

MBI High School Forum

Student Engagement for Effective Learning within High School Systems: The Role of Staff Voice

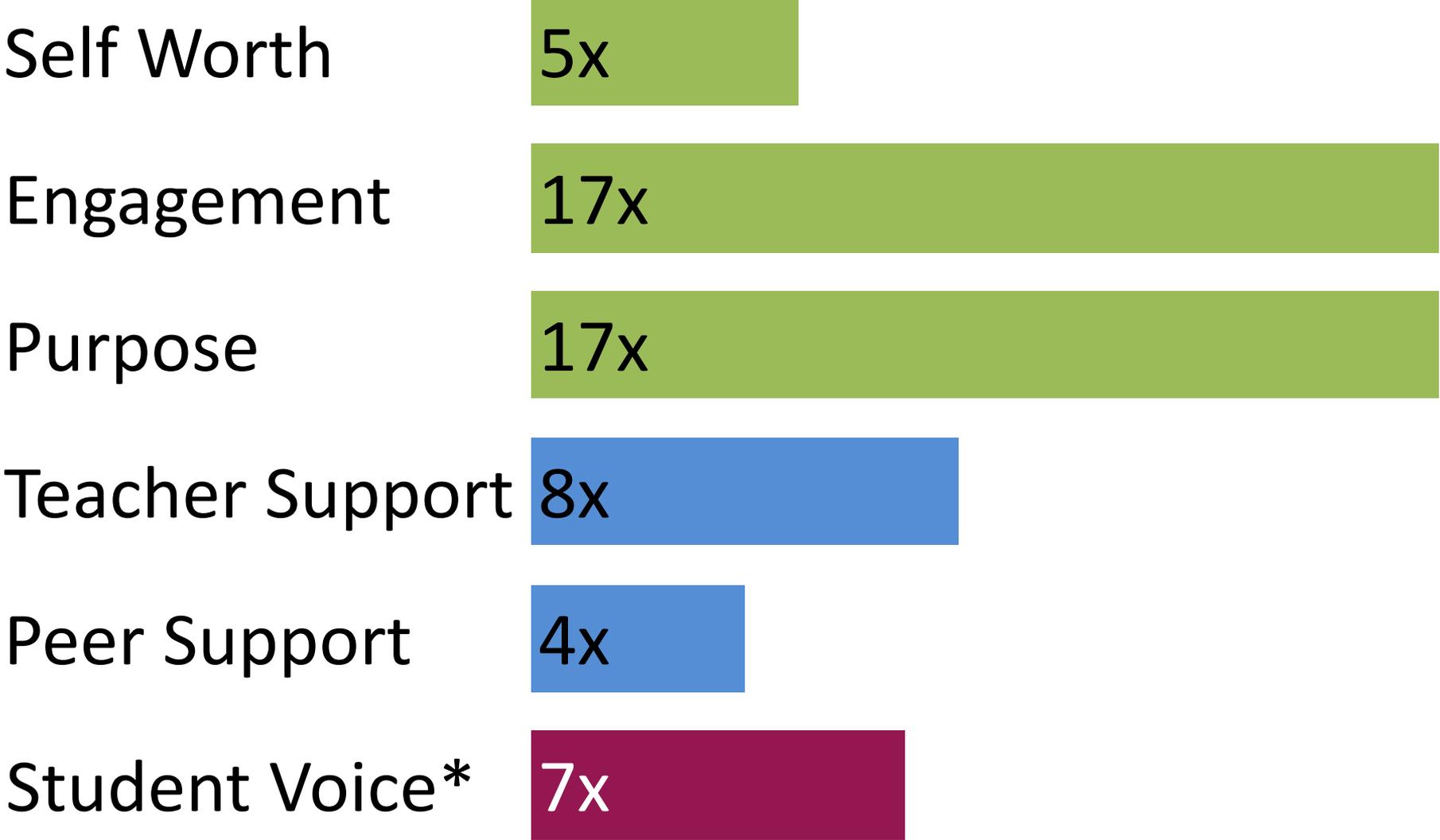


Michael J. Corso, Ph.D.
Chief Academic Officer

Impacting Academic Motivation-Montana

Self Worth

5x



Engagement

17x

Purpose

17x

Teacher Support

8x

Peer Support

4x

Student Voice*

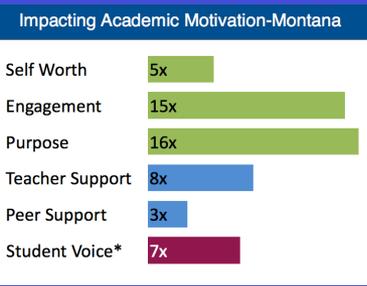
7x

EVENT

My Voice

iKnow My Class

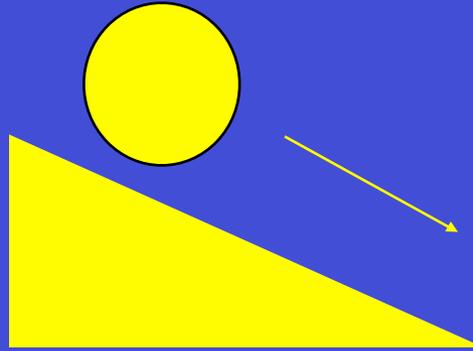
Focus Groups



PATTERNS OF BEHAVIOR

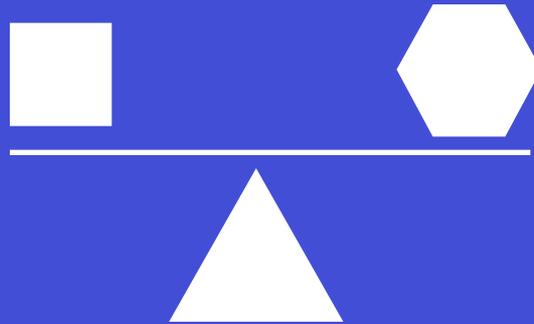
SYSTEMS
STRUCTURES



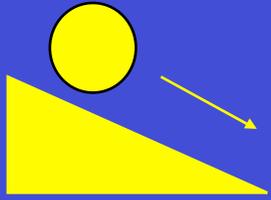


REINFORCING

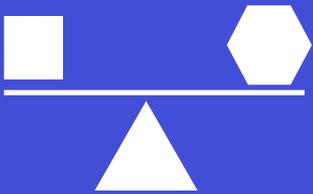
DELAY



BALANCING



REINFORCING



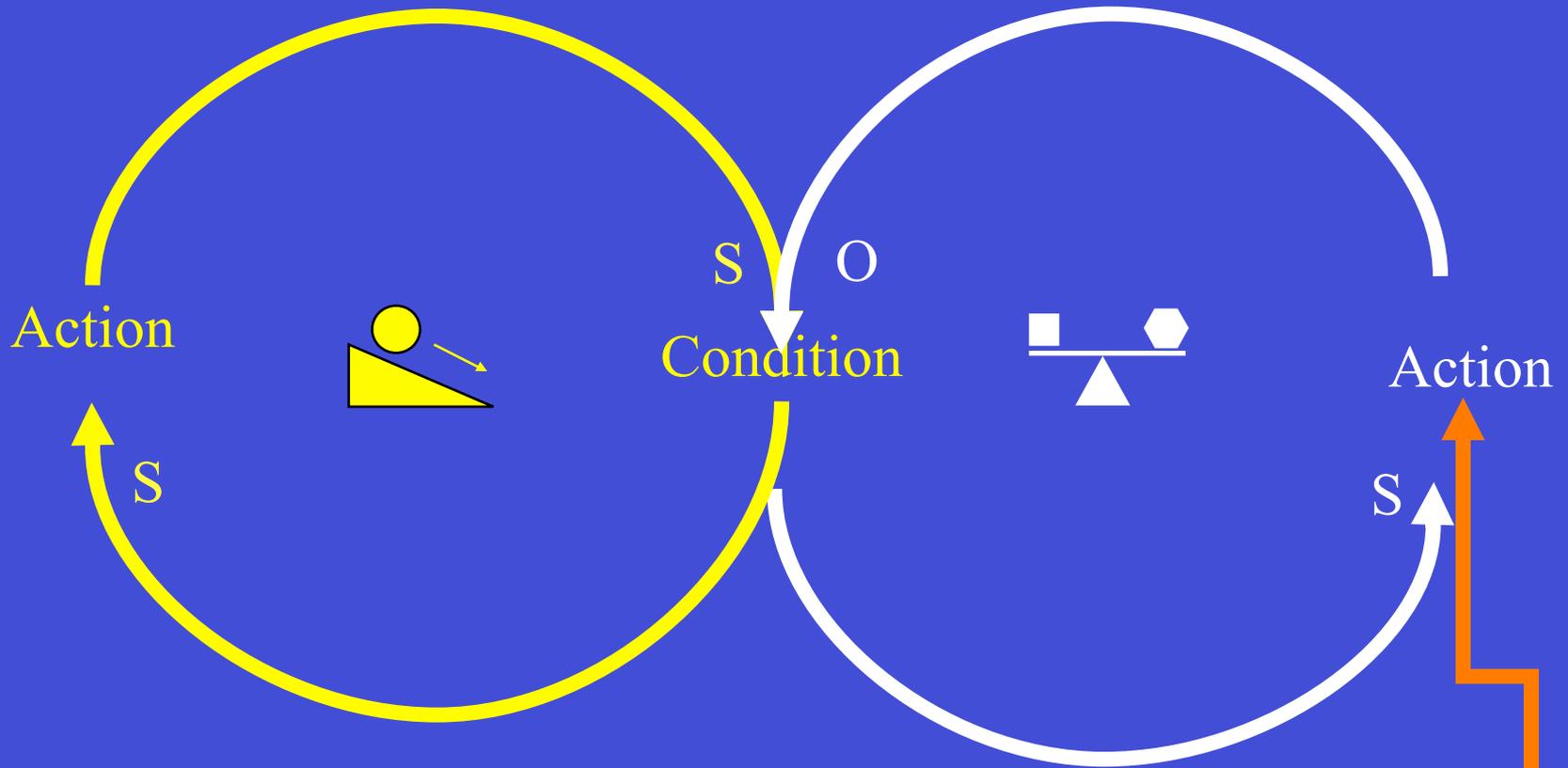
BALANCING

DELAY

