Transforming People Problems

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Assignment

### *Developmental Readings*

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:** Kouzes, J. & Posner, B. (2017). *The leadership challenge: How to make*

 *extraordinary things happen in organizations*. John Wiley & Sons, Inc.

**Comment 1:**

**Quote/Paraphrase: “**Trust is required to build collaboration and promote relationships where people work together cooperatively (Kouzes & Posner, 2017,

p. 197).”

**Essential Element:** Leadership Styles

**Additive/Variant Analysis:** Additive to the topic of trust in relationships, the

quote above is essential. To solve problems, one must take the chance to know

people in the workplace. Working together to build cooperation is a leader’s

mandate for success in an organization which comes from a leader’s knowledge

of himself as he listens and understand his team. This comes through learning

good questions and listening intentionally.

**Contextualization:** Within our Christian school, there are many different

personality types, with differing experiences in their lives. We all made coping

choices, correctly or not, to our basic needs. But now we are a Body of Christ and

members of it. In a Christian school, we have the same callingas Christian

teachers. Spending time with them in the classroom and individually, during their

planning periods on occasion, our leadership team members listen,

ask questions, pray with them and encourage them with helps, so that

they can do their jobs effectively.

 Taking opportunities to be an example of love to teachers builds trust with

 them and opens the doors of mentorship spiritually and academically. It

 encourages us as leaders to continue to know ourselves as lifelong learners of

 godly leadership and trust, to those we serve in our communities.

**Comment 2:**

**Quote/Paraphrase:** “Trust comes from understanding each other’s values and understanding our experiences and what we stand for. For that to happen, we’ve got to be vulnerable, and we have to be open. Then we can build on that base of values and trust.” (Kouzes & Posner, 2017, p. 4).”

 **Essential Element:** Leadership Styles

**Additive/Variant Analysis:** Exemplifying how to encourage others enriches a

leader’s knowledge of teamwork. Vulnerability and transparency can build trust.

However, taking time with those we work with serve is essential to knowing them

and them to knowing us. This is additive to my topic of parent/administration

trust.

**Contextualization:** Our Executive Team consists of 5 members who genuinely

know each other and give support to one another as we lead the school.Through

very hard circumstances of losing our Head of School last year, to being asked to

leave the rented space in a large church last year, we have cried and laughed and

listened together seeking what God would have us do, and trusting that

stakeholders would not leave the school.

We knew for us to grow our school of 550 students, the ELT would have to grow together as a team. We were caring for our teachers and staff who were caring for students. We were caring for parents and those in our community. Who was going to care for us? Being transparent with one another through the difficulties has been very much a must for us. We are continuing to learn who we are in Christ as a team. Asking questions of each other and genuinely listening to each other is key to understanding and taking great care of each other.

We continue to grow together as leaders of our school as we grow in Jesus Christ, who loves us.

**Source Two:** Jimenez, J. (2020). *Challenging conversations: A practical guide to discuss*

 *controversial topics in the church.* Baker Books, a division of Baker Publishing

 Group.

**Comment 3:**

**Quote/Paraphrase:** In challenging conversations, there may be swinging, as in a baseball game, but not as in a boxing match. One does have to fully agree with the other’s point of view. Critiquing their point of view, not criticizing them is the goal, (Jimenez, 2020).

**Essential Element:** Communication & Conflict Resolution

**Additive/Variant Analysis:** Learning to resolve conflict is a lifelong process of listening and responding well to others. Fighting in communication can be very tricky, as one wants the other to completely understand their point of view. Constructive criticism of the person’s view is necessary to bring resolution and may take time in much conversations. Learning how to talk constructively to build up the person is needed and is additive to the topic.

**Contextualization:** There is a great difference in managing people and leading them. Managers are needed, however, many of them do not constructively lead.

We previously had a principle who was a manager and controller of the school, well-liked by the students. But this became his downfall as he did not know how to lead adults. He did not listen to them or their ideas, but only encouraged them to do things his way. Teachers were not encouraged to learn new ideas, but only to listen and follow through with his new ideas. When confronted with his controlling styles of leading by the ELT, on separate occasions, he was defensive.

 Since he could seem to understand himself and listen without becoming immediately defensive, after several months, he was asked to leave the position. This was yet another time of challenge in the school. We continued to believe God was in control of the situation as he would turn it around for our good.

**Comment 4:**

**Quote/Paraphrase:** One of the first steps in challenging conversations is to genuinely make the other person feel comfortable, particularly, if you are not comfortable, (Jimenez, 2020).

**Essential Element:** Communication & Conflict Resolution

**Additive/Variant Analysis:** Comfortableness is a longing everyone wants to feel,

particularly in conflict, but is it ever comfortable to confront? Having personal

humility and helpful communication skills is necessary to earn the respect of the

listener and hopefully make a comfortable situation out of a challenging one.

