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# Beyond Professional Communities



## The Future of Democratic Schools

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# The Democratic Challenges

## *Participatory Democracy*

## *Liberal/Social Democracy*

### *Whose School Is It?*

Parents and other key stakeholders

Elected/appointed representatives of the state

### *Political Values*

Responsiveness: Means and goals should be determined by local communities

Equity and “Quality”: Means and goals must be uniform to protect vulnerable citizens

### *Organizational Tensions*

Balancing professional & democratic influence

Preventing hegemony

**COMMUNITY INVOLVEMENT IN SCHOOLS: Emerging Perspectives Based on 72 representative articles culled from an ERIC search using the terms: Community, Involvement, School; CIJE; 2000-2004. Karen Seashore Louis and Kathryn Riley**

DEVELOPMENT THEMES	STRATEGIES (evaluated or proposed)	SPECIFIC PURPOSES
<b>Student Achievement: A Foundation</b>	Clubs, computers, use of volunteers, parent; changing teacher (mis)perceptions of community; parents as educators; Education Action Zones; extended day or year timetables; bringing parents and community members into classrooms and children's lives; citizenship learning; mentoring; business partnerships; improving attendance	Pupil Leadership Development  Support of Pupil Learning  Making curriculum more Relevant for Pupils  Parent education and involvement (particularly minority-immigrant parents)  Modeling distributed leadership within the school
<b>Schools as Agencies of Democracy: Accountability, Transparency, Involvement</b>	Education Action Zones (UK); school-based management models; transparency of decision making; representative involvement; School leadership initiative; smaller schools reforms; stronger civic education; parent choice	Public governance rights and obligations  Empowerment of minority groups  Community initiated curriculum innovation  Community leadership development  Accountability (financial and performance)

<b>Building Social Capital: Collaborating for Healthy Communities</b>	Integration of social services; Increased responsibility for children; school-within-school initiatives; expanded teacher advisory roles; schools adjusting to changing communities; using distance forms of involvement; “New Community Schools;” Community forums; community based learning-service learning; family involvement centers; focus on “sense of place”	Civic capacity/Leadership beyond the School  Reducing anti-social behavior  Healthy children-healthy families  Creating & using social support networks  Parent/Community members as full partners-educators   Managing school closures (rural and urban)
<b>Schools as Moral Agents: Promoting Social Justice and Responsibility for Youth</b>	Direct action on the part of minority groups; programs for immigrant groups; schools as mechanisms for social integration and cohesion	Inclusion; School as an agency for integrating immigrant populations  Peace/Justice  Social responsibility of “leaders” (noblesse oblige)  Creating vision for community
<b>A Countervailing Trend: School Self-interest and Exclusion (deliberately inauthentic involvement)</b>	Public relations; differing views of what constitutes appropriate comm. inv.; employment policies and hiring strategies; limiting physical access	Promoting schools to the public  Maintaining autonomy  Protecting the “core technology” of schools from “unwarranted disruption”

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**Building Social Capital:  
Collaborating for  
Healthy Communities**

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- Civic capacity/Leadership beyond the School
- Reducing anti-social behavior
- Healthy children-healthy families
- Creating & using social support networks
- Parent/Community members as full partners-educators
- Managing school closures (rural and urban)

**Schools as Moral Agents:  
Promoting Social Justice  
and Responsibility for  
Youth**

Direct action on the part of minority groups; programs for immigrant groups; schools as mechanisms for social integration and cohesion

- Inclusion; School as an agency for integrating immigrant populations
- Peace/Justice
- Social responsibility of “leaders” (noblesse oblige)
- Creating vision for community

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- Promoting schools to the public
- Maintaining autonomy
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