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that demonstrate fairness, respect, and equity.

- Promote independent thinking and encourage teachers to take risks with their instructional practices.
- Strive to implement teacher input whenever it is feasible and beneficial to individuals and the school.
- Empower teachers through regular, shared decision making. When appropriate, make shared decision making a routine practice.
- Recognize conflict and promote a school culture that values respectful forms of disagreement. Model openness, honesty, and receptivity to different perspectives.
- Engage teachers in conversations about change initiatives, and schedule time to seek critical feedback from teachers.
- Model how teachers can use data and other evidence to support their conclusions.
- Make data collection and analysis central to the school's decision-making framework.
- Remind staff members to avoid basing opinions on rumors and innuendo.
- Provide alternative tasks for staff members who are negative or frequently complain (Reeves, 2011). For example, if dissenters object to more constructive or participative roles, assign them functions that collect and provide feedback to assist in the evaluation of the decision or initiative.

Consequences of Dissent

Dissent is a form of feedback; the degree to which teachers communicate their dissent and the people to whom they communicate it have important implications for school culture. Goodboy, Chory, and Dunleavy (2008) found that expressions of dissent are positively linked to the quality of supervisor-follower relationships and the degree to which employees are able to voice their opinions in the workplace. School officials who openly allow dissenting opinions demonstrate a genuine appreciation for the work and contributions of teachers and other stakeholders. More importantly, receptiveness to organizational dissent enhances school climate and teacher morale while creating opportunities for school administrators to monitor decisions, adjust strategic

planning initiatives, and redirect ineffective practices.

By encouraging and listening to dissent, principals are better able to see the big picture and steer clear of potential problems well in advance of their development or manifestation. Ignoring or misinterpreting dissent not only can result in negative perceptions of school officials and the school organization but also can promote negative behaviors that further erode school culture and the potential to enact meaningful improvement initiatives. It is in the best interest of principals to permit articulated dissent and create formal communication structures that facilitate its occurrence. PL

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