Therefore, the quote above is additive to the topic.

**Contextualization:** Relationships that have been built over a long period of time

usually only last because we learn from each other’s communication processes.

Sharing with one’s family and best friends were the ways in which many of

learned how to communicate well or not.

 We are a product of those with whom we have shared life and

 communication. Are we trying to listen and learn from others during conflict, or

 are we just trying to get out of uncomfortable situations instead of learning from

 them? Do we care about their comfort or just our own? Do we want to create

 a listening to understanding them, or do we just want them to hear us only?

**Comment 5:**

**Quote/Paraphrase:** “Ignorance and discomfort can lead to either aggressiveness or avoidance,” (Jimenez, 2020).

**Essential Element:** Interdisciplinary Perspectives on Human Behavior

**Additive/Variant Analysis:** Aggressiveness is hugely a reason that most people

avoid confrontation. Not many would want to have misunderstanding with an

aggressive person. Having knowledge of why people are aggressive in their

nature or became that way is a key to this additive quote.

Many people avoidothers who make them feel discomfort. Understanding them from their nature through theological, sociological and psychological perspectives can bring understanding and a love for them that only Christ gives through them.

**Contextualization:** Sometimes I will get a call from the front office about a

parent wanting to talk with me immediately. Usually, this is not good news or an

encouragement about our school or school personnel. Yes, in Christian schools,

there are those who do not always choose to act Christianly.

 One day, I answered the call from the office about a parent insisting that

she talk with a principal immediately. I told the receptionist I was happy to talk

 with the parent and would she please give me 3 minutes before coming into my

office. This is usually my response each time a situation like this happens.

 Although I am already feeling uncomfortable about this confrontation, I

immediately start to pray and ask Heavenly Father to show me

 how to love on this unhappy parent, to give me wisdom and discernment to best

 help her/him by listening to them as He would. And then, to help them through

the process by asking questions to make sure I understand and to eventually help

them to see Jesus in this situation.

Sometimes this takes more than one conversation with them. Most of the time, it is remarkable to see how Jesus changes the aggressive unhappy tones of their complaint to ones of thankfulness for the time together at the end of the conversation.

**Source Three:**

 **Comment 6:**

 **Quote/Paraphrase: “**The feeling of participating and being active is strongly

 influenced by the feeling of connectedness to and within school community

 among parents, children, and educators. The opportunities, structures, and

 traditions that enable parental participation are essential,” (Purola & Kuusisto,

 2021).

 **Essential Element:** Leadership Styles

 **Additive/Variant Analysis:** Nowadays people want to feel connected and

really do want to participate in an organization where they are supported and

loved. It is important to know and understand school staff and community,

including students and parents to build a school where trust is essential. As an

leader within the school community, this is additive to my topic and learning how

to make all feel an important part of the school family. New structures and

programs are needed for parent involvement.

 **Contextualization:** This is first year that our school is back together in one

 building and these are exciting times for us and we adjust and grow together. Our

 team has decided to have more traditions explored that community wide

 beginning with our diverse family population.

 Starting with a “Parental Involvement Group”, our desire is to have

community days that will enhance the learning of 30% of our school’s

international families where over 14 different languages are spoken. This is very

exciting to learn traditions, languages, foods, clothing, holidays, and more from

these families. The goal is for our students and families to know each other in

 community and be thankful to God for the camaraderie He is giving to us through

 connectedness and essential family participation for His kingdom purposes..

**Source Four:** Patte, K. A., Gohari, M. R., & Leatherdale, S. T. (2021). Does school

 connectedness differ by student ethnicity? A latent class analysis among Canadian

 youth. *Multicultural Education Review*, *13*(1), 64–84. Nttps://doi.org/10.1080/

 2005615X.2021.1890310

 **Comment 7:**

 **Quote/Paraphrase:** In data represented by this article, “White and Asian students

 were more likely to be ‘strongly connected’ in school, while Black and ‘other’ or

 mixed ethnicity students were overrepresented in the ‘weakly connected’ and

 ‘social belonging’ clusters. Cluster variations merit attention to improve how

 racialized and ethnic minority youth experience school environments,” (Patte, et

 al., 2021).

 **Essential Element:** Motivating Change

 **Additive/Variant Analysis:** Most additive to the topic of trust in the Christian

 school is the quote above. Motivating change is essential to our Christian growth

 and needs to be met through continued transformational change in Jesus Christ

as we communicate with others. When one thinks about

connectedness in school with students and families, it is a shame that any child

and family should feel overrepresented or underrepresented in any way! These

feelings merit great attention and leaders should address this!

