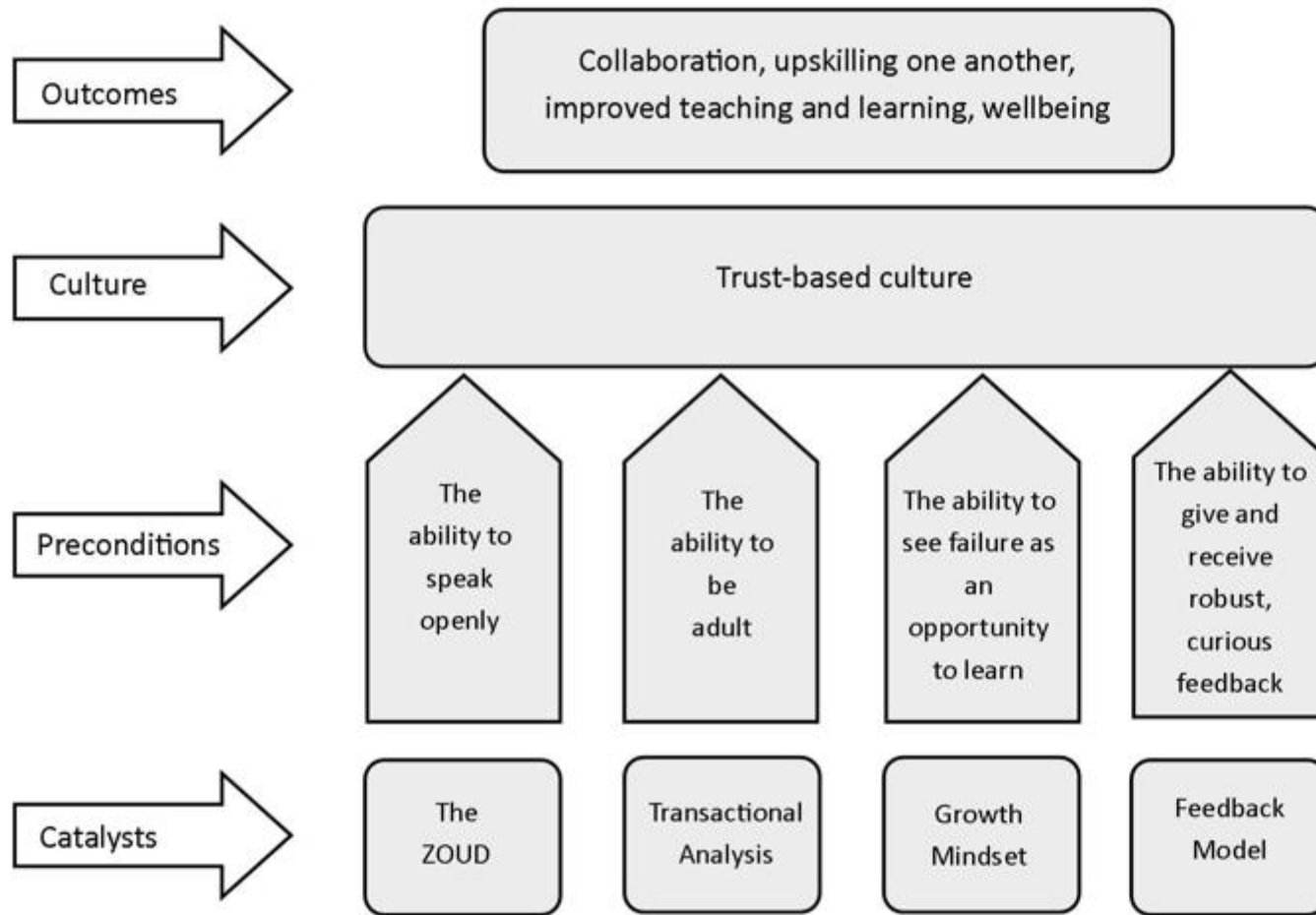
Luft & Ingham, 1955

Catalyst 4 – The Feedback Model


The Feedback Model

Stage 1	Contracting: I'd like to give you some feedback
Stage 2	Context and behaviour: Describe the situation
Stage 3	Impact and feelings: The demonstrable impact or domino effect and how you felt
Stage 4	Curiosity: I wondered what the reasons are for this happening?


(Davies, 2018)



The Trust Revolution Model (Davies, 2020)



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