Identify one of these systems elements in your own experience. Your example can be school related or not.

Systems Archetypes

LIMITS TO GROWTH

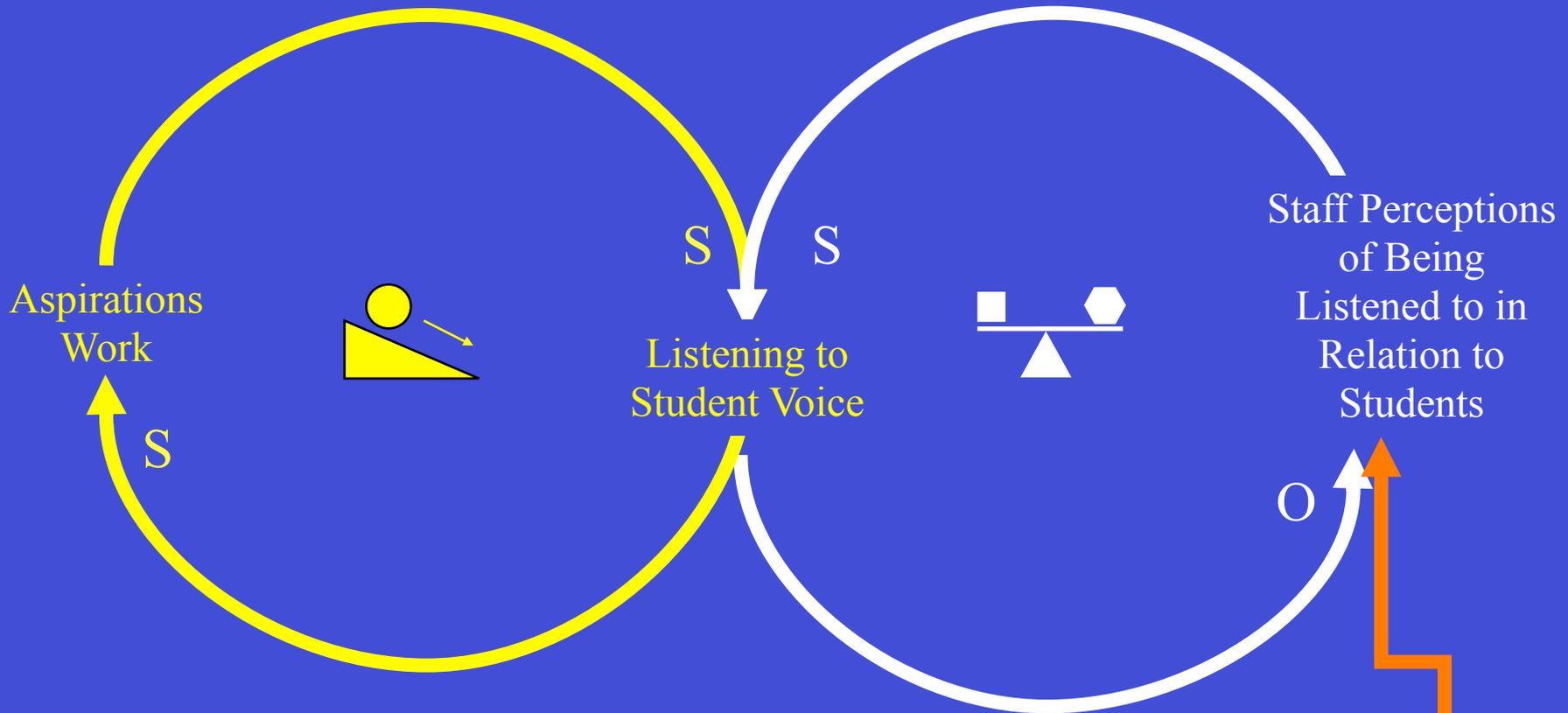


High Leverage Solution is to identify and change the limiting factor

Limiting condition

Systems Archetypes

LIMITS TO GROWTH

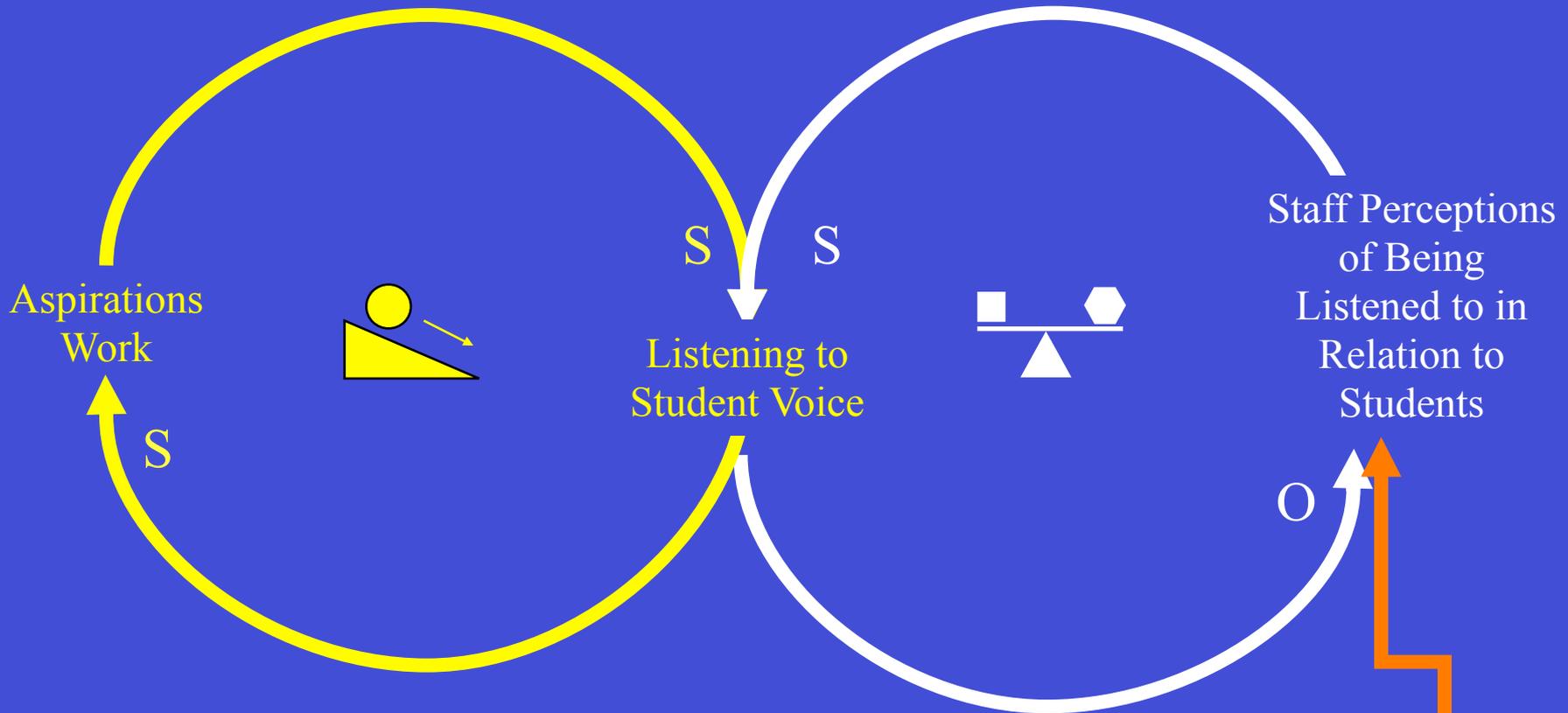


High Leverage Solution is to identify and change the limiting factor

Limiting condition

Systems Archetypes

LIMITS TO GROWTH



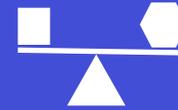
High Leverage Solution is to identify and change the limiting factor

Limiting condition

Aspirations
Work

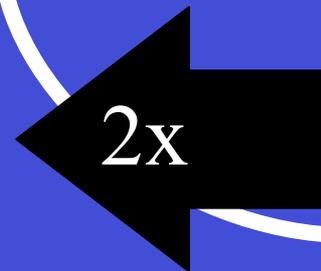


Listening to
Student Voice



Staff Perceptions
of Being
Listened to in
Relation to
Students

I actively seek out
student opinions
and ideas.