 **Contextualization:** I am saddened to continue to hear that in society today there

are hurting people, particularly children in our schools who do not feel connected

to the school community and/or feel connected in any community. I know we

cannot reach all, but that does not stop me from reaching those who feel this way

in my school!

 Living in China for two years was life-changing to me! From that

experience learning to love others, not like me, has been essential in my own

transformation from living inside out. Learning outcomes of the Chinese way of

academics in their government-controlled schools was enlightening to me. Being

told about migrant communities and their hard academic circumstances was

 heartbreaking!

And then visiting the students there who had respect and smiles of thankfulness

was unbelievable! They could not believe that I wanted to come to them to teach

them. Why would I leave America, where they thought all was very well.

 Then to realize that at grade 8, ALL Chinese students take a test that

determines their futures. The scores on these tests will show whether China will

send them to universities, with total scholarship monies, to be doctors, teachers,

scientists, whatever the government chooses for them. All students who do not

make “the grade” are required to work in factories, or they may go back to their

provinces to be farmers. Are we not helping others to be what God would have

them be in connection to our own communities, and other countries around the

planet?

**Source Five:** Leithwood, K. (2021). A review of evidence about equitable school

 leadership. *Education Sciences*, *11*(8), 377.

**Comment 8:**

 **Quote/Paraphrase:** “Leaders are likely to be more effective when they adopt a

 critical perspective on the policies, practices, and procedures in their schools and

 develop a deep understanding of the cultures, norms, values, and expectations of

 the students’ families,” (Leithwood, 2021).

 **Essential Element:** Leadership Styles

 **Additive/Variant Analysis:** This analysis of the quote above could be additive or

 variant to my topic. It is a necessary argument, however. Not all leaders will see

the need to change current perspectives if things seem to be going well. Not all

leaders will study cultures of the day to understand what is needed for students

and their families. Not all leaders will accept the challenge if they are not

personally growing and accepting lifelong learning.

 **Contextualization:** There are many private schools in some communities that do

not want to grow. They are not willing to accept the challenges of a changing

culture. They excuse themselves by saying they are not prepared for helping some

students. Although I appreciate their honesty, I do not understand why they do not

want to get the necessary resources to help all.

 A private school in our community boasts in their academic and social

accomplishments. Being private means they can accept or not accept those whom

they choose. It does seem unfair for a family who wants to come to a Christian

school to be turned down because of a traumatic issue the child had at an early

age. Yet, this school asks in the interviewing process about trauma in the students.

If parents say, yes, there has been trauma or ACE experience, the school lets the

parents know they are not equipped to help them and they cannot come to the

prestigious school.

 As far as statistics go for trauma students, it is now over 40% in most

schools, and growing. How are we as Christians going to help these families? Just

turn our backs on them, ignore it and hope someone else picks up the charge?

 **Comment 9:**

 **Quote/Paraphrase:** “Equitable school leaders both espouse and demonstrate,

 through their actions, strong personal commitments to the success of all of their

 students. Their vision-building practices are adapted to the communities served by

 their schools,” (Leithwood, K. (2021).

 **Essential Element:** Motivating Change

 **Additive/Variant Analysis:** Schools in all communities, whether, public, private,

 charter, Christian, or home-school cooperatives need to accept and pursue lifelong

 learning in academics. Christian administrators and teachers need to accept and

 pursue lifelong learning and knowledge of Jesus Christ, current culture, and

 academics to motivate change in our communities and the world. This additive

 quote strongly suggests leaders of this type will promote vision needed for our

 changing culture today.

 **Contextualization:**

**Source Six:** Inez, W. H., Lafferty, N., & Patricia, M. M. (2024). Enactment of Transformational

 School Leadership—Insights from Primary School and System Leaders. *Education*

 *Sciences, 14*(6), 557. https://doi.org/10.3390/educsci14060557

 **Comment 10:**

 **Quote/Paraphrase:** “Schools need to be comfortable with change processes and

 have commensurate change practices while being attuned to some of the trends

 that are now emerging globally as recognition of the fact that the future is

 unquestionably unpredictable,” (Inez, et al. 2024).

 **Essential Element:** Motivating Change

**Additive/Variant Analysis:** This quote is absolutely additive to the topic of

leaders’ trust relationships within the school community. The only thing that is

constant is change. Being attuned to culture now will make ready being attentive

to future culture. Leaders who understand this quote, and are already in the

process of lifelong learning will model and be prepared to help in their school

communities.

**Contextualization:** Change processes and practices are necessary to know and

understand as we recognize that culture change is advancing more quickly that

ever before. How do school communities demonstrate trust through changes? We

must be transparent and vulnerable to hard questions from constituents and

stakeholders.

