Bryk. Anthony, S. and Schneider, Barbara. Trust in Schools: A Core Resource for Improvement. New York: Russell Sage Foundation. 2002.

Preface: Part I (chapters 1 and 2) considers social foundations of schooling and explores the extant scholarship on social trust in diverse organizational contexts. Part II (chapters 3 through 5 systematically uses this theory to analyze the actual social dynamics at work in three different school communities. Part III focuses on formally evaluating effects of relational trust on teachers’ work, and on long-term

3. Chapter 1. social foundations of schooling: An overlooked dimension for improvement: research has documented significant changes in economic returns to education during last two decades. We are evolving rapidly into a two-tier economy where formal schooling becomes a strict gatekeeper between those who gain access to well-paying jobs and those who do not. The new basic skills required for economic opportunity in the future are likely to be substantially higher than they are today.

3. With the past decade, we have seen the emergence of efforts at comprehensive school redesign. States and districts are experimenting with forms of decentralization, chartering, and contracting. Ongoing are efforts to restructure the organ of teachers and students’ work, intensive scrutiny of teachers’ knowledge and skills and efforts to introduce systematically introduce research-based best practices into classrooms.

4. Two broad approaches to school improvement one is to structurally change by promoting governance reform and restructuring of work conditions in schools.. two is contrasting frame to more immediate direct focus on instruction. We must transform teaching practice. To enhance teacher competence.

5.We must remain vigil to look at personal dynamics among teachers, students and their parents. History of power relations between prin and faculty, norms about teacher autonomy can delimit fac. Capacity to engage in broad-based organ. Change.

6. The dynamics of improving urban schools. Little of what we normally envision as communal life exists in some of the poorest neighborhoods. Residential mobility is high, high levels of violence, coupled with transience tear at basic social fabric, that brings residents together. Local policies aimed at promoting desegregation distances communities. 30% of elementary students do not go to school where they live. Also, teachers do not empathize with conditions in schools or their communities. As a consequence, there is a high level of distrust. Teachers see parent goals as IMPEDIMENTS to studens academic accomplishments. Parents in turn believe that teachers are antagonistic toward them and fail to appreciate ht eactual conditions that shape the children’s lives. This lack of trust between teachers and parents often exacerbated by race and class differences, makes it difficult ot maintain a genuine dialoges about shared concerns. Teachers and parents find themselves in isolation.

7. James Comer identified the importance of the social dimension through his reform effort known as the School development project, focusing of social misalignment, described between urban school profit, and poor parents.

8. Also, Deborah Meier (1995) devotes a whole chapter of her book, the power of their ideas to reflections of centrality of social relationships in highly successful middle school she create in Harlem. By her account building trust among teachers, school leaders, students and parents was essential to advancing the academic mission of school.

9. A context of decentralized reform: local school councils (LSC’s ) by est. school community governance and by devolving substantial resources and authority to it a context and rationale for collective local action was enjoined.10. Even though the LSC’s (which made parents empowered to govern) had mixed results, it gleaned insights about how local actors effectively engaged one another around improving their schools

Chapter 2. Relational Trust the field studies and observations in Chicago elementary schools as they engaged in Decentralization reform. Much of current interest in trust as an organizational concept has been inspired by theory of social capital> in the research of ROBERT PUTNAM, WHO HAS DRAWN ON THESE IDEAS OF SOCIAL CAPITAL TO ANALYZE THE FUNCTIONING OF DEMOCRATIC INSTITUTIONS.

13. PUTNAM reminds us that the effective functioning of democratic institutions rests heavily on the willingness of citizens to associate voluntarily with one another to redress collective concerns. He argues that such civic engagement depends of nature of social ties among community members. Putnam’s studies have provoked concern about recent declines in civic participation and increased anxiety about the quality of American Collective life. A natural application of Putnam’s argument is that level of social trust within a school community should influence the effectiveness of Chicago’s decentralization reform.

13. Putnam’s research drew inspiration from James Coleman’s theory of social capital. Coleman conceptualized social capital as a property of relational ties among indiv. Within a social system. Like human capital, social capital is intangible and abstract, and accumulated for productive ends. Whereas human capital is acquired through education, social capital develops around sustained social interactions. According to Coleman, two 2 factors for social capital: 1=social network closure. High degree of interconnectedness among individuals makes it easier for members to communicate. 2=presence of dense relational ties makes it easier not only to communicate basic information, but also to articulate mutual expectations among various parties and to ascertain whether ind. Are actually meeting their respective obligations. This is call trustworthiness. Networks with high levels of trustworthiness maintain socially desirable norms and sanction unacceptable actions.