I have a voice in
decision making
at school.
56%

High Leverage Solution is to identify
and change the limiting factor

Limiting condition

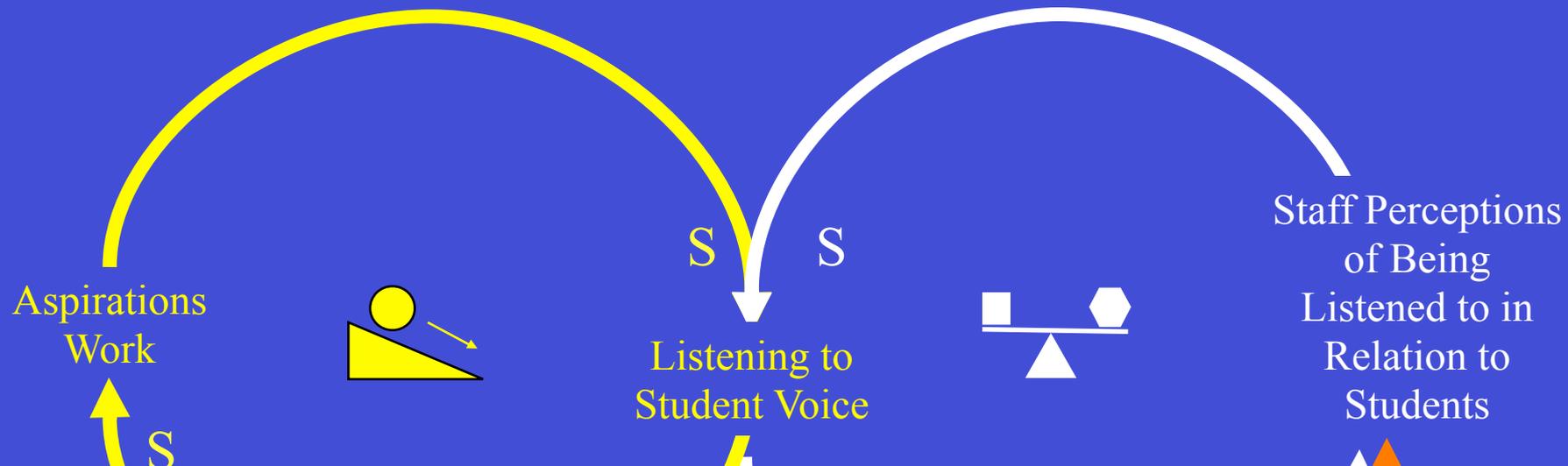
Montana My Voice Staff 2011-2014

n=2,693

Discuss the current status of Staff Voice in your school.
What could be done to turn up the volume?

