Transforming People Problems

Sherry Camp

Omega Graduate School

Date (September 28, 2024)

Professor

Dr. Brenda Davis

***Assignment #3* – Essay**

1. Select a people issue you are passionate about. Write a 5-page paper applying

transformational leadership concepts, compose a research project for addressing this

social issue while working in communities with people of diverse cultures and

backgrounds. Include the following elements:

1. Analyze the nature of man from theological, sociological, and psychological

perspectives as they relate to your chosen issue.

1. Analyze the behavioral motivation for the chosen people problem issue and the

leader’s role in influencing a solution.

c. Examine methods of communication to build trust in this situation.

d. Describe conflict resolution techniques that can be used.

2. Paper Outline

a. Begin with an introductory paragraph that has a succinct thesis statement.

b. Address the topic of the paper with critical thought.

c. End with a conclusion that reaffirms your thesis.

d. Use a minimum of eleven scholarly research sources (two books and the

remaining scholarly peer-reviewed journal articles).

**Introduction**

Some Christian schools receive new student enrollment inquiries every week, yet many of these institutions are full and cannot receive new applicants. As parents come in to inquire about the school, some are wanting help in raising their children today and do not know what to do. What is motivating this change in the Christian community today? What is happening in our churches in our culture today to desire to attend Christian school? Are Christian parents wanting to follow Deuteronomy 6:7-9, “You shall teach them diligently to your children (commanded words: to love the Lord with all your heart, soul, might) and shall talk of them when you sit in your house and when you walk by the way, and when you lie down and when you rise. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.” Do they not believe they can do this on their own in dependence on God? What has changed in society today to cause this movement to Christian education? Can the Christian school community meet the needs of people problems that originated from the fall of man in the garden of Eden? Can they be the catalyst to help those to seek Jesus Christ and focus on Him? Within the Christian school, specifically, Christian school administrators play a crucial role in shaping parent engagement, collaboration, and partnership, by implementing strategies that meet the diverse needs of every family in the school.

**Strategies to Build Trust with Families**

There are barriers that school leaders need to explore to increase parent involvement at their schools, (Quintanilla, 2024). Leadership skills and roles play an integral part in an organization, Christian schools, especially, as they are new and growing to overcome barriers of trust. But first, having a team that trusts and cares for one another is foundational for relationship, trust, and care for school staff and families. “Trust is the central issue in human relationships,” (Kouzes & Posner, 2017). The principal or school leader has the greatest opportunity in developing a trusting school culture with staff and families that projects an organizational image in the community, (Kalkan et al., 2020). How the administrators of a school trust God and each other will be displayed through their beliefs, thinking and behavior. Through time this does affect trust within the organization, especially in conflict resolution, “Trust allows conflicts to surface and be addressed that lead to individual and organizational change,” (Banwo et al., 2022).

“Given the often urgent and unpredictable nature of schooling, awareness of and comfort with change is an important leadership skill,” (Inez et al., 2024).  Transformational leading is of upmost importance in a Christian school. This type of leading comes from within and modeled by Jesus Christ to leaders. A transformational leader behaves from his identity in Christ. “As a man thinks in his heart, so he is,” (Proverbs 23:7). There is also transactional leading. This type of leading is more managerial and those under this type feel micromanaged as it is all about performance and never doing enough, however, goals and rewards may be applied. The outcomes of performance in transformational leading is always greater and a person understands his identity and works from servant leadership as a natural outflow. This type speaks to not only staff of the organization, but also to families of the school. Great trust is built through relationships in this arena and will outcome in better communication throughout the school.

**Strategies that Foster Communication with Families**

Communication is key to trusting relationships. This requires vulnerability and transparency with families of a Christian school. “Parental involvement is a crucial factor in fostering student success, engagement, and overall educational outcomes,” (Yulianti et al., 2022). But how do does engagement of parents happen when communication is a challenge?

Dr. Joyce Epstein of Johns Hopkins University has developed a framework for defining different types of parent communication and involvement. This framework assists educators in developing school and family partnership programs. Parenting, communicating, volunteering, helping student learning at home, representing in school decision making, and collaborating with the community are proven ways to communicate with others in a school organization, (Epstein, 2018).

Solving problems with understanding and open communication must be used to develop good parent communication. “Parents tend to view school social media accounts positively and that they are a source of information for the community. Principals are learning that school social media used positively and effectively is a great communication tool,” (Nichols, 2024). Some schools use the avenues of Parent Square App, write a weekly school newsletter, have monthly Fireside chats, where the administrators gather and receive questions from families who attend, new family check-ins for new students after 6 weeks in the school to check in and see how the family is doing. Some principals have opening morning exercises videoed and made available by Vimeo to parents daily.

One of the goals of a Christian school could be to highlight a different multinational language represented in the school in daily morning devotions. Further, they desire formal and informal ways in which to communicate to ask for feedback throughout the year through surveys, visits in the homes and churches of multinational families. “In order for educators to provide a rich learning environment where students can fully participate and use the skills they already know, administrators and teachers need to know their homes and cultures,” (Smith & Grant, 2024). These are good steps moving ahead knowing that meeting the needs of diverse families and getting needed resources is a new endeavor, but one that is important as the school continues.