14. Brick and Schneider sought to dev. multilevel theory that roots a consequential organizational property of school community (relational trust) in nature of interpersonal social exchanges among members who comprise the community.

16. school community members attend to instrumental concerns. They value achieving desired personal outcomes and being able to influence core organizational procedures tht affect their lives. Yet they also attend to the intimate personal qualities of these social exchanges: Do they appear respectful. Promote a swnse of regard, affiliation, and self worth? And they bring a moral lens as well: Can the behavior of others be understood as advancing ht ebest interests of children?

16.Alternative forms of social trust: system of social exchanges called relational trust—was the key to improvement in urban public school communities.

There are two other forms of trust: ORGANIC TRUST and CONTRACTURAL TRUST:

Organic trust is predicated on the unquestioning beliefs ofind.in moral authority of a particular social instituting, and characterizes closed, small-scale communities. In such social systems ind. Give their trust unconditionally; they believe in the rightness of the ststem, moral character of its leadership, and all other who commit to the community.

16: Fundamentalist religious schools such as those described by Louis Pushkin exemplified a contemporary social institution where organic trust operates. The scared beliefs of community order and control much of the work of school staff.

17. However, the applicability of organic trust breaks down, when we consider MODERN institutions. A limited set of institutional purposes rather than an all-encompassing worldview, orders relations among participants. There are few core beliefs to which assent by all members can be assumed in modern institutions. Most Americans place high value to freedom and individual choice.

17. Contractual trust: the basis for social exchange is primarily material and instrumental. A contract defines basic actions to be taken by the parties involved. The terms are explicitly spelled out. the social relations around schooling do NOT Fit with this framework. Because the aims of schools are multiple and interrelated. Educators is not a single produce, good, or service. Parents expect schools tocare for the safet and welfare of their children as they might themselves.

19. Relational trust: schooling, an intrinsically social enterprise: the social relations of schooling are a valued outcome in their own right. John Dewey’s long-standing observations that a good elementary school lis more akin got a family than a factory. While families are organized to provide many goods and services for their members, participation in family life creates the deepest forms of personal meaning and identity. The quality of social exchanges that occur are of great human significance. Teachers rely on good stud. Rapport as a resource for teaching, they also need parental support. 20. Admin. hold formal authority over teachers, but they remain dependent on teachers cooperative efforts to maintain social order of the school.

Embedded in daily social routines of schoolsis an interrelated set of mutual dependencies among all key actors; students, teachers, principals, and administrators, and parents.

20. Theory overview of relational trust: relational trust views the social exchanges of schooling as organized around a district set of role relationships; teachers with students, teachers with other teachers, teachers with parents and with their school principal. Schools work well as organizations when the synchrony of mutual expectations and obligations of interested parties are achieved. 21. A complex mix of considerations enters here: instrumental concerns about achieving valued outcomes; hedonic concerns about self-esteem, social status, and institutional identifications; and moral-ethical concerns about advancing the best interests of children. Similarly, a mix of motivations—form self-interest-based, to taking into account the needs and feelings of others, to enacting one’s moral duty-operates as well.

Fulfillment of obligations entails not only doing the right thing, but also doing it in a respectful way, andfor what are perceived to be the right reasons.

22. further, these judgment of intentionality are grounded in each individual’s historical perspective on the institution, personal and cultural beliefs rooted in his or her family and community of origin.

22. conceptualization of relational trust presents a three-level theory. Intrapersonal level, it is rootedin a complex cognitive activity of discerning the intentions of others. These discernments occur within a set of role relations or the 2nd level of interpersonal level that ar formed both by the institutional structure of schooling and b particularities of an ind. School community, with its own culture, history, and local understandings. 3rd. organizational level, more effective decision making, enhanced social support for innovation, more efficient social control of adults’ work, and an expanded moral authority to ”for the extra mile” for the children.

23. there are 4 considerations of dynamic interplay: respect, competence, personal regard for others, and integrity. Individual school community members analyze the behavior of others through all four lenses.

33. trust is especially important for organizations that operate in turbulent external environments, that depend heavily on information sharing for success, and whose work processes demand effective decentralized decision making. all three of these factors characterize the day to day functioning of schools.

Relational trust operating as a resource for school improvement in four broad ways. 1. Organizational change entails major risks for all participants. 2. Transaction costs, are reduced in environments where individuals are predisposed to trust one another. 3. Contexts with strong relational trust benefit from clear understandings about role obligations that are routinely reinforced in day-t0-day behavior. 4.relational trust sustains an ethical imperative among organizational members to advance the best interests of children.

34. al of these behaviors are central to meaningful organizational change in this regard, relational trust constitutes a moral resource for school improvement.

PART II. Relational trust in 3 urban school communities.