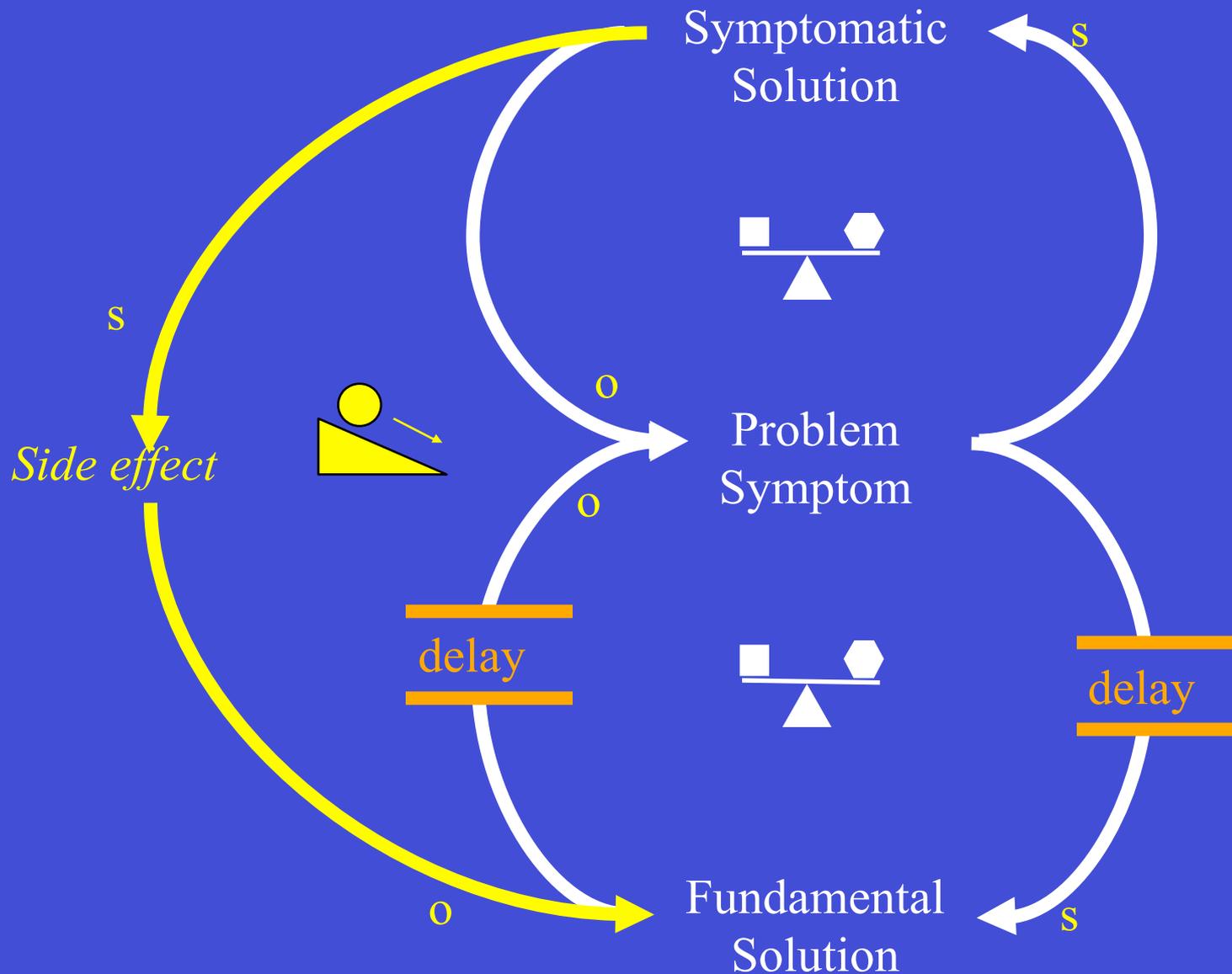
Systems Archetypes

LIMITS TO GROWTH



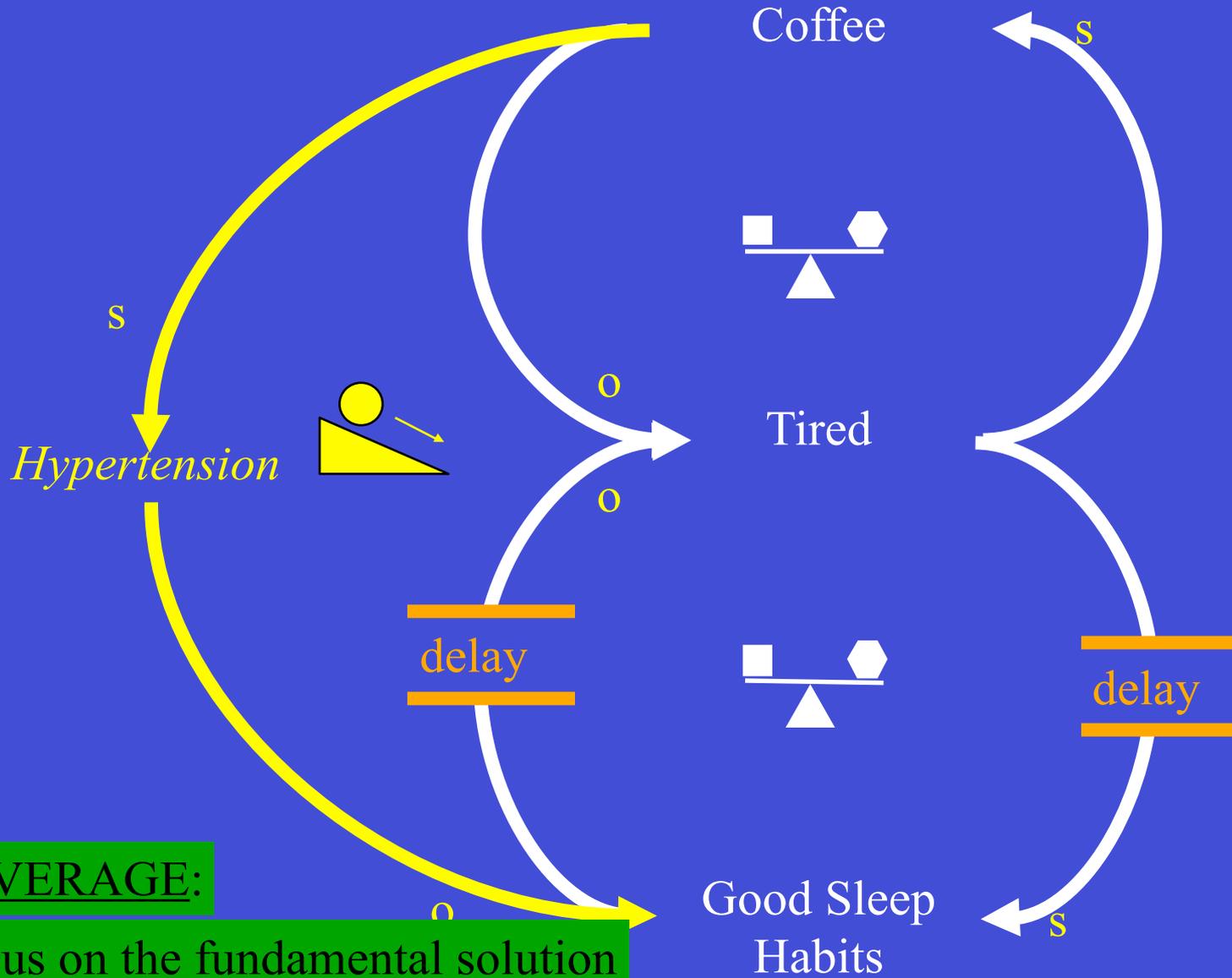
Systems Archetypes

Shifting the Burden



Systems Archetypes

Shifting the Burden

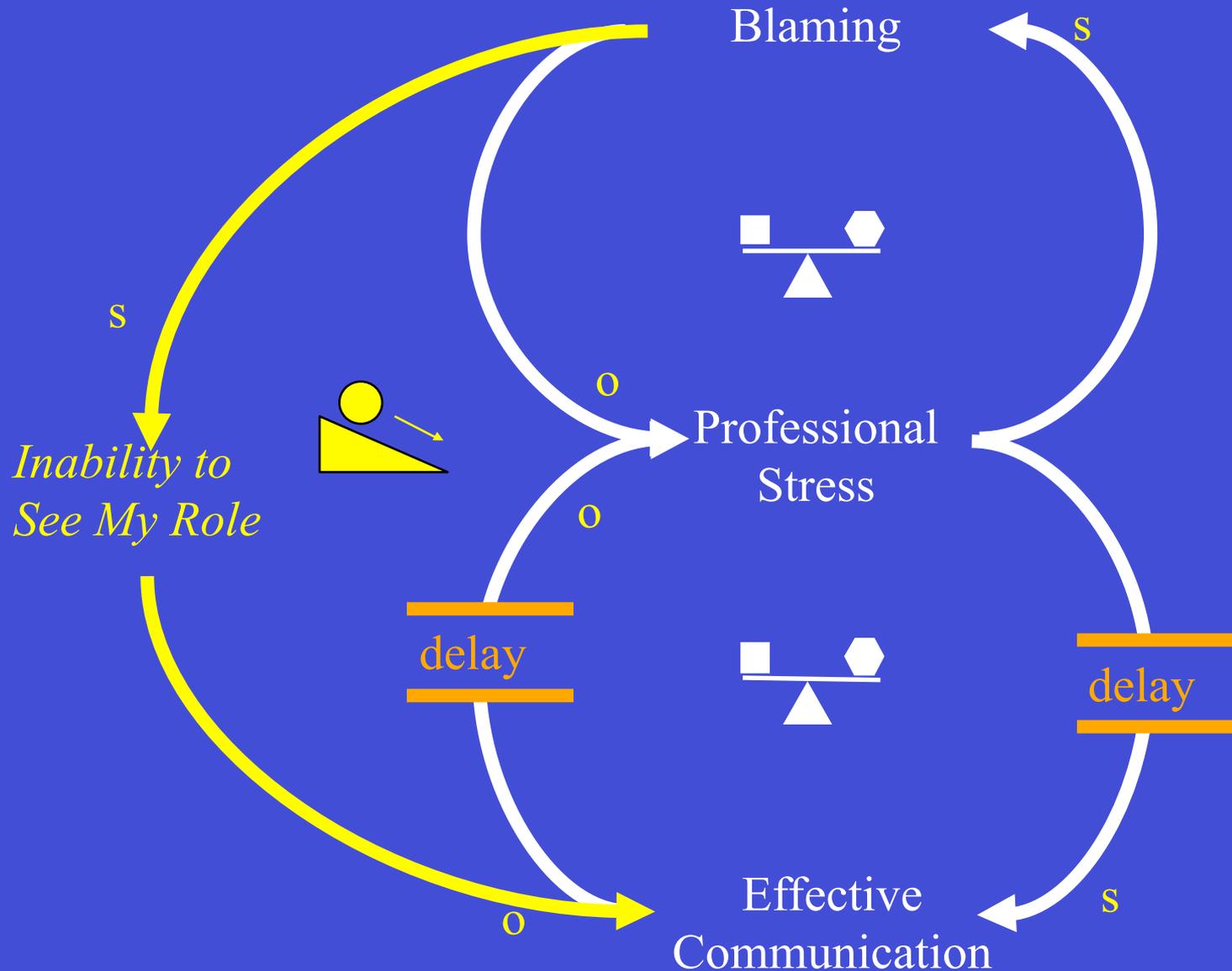


LEVERAGE:

Focus on the fundamental solution

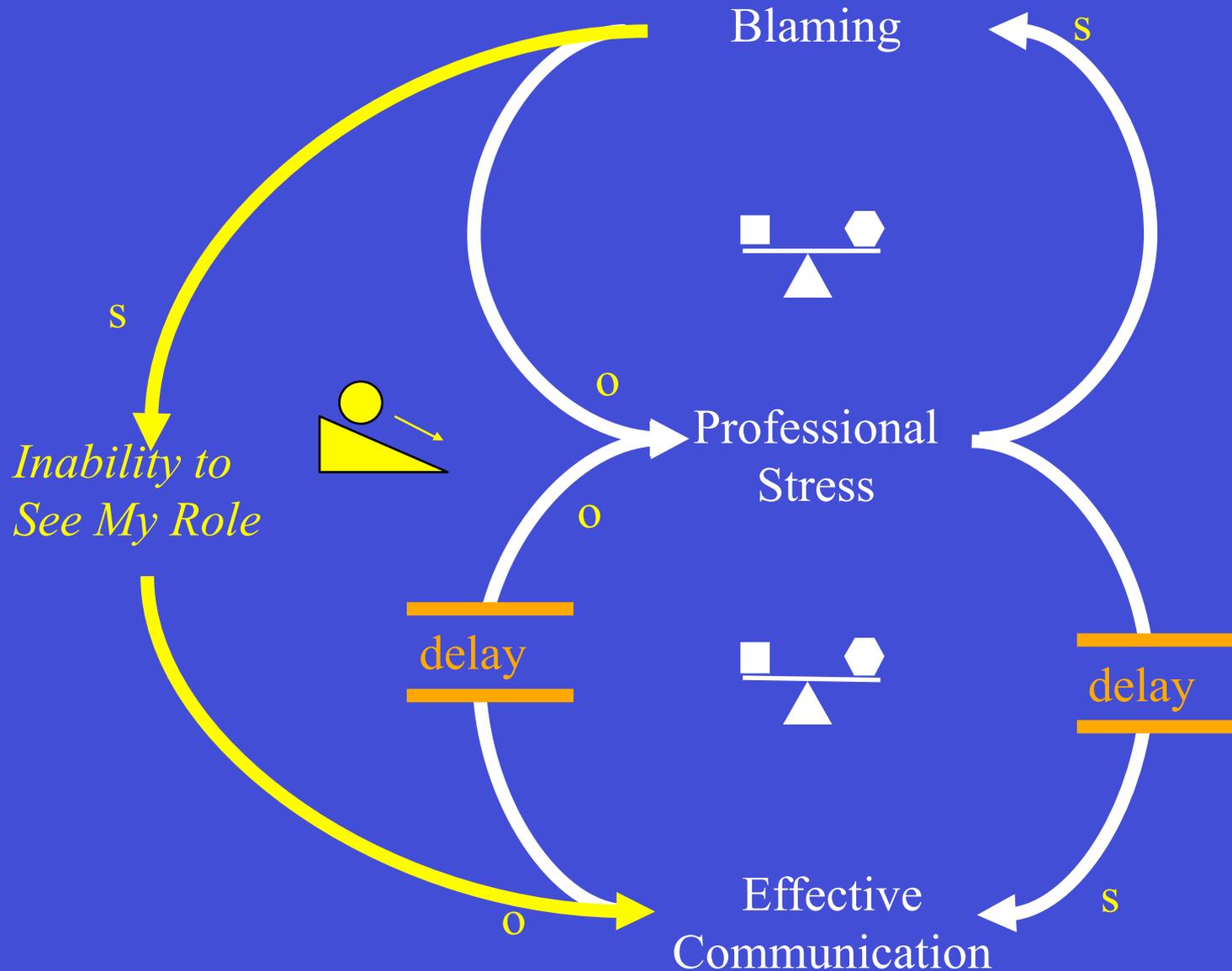
Systems Archetypes

Shifting the Burden



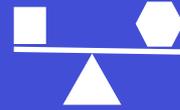
Systems Archetypes

Shifting the Burden



We communicate effectively in our school.
52%

delay



delay

Effective Communication

o

s

I feel confident voicing my honest opinions and concerns. 9x

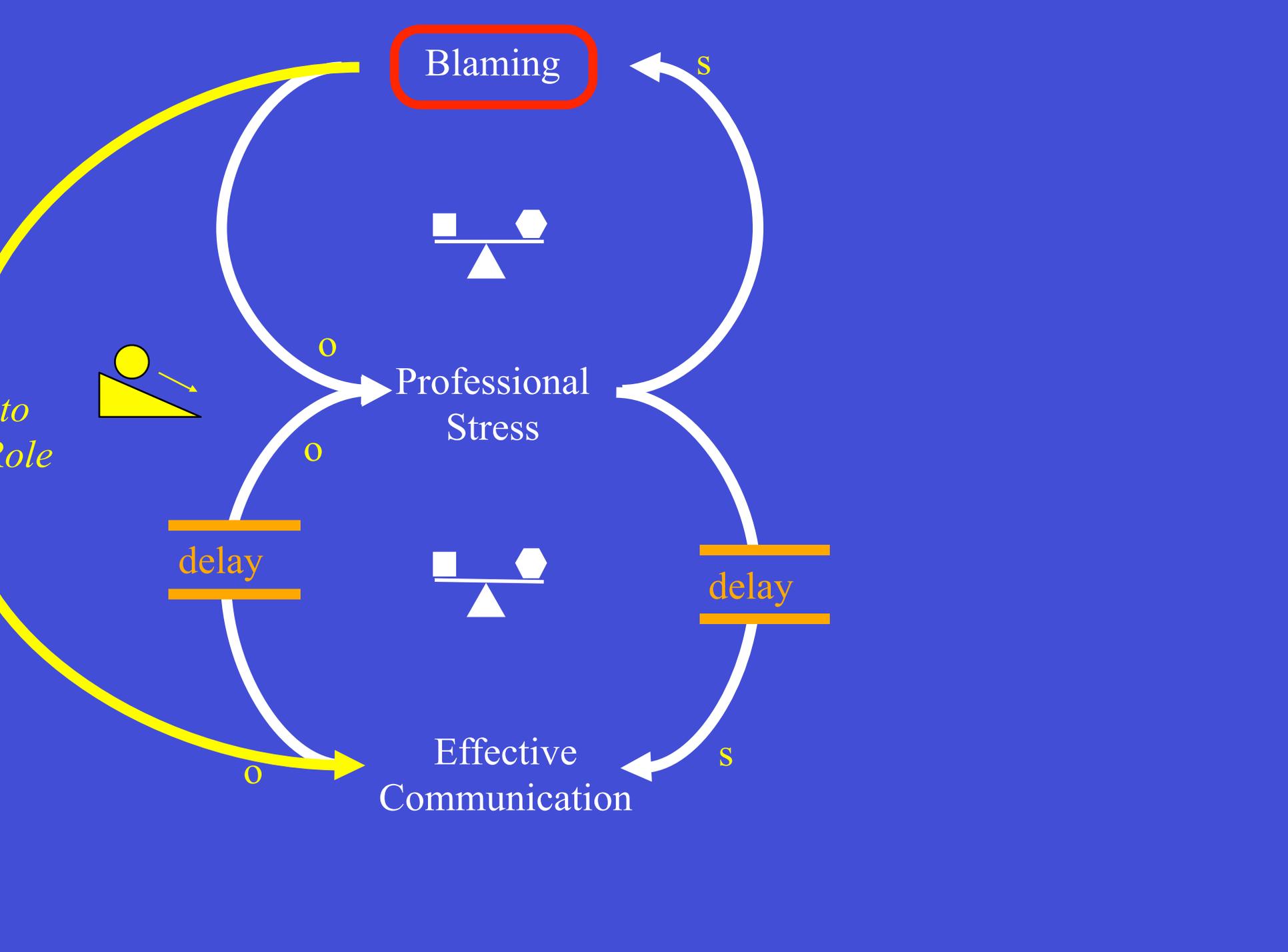
Staff work in a collaborative manner. 9x

