



ORGANIZATIONAL MINDFULNESS IN RECOGNITION SCHOOLS: MINDFUL LEADERSHIP PRACTICES OF PRINCIPALS THAT BUILD HIGH RELIABILITY LEARNING ORGANIZATIONS



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Rationale

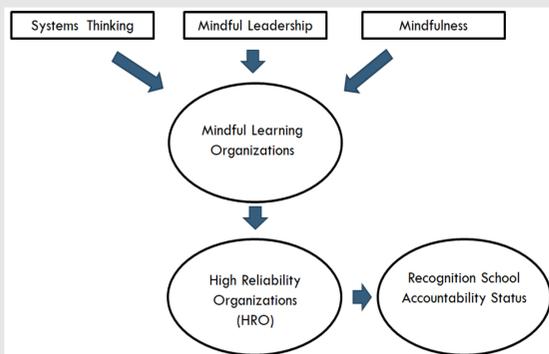
- Compared to other countries, America is seriously under-represented in categories such as math, science, and reading (Eck, 2011).
 - School principals throughout the state are met with exhausting and extremely complex goals to achieve (Armstrong, 2019).
 - Proficient organizations sustain complex systems when they are met with deliberate, conscientious thought and action by the individual, and by the collective (Barber & Mourshed, 2007; Eck, 2011; Senge, 2006).
- Schools are considered complex learning organizations that require effective leadership (Senge, 2006).
 - Higher standards and new accountability measures have all "stormed the walls" of the school and have altered the role of the school principal (Sharp Rodriguez, 2015; Steele, 2008).

Statement of the Problem

- The school principal now has two major identities to manage;
 - An efficient bureaucrat playing their middle management roles ensuring that rules are followed, accountability is maintained, and that the building is operating safely.
 - An effective instructional leader charged with creating, facilitating, and maintaining a plethora of academic, social and emotional programs at their respective school.
- An exploration of Recognition School principal mindful leadership practices can support in understanding how to development highly reliable learning organizations.

(Fullan, 2013; Reeves, 2006, 2009, 2011, Senge, 2008)

Significance



Key Terms

Mindfulness refers to what Kabat-Zinn (1990) described mindfulness as "a process of bringing a certain quality of attention to moment-to-moment experience" (p. 23).

Mindful Leadership described by Boyatzis and McKee (2005) indicates that "Great leaders are emotionally intelligent, and they are mindful: they seek to live in full consciousness of self, others, nature, and society" (p. 3).

High Reliability Organizations (HRO) described by Eck (2011) suggests that high-reliability organizations are quality management systems that have an environment of collective mindfulness in which all workers look for, and report, small problems or unsafe conditions before those issues pose a substantial risk to the organization.

Recognition Schools is the title or accountability status of public schools that are the highest performing in the state according to a list of criterion (NYSED, 2020).

Related Literature

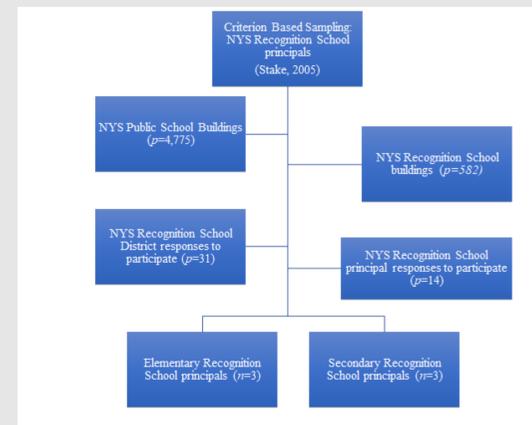
Author	Finding
Youngs (2018)	Emergent themes from semi-structured interviews included innovation, collaboration, and communication on how leaders facilitate school mindfulness.
Sharp Rodriguez, (2015)	In analyzing HRO cognitive processes as separate factors, principals as a group averaged the highest degree of mindfulness for the process of deference to expertise.
Steele (2008)	The relationship between school mindfulness and collective efficacy is reciprocal, in that mindful leadership promotes high levels of collective efficacy, while efficacious schools foster mindful behaviors which can ultimately lead to a growing learning organization.

Research Questions

- How do principals of Recognition Schools experience mindfulness or mindful practices in their schools?
- How are mindfulness-based leadership practices introduced, promoted, and sustained by Recognition School principals of elementary and secondary schools?
- What are the organizational norms experienced by principals in elementary and secondary Recognition Schools?
- What are the organizational barriers school principals experience working in Recognition Schools?

Sampling Procedure

New York State Recognition Schools (NYSED, 2020)	
Elementary	Secondary
128	454
Total Recognition Schools = 582	



Research Design

- Qualitative multiple case study research design to explore mindful leadership practices of principals who represent Recognition Schools at the elementary and secondary level (Stake, 2006).
- Each case is bound by a principal of a Recognition School and will be selected to explore and understand the complexity and activity associated with mindful leadership practices at the elementary and secondary level (Stake, 1995, 2006).
- To explore and understand the binding commonalities across multiple cases, or what Stake (2006) refers to as a quintain, a deep study of particularization or situatedness of each case will be addressed.



Instrumentation

Phase One	Demographic Survey	10 Questions • Support Sampling • 3-5 Minutes
	Mindful Attention Awareness Scale	15 Questions • Support Sampling • 10 minutes • (Brown & Ryan, 2003)
Phase Two	Semi-Structured Interview: Initial	12-15 guided questions • 60 minutes • Focus on principal
	Semi-Structured Interview: Follow up	10-12 guided questions • 60 minutes • Focus on learning organization & documents

Data Analysis

- Data condensation
 - Inductive and deductive coding
 - Themes and categories
- Conclusion drawing and verification
 - Patterns and explanations
 - First cycle coding
 - Second cycle coding
 - Within-case analysis
 - Cross-case analysis

(Miles, Huberman, & Saldaña, 2014)

Collection Timeline



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