 One of the ways our school has been operating lately, because of

challenges that began in March 2022, is a new “Fireside Chat” activity

that began in July of this year. Every other Friday, each month, different

grade-level parents are invited to come to our school and meet at the

fireplace in the cafeteria with a principal of the school and the Chief

Revenue Officer of the school. For example, yesterday, parents of 5th and

6th grades were invited. Usually only 15-20 parents come on these

occasions thus far.

The principal for that chat will give a brief update on the school happenings for the past several weeks. The CRO, in turn, does the same about school finances. This is a way to show transparency to parents. Parents are then invited to ask questions. Some questions are about academics and what they perceive happening at school. Other questions may involve culture and the future of the school. We are thankful that each week, it seems that the number of parents is increasing and that this will continue to be a good trend for communication and connectedness as we solidify another adjustment to this school year.

**Comment 11:**

**Quote/Paraphrase**: “Transformational school leadership includes motivation,

 positive culture, shared vision, group goals, love, empathy, high standards of

 communication, leadership capacity development, empowerment to lead,

 increased relationship-building, growth for all, collaboration, as some of the many

 benefits,” (Inez, et al. 2024).

 **Essential Element:** Leadership Styles and Motivating Change

 **Additive/Variant Analysis:** The additive quote above uses many avenues to

inspire motivation in change. Since it involves transformation, leader teaching and inspiration follows from within them. The truly Christian school transformational leader will love learning, model it, communicate effectively, and relate to his/her faculty and staff. This will ensure good relationships to inspect what he/she expects as the school grows together to be a conduit of Christian love with strong academic and social success to its stakeholders.

 **Contextualization:**It is reassuring to read the above attributes of

transformational school leadership. While we exemplify most of them at our

school, it has not been an easy road to get here. This is the first year of being back

together on one campus. For the first time since having our manager principal, our

ELT decided to encourage others who show great potential for leadership, an

opportunity to be a leader in other ways than administration. This would help

them to be administrators in the future if they so desired.

 We developed Grade Level Team Leaders who watch out for the teachers

in the grade level, mentor the new teachers, and provide experience of culture for

each grade class, encouragement, and care for the teacher. These leaders meet

weekly with their team and monthly with the principals for feedback and personal

encouragement and care. For now, it is working, but does take much intentional

accountability.

**Source Seven:** Xie, M., Kuang, T., & Yu, S. (2024). A study on the relationship between parent

 participation and school effectiveness in primary and secondary school education

 management.*The Educational Review, USA, 8*(1), 152-156.

 doi:https://doi.org/10.26855/er.2024.01.028

**Comment 12:**

 **Quote/Paraphrase:** “Establishing close cooperation between schools and

 families, exploring the optimal ways for parents to participate in school

 management, and forming maximum educational synergy have become important

 issues for researchers and educational managers,” (Xie & Yu, 2024).

 **Essential Element:** Communication & Conflict Resolution

 **Additive/Variant Analysis:** When parents and administrators engage in public

 communication, sometimes conflict happens. Additive, to the

 topic of trust and school parent involvement, relationship is a must for

 constructive critical change. It is best school practice to find ways to have parent

partnership in schools whether conflict arises or not. However, variant to the

topic, ignoring the fact that one does not like conflict will not solve any issue.

There are some private Christian schools that will not talk about some subjects

because of too much conflict.

 **Contextualization:** If we believe that change is constant, does it involve

 transforming our minds in Jesus Christ? Yes, it does. If we allow Him to renew

 and transform, it may be painful for a bit, but the greater effects will be

 lifechanging.

 It is all a part of growing in Christ and growing as a Christian school

 community. Many times, obedience and intentional change is necessary in human

 relationships. Finding ways of common ground is a good beginning in making

 parent connections. All of this takes time. Are we willing to do that?

 Learning effective communication skills and giving compassion naturally because

 of Christ who lives within in is essential to parent involvement and partnership.

**Source Eight:** *ESV Bible*. (2001). Crossway, a publishing company of Good News Publishers.

 **Comment 13:**

 **Quote/Paraphrase:** “But seek ye first the kingdom of God and his righteousness,

 and all these things will be added to you,” (Matthew 6:33).

 **Essential Element:** Leadership Styles

 **Additive/Variant Analysis:** The verse above is an essential element of Christian

 leadership. It teaches that we have the ability to be the leader that Christ wants, if

 we acknowledge that we must seek Him first in everything. Christian leadership is

 part of all things.

 **Contextualization:** Leaders take care of those in our charge so that they are free

 to do their job. I think of Jesus Christ and believe that He shows us the best type

of leading, as He loved on those who were in front of Him. He connected with

 others. He challenged them.

 We are new creations in Jesus Christ. With Him as our life, we help to

 shape others, even in crucial conversations. And as Christian school leaders, we intentionally love, care and encourage all who are under our care. But will I acknowledge Him and allow His righteousness in and through me motivate me to be a continuing scholar-practioner to influence the world?

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