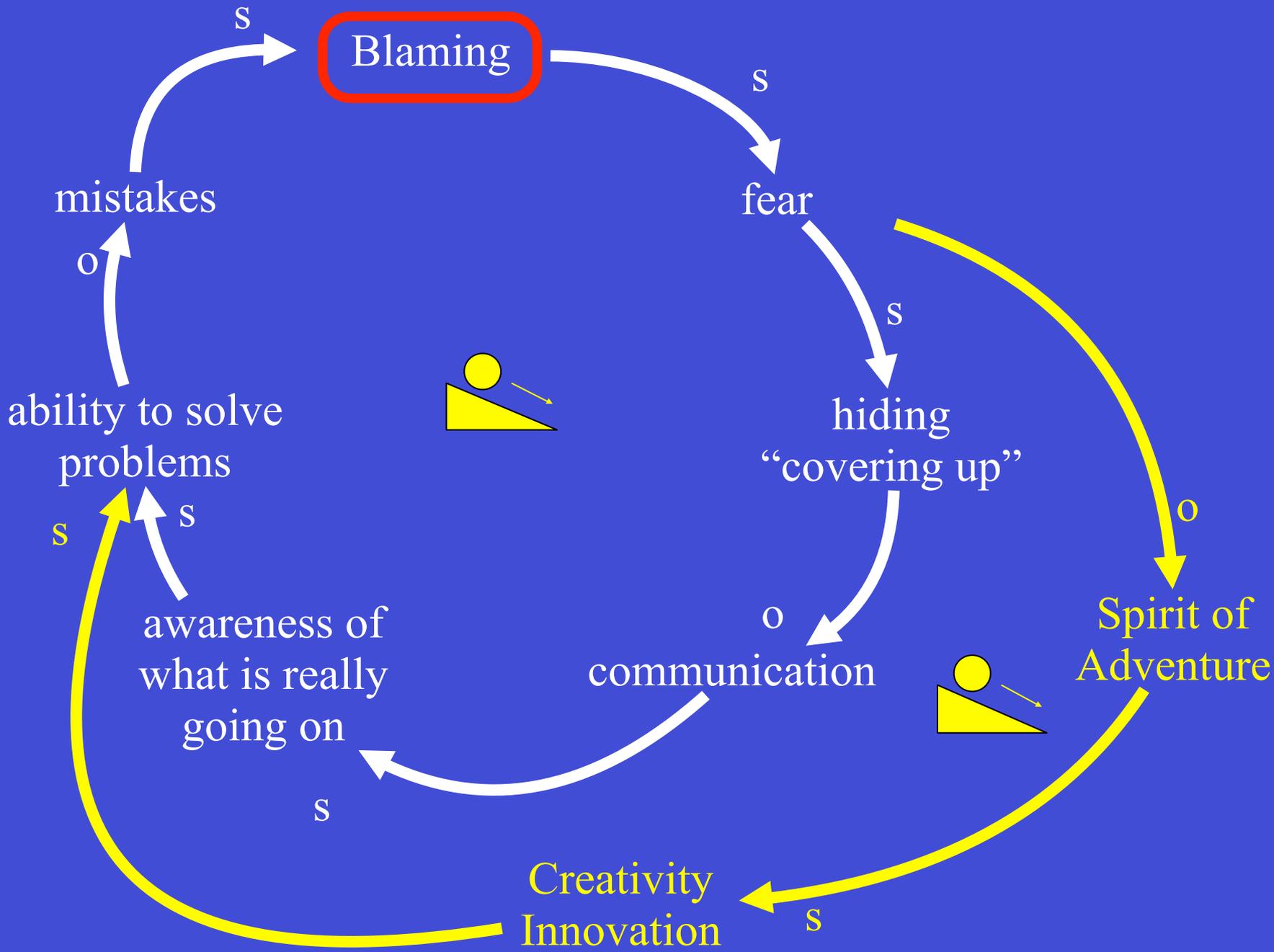
Staff respect each other. 8x

I feel comfortable in the staff room. 4x

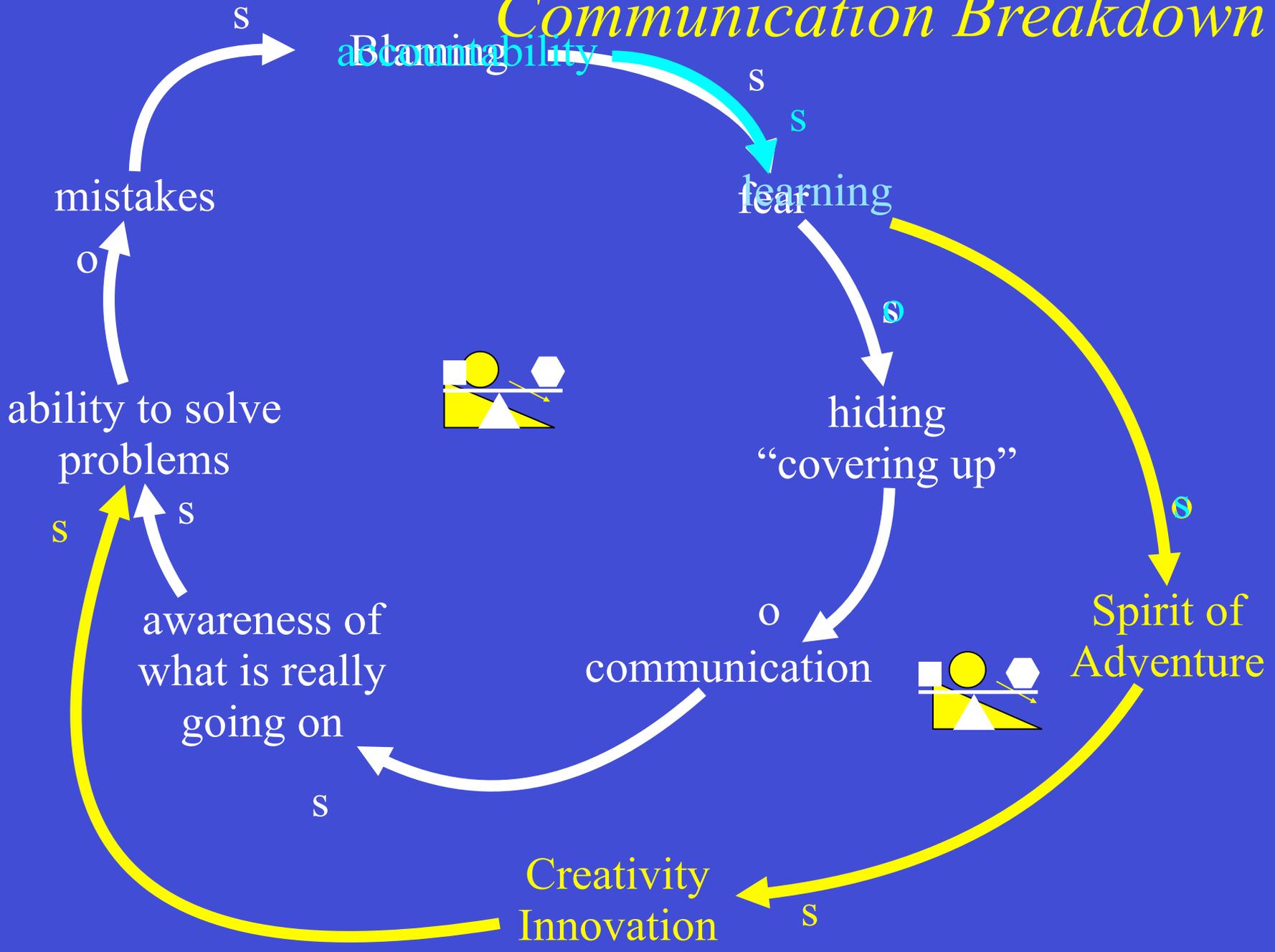
Montana My Voice Staff 2011-2014

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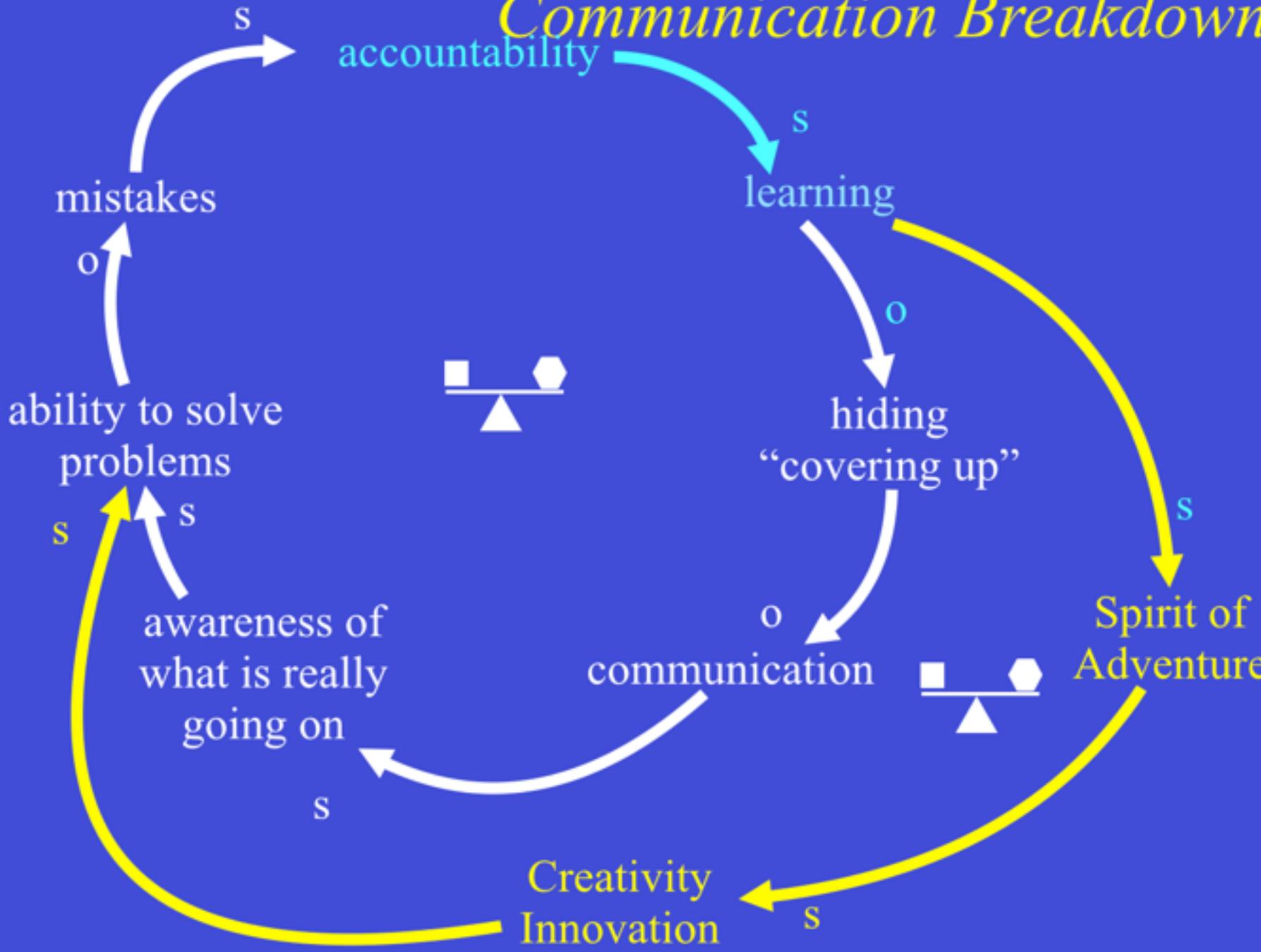




