Developing Relationships with Diverse Stakeholders

Stakeholders are people in our professional community who have a vested interest and are affected by our roles as teachers. How we communicate with stakeholders affects the types of relationships we build with them.

To build strong relationships and trust, here are some key components for you to consider[*]:
1. *Benevolence*: having confidence that you are "on their side."
2. *Reliability*: being dependable through consistency
3. *Competence*: demonstrating that you have the skills to do the job
4. *Honesty*: demonstrating your integrity and that you are authentically committed to your job
5. *Openness*: being willing to communicate with others
6. *Culturally awareness*: knowing your students and their families expectations and values.
    a. Some cultures believe that parents should not interfere with schooling, while others value parent involvement in schooling
    b. Some cultures ask teachers for additional work for their students at home, while others expect teachers to not impose on students' "family" or personal time.
7. *Power dynamics*: recognizing that teaching professionals (administrators, support staff, teaching teams), families, and students can share power to increase student agency and self-confidence in schools
8. Others?

Communication Considerations[**]

Framing Messages: influencing what your audience should think
    Providing a context for how the audience should evaluate or understand an issue

Priming Messages: influencing how your audience should think about an issue
    Preparing the audience for an event by providing a context for discussion or assessment

Agenda Setting: implying what your audience should think about and think is important
    Continually raising an issue or topic

*References:
http://educationnorthwest.org/sites/default/files/trust.pdf
http://www.colorincolorado.org/article/building-trust-schools-and-diverse-families
http://faculty.buffalostate.edu/smithrd/PR/Framing.htm

Frame Typologies

Framing stories about diversity
•The conflict frame: often used in diversity stories or those with two "sides"
•The bridge-building frame: two sides trying to find agreement or compromise
•The disorientation frame: minority groups feeling unintegrated into mainstream culture
•The identity frame: how audience views itself
•The creation frame: fusion of new ideas by blending diverse views
•The mainstreaming frame: integrating different voices into the story to reach a diverse audience

http://www.poynter.org/2005/framing-stories/47657/

How policy makers and journalists frame science stories
•Social progress
•Economic development/competitiveness
•Morality/ethics
•Scientific-technical uncertainty
•Pandora's box/Frankenstein's monster/runaway science
•Public accountability/governance
•Middle path/alternative path
•Conflict/strategy

Nisbet. 2012. "Framing Science" in *Communicating Science* (ed. Kahlor & Stout)

Stakeholders	Strategies to build relationships/ trust
Students	
Parents	
Science or Mathematics teacher colleagues	
Non STEM teacher colleagues	
Support staff	
Administrators	

Stakeholders	Strategies to build relationships/ trust
Neighborhood residents	
University or Community College partners	
Non-profit organizations	
Businesses	
Community organizations	
Other	