**Strategies That Meet Diverse Needs of Families**

Although honest, sincere, and crucial conversations must be had to understand and meet the needs of everyone, especially those new to a community, relationships must be formed to facilitate needs of diversity. However difficult, “Crucial conversations happen to everyone. They’re the daily conversations that reshape your life,” (Grenny et al., 2023). Asking questions and deeply listening to answers is required. Christian schools today need to be culturally competent in training for staff, ESOL (English as a Second or Foreign Language, ELL (English Language Learner), and contracts with others to translate educational information into relevant languages. There are free apps on phones. Through Indianapolis’ Wayne Community Learning Network : WIDA (World-Class Instructional Design and Assessment) in Indianapolis hosts a two-day in-person workshop for teachers (Free): Writing with Multilingual Learners: social studies, sciences, and Language Arts. This is one of many other free resources in the community. To enhance new learning for teachers of multilanguage classrooms, Cambridge University offers a free course to be an ESOL teacher in 6-week instructional lessons Will Christian schools take advantage of these offerings to help new families in the community.

Some specific strategies to involve multinational families in the school can include cultural events where they speak of their heritage, learning language basic phrases in classrooms, a cultural showcase: cultural traditions with foods, dances, music. Multinational/international language day at schools.

“Leaders develop deep knowledge about the ethnicities, languages, cultures, religions, and living circumstances of students’ families and use that knowledge to align the school’s priorities with the best interests of their students’ families and the wider community,” (Leithwood, 2021). Will leaders of the Christian school meet this challenge?

**Conclusion**

“The feeling of participating and being active is strongly influenced by the feeling of connectedness to and within the community among parents, children, and educators. The opportunities, structures, and traditions that enable parental participation are essential, (Purola & Kuusisto, (2021). Transforming conflicts and potential conflicts into opportunities for personal and organizational growth among leaders of a Christian school is energizing to the constituents of the school Using constructive influence, through coaching and mentoring stakeholders who are willing to grow and learn to transformation is necessary for the school to thrive. It is imperative that Christian school leaders play a crucial role in shaping parent engagement, collaboration, and partnership, by implementing strategies that meet the diverse needs of every family in the school.

WORKS CITED

Banwo, B. O., Khalifa, M., & Seashore Louis, K. (2022). Exploring trust: culturally responsive

and positive school leadership. *Journal of Educational Administration*, *60*(3), 323-339.

and positive school leadership. *Journal of Educational Administration*, *60*(3), 323-339.

Epstein’s Six types of parental involvement. <https://www.azed.gov/sites/default/files/2018/08/>

7.5%20Epstein%27s%Six%20Types%20of%20Parental%20Involvement.pdf?id=5b7b

La2edch25114cd339#:~:text=Dr.%20Joyce%20Epstein%20of%20Johns%20Hopkins%

20University%20has.educators%20in%20developing%20school%20and%20family%

20partnership%20programs.

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

Grenny, J., Patterson, K., McMillan, R., Switzler, A., Gregory, E. (2023). *Crucial conversations:*

*third edition: tools for talking when stakes are high*. McGraw Hill.

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.

Kalkan, Ü., Altınay Aksal, F., Altınay Gazi, Z., Atasoy, R., & Dağlı, G. (2020). The relationship

between school administrators’ leadership styles, school culture, and organizational

image. *Sage Open*, *10*(1), 2158244020902081.

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

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

Leithwood, K. (2021). A review of evidence about equitable school leadership. *Education*

*Sciences*, *11*(8), 377.

Nichols, R. J. (2024). *The Use of Social Media by School Principals to Communicate with the*

*Community: A Mixed Methods Study of the Perceptions of Principals and the*

*Community*(Order No. 31148079). Available from Publicly Available Content Database.

(3037305631). <https://www.proquest.com/dissertations-theses/use-social-media-school->

principals-communicate/docview/3037305631/se-2.

Purola, K., & Kuusisto, A. (2021). Parental participation and connectedness through family

social capital theory in the early childhood education community. *Cogent*

*education*, *8*(1), 1923361.

Quintanilla, S. (2024). *Barriers That Exemplary Principals Have Overcome to Increase Parent*

*Participation at the School Site*(Order No. 31142123). Available from Publicly

Available Content Database. (3031601257). <https://www.proquest.com/dissertations->

theses/barriers-that-exemplary-principals-have-overcome/docview/3031601257/se-2

Smith, A., & Grant, L. (2024). Building Bonds Family Literacy Program: A Pilot Program for

Middle School Culturally and Linguistically Diverse Learners.*School Community*

*Journal, 34*(1), 291-310. <https://www.proquest.com/scholarly-journals/building-bonds->

family-literacy-program-pilot/docview/3052811930/se-2.

Yulianti, K., Denessen, E., Droop, M., & Veerman, G. J. (2022). School efforts to promote

parental involvement: the contributions of school leaders and teachers. *Educational*

*Studies*, *48*(1), 98-113.