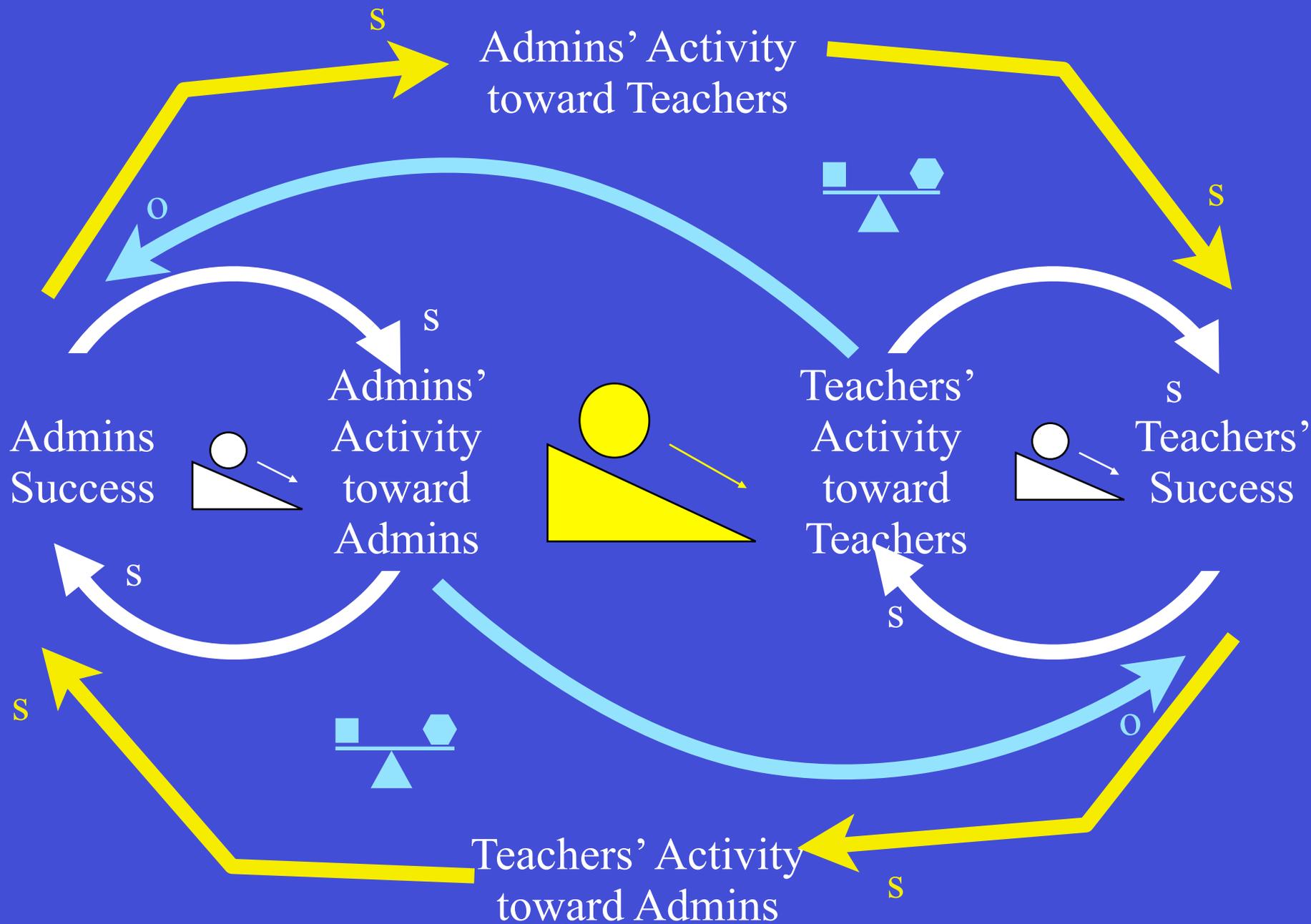
Communication Breakdown



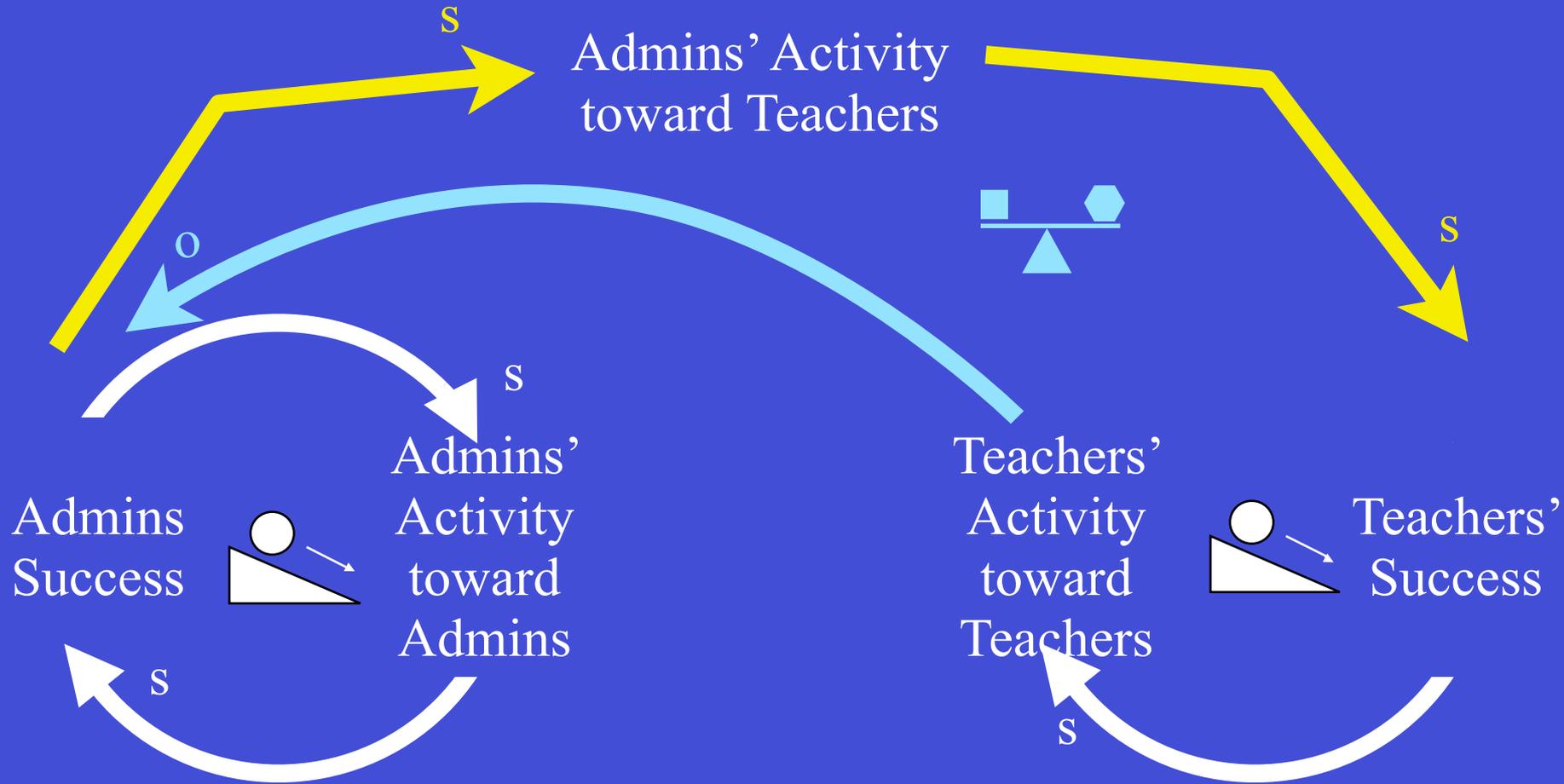
Communication Breakdown



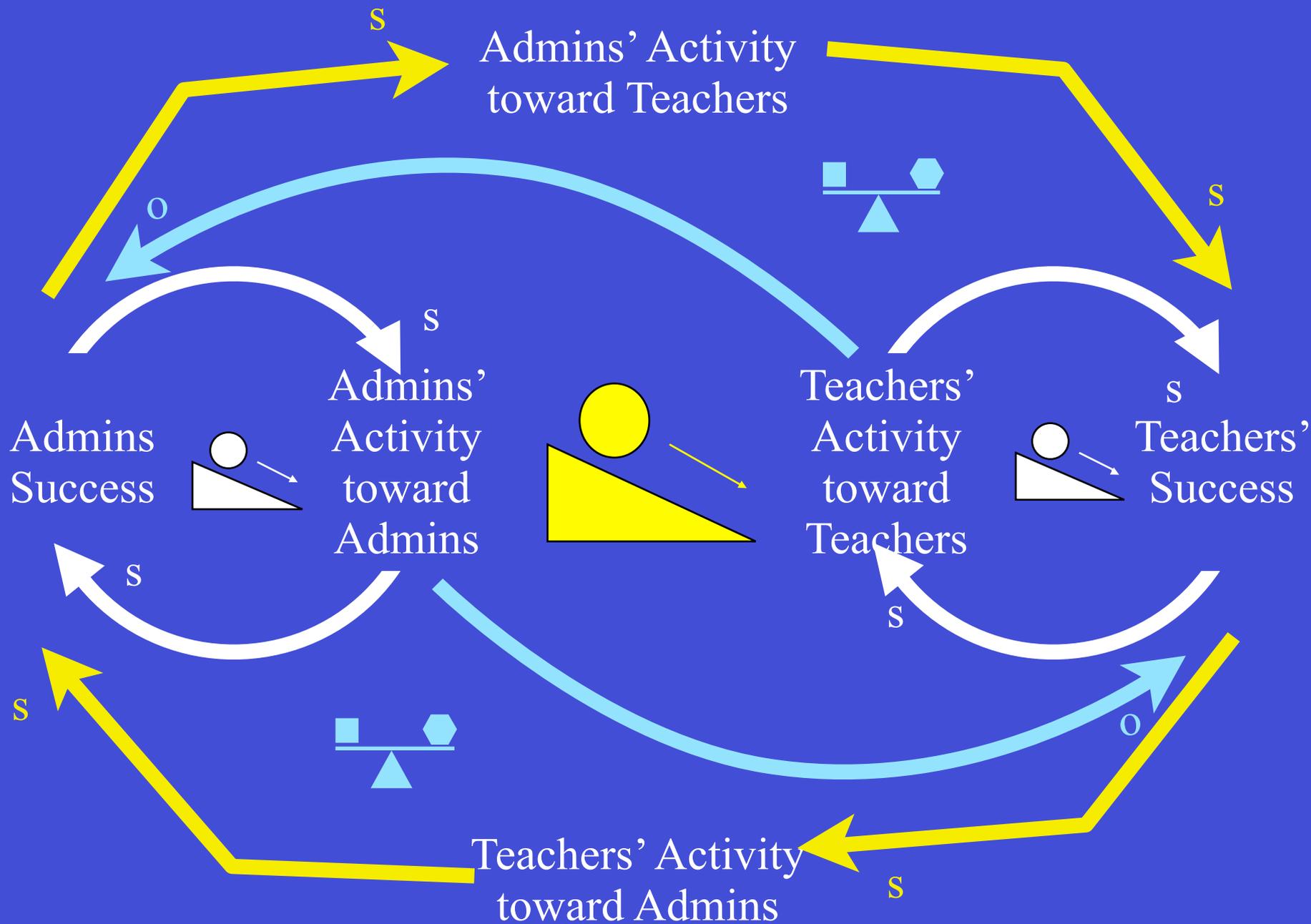
Accidental Adversaries



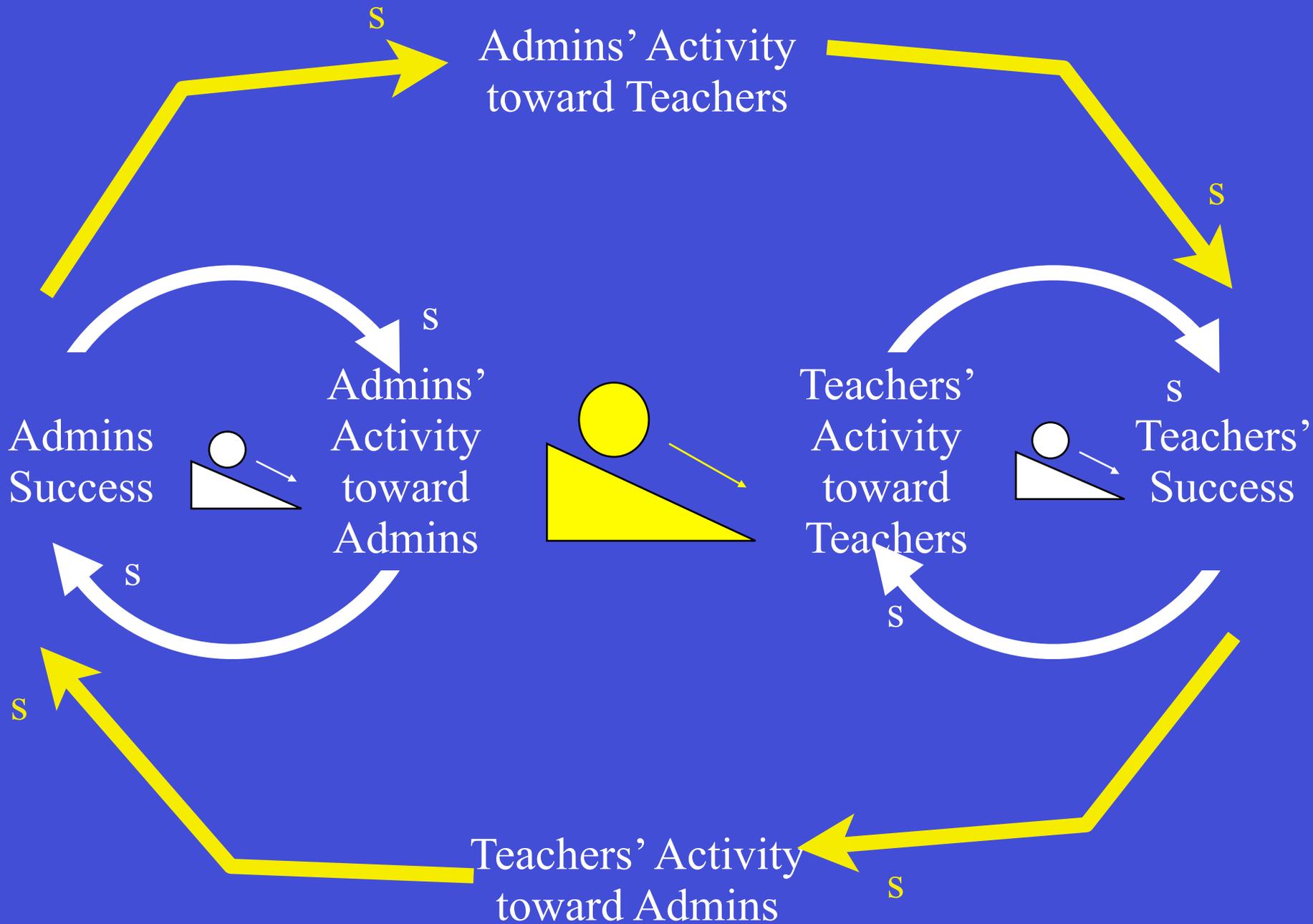
Accidental Adversaries



Accidental Adversaries



Accidental Adversaries



Montana My Voice Staff 2011-2014

n=2,693

Building administration is willing to learn from staff. 62%

I know the goals my school is working on.

5x

I am excited about my future career in education.

4x

I work hard to reach my goals.

2x

Accidental Adversaries



Montana My Voice Staff 2011-2014

n=2,693

Building administration is open to new ideas. 69%

I know the goals my school is working on.

5x

I am excited about my future career in education.

4x

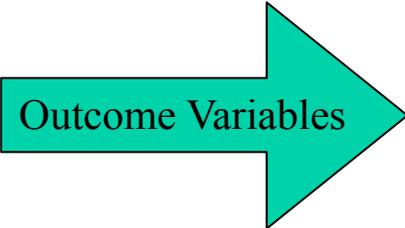
I work hard to reach my goals.

3x

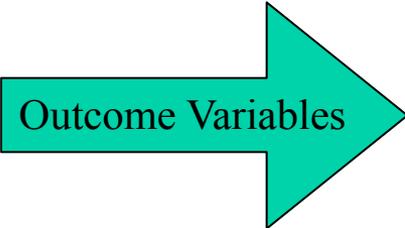
Accidental Adversaries



Outcome Variables



	Teacher-Administrator Relationships			
	Building administration makes an effort to get to know me.	Building administration is visible in our school.	Building administration know my professional goals.	Building administration is accessible to me.
I feel valued for my unique skills and talents.	9x	4x	5x	7x
I am a valued member of my school community.	7x	3x	5x	6x
I feel confident voicing my honest opinions and concerns.	8x	5x	5x	10x
At school I am encouraged to be creative.	6x	4x	5x	6x
Building administration is open to new ideas.	13x	8x	6x	13x
I feel comfortable asking questions in staff meetings.	7x	3x	4x	7x
I see myself as a leader.	2x	1.4x*	2x	2x
My colleagues see me as a leader.	2x	1.4x*	3x	2x
I have a voice in decision making at school.	9x	5x	6x	11x
Building administration is willing to learn from staff.	15x	9x	7x	22x



Outcome Variables

	Teacher Aspirations/Engagement				
	I work hard to reach my goals.	I believe I can make a difference in this world.	I know the goals my school is working on this year.	I am excited about my future career in education.	Setting yearly goals with my supervisor is important for my work.
I feel valued for my unique skills and talents.	2x	3x	3x	4x	3x
I am a valued member of my school community.	4x	6x	3x	5x	3x
I feel confident voicing my honest opinions and concerns.	2x	3x	4x	4x	3x
At school I am encouraged to be creative.	2x	2x	3x	4x	3x
Building administration is open to new ideas.	3x	3x	5x	3x	3x
I feel comfortable asking questions in staff meetings.	3x	3x	4x	3x	3x
I see myself as a leader.	4x	7x	2x	3x	2x
My colleagues see me as a leader.	2x	7x	2x	3x	2x
I have a voice in decision making at school.	2x	3x	4x	4x	4x
Building administration is willing to learn from staff.	2x	2x	5x	4x	3x

Take Aways

- To increase Student Voice increase Staff Voice.
- Effective communication systems are a key to a staff climate that learns from its mistakes rather than contributes to them.
- Replace **MISTAKES—>BLAME—>FEAR** with **MISTAKES—>ACCOUNTABILITY—>LEARNING**
- An administration open and willing to learn from its staff has a significant impact on staff morale, motivation, and engagement.

Next Steps