

# High-Risk Advocacy:

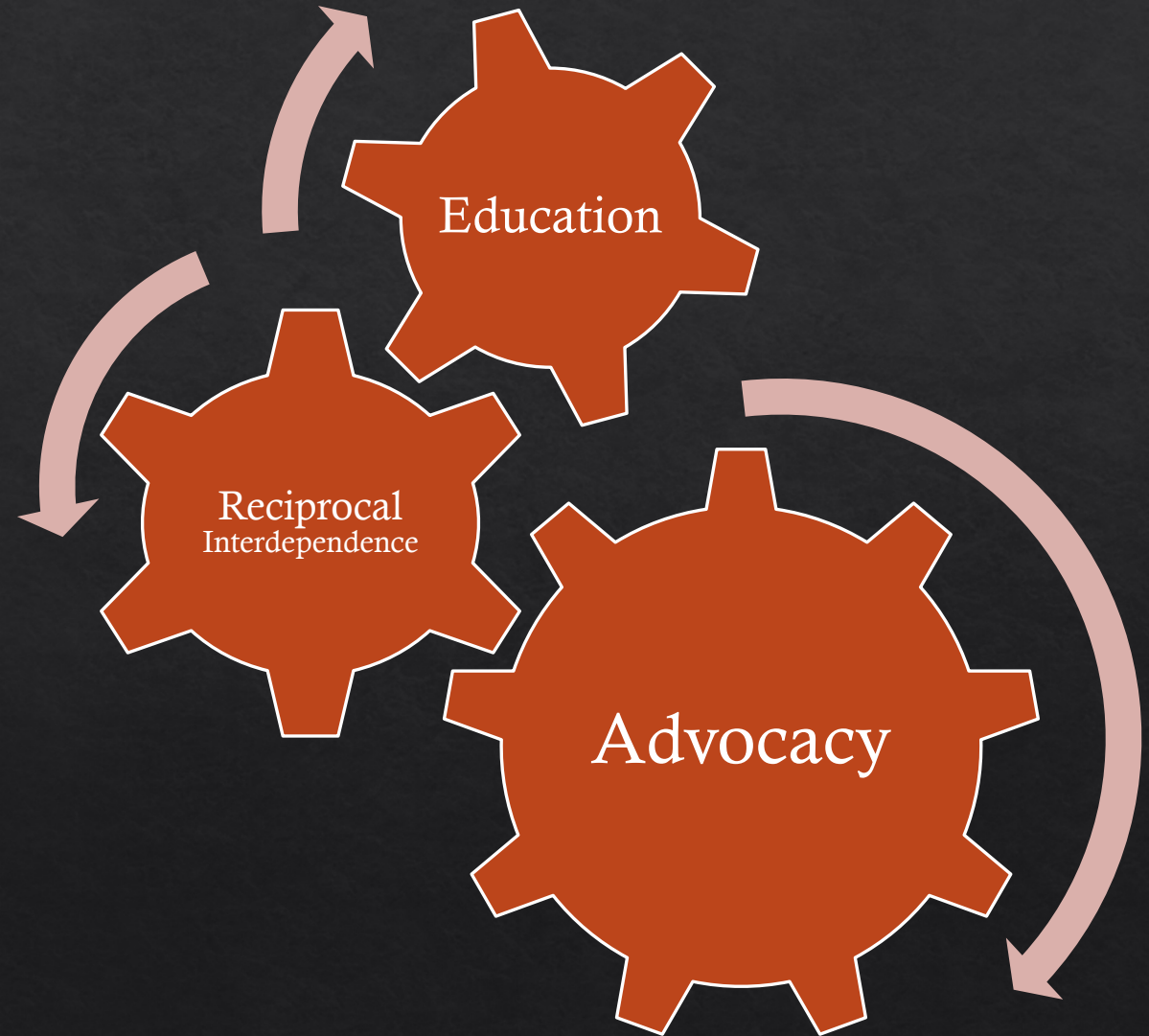
## Shaping Institutionalism Toward Progressivism

### Brooke Moreland

Associate Director, Digital Education Hub  
Indiana University School of Education-Indianapolis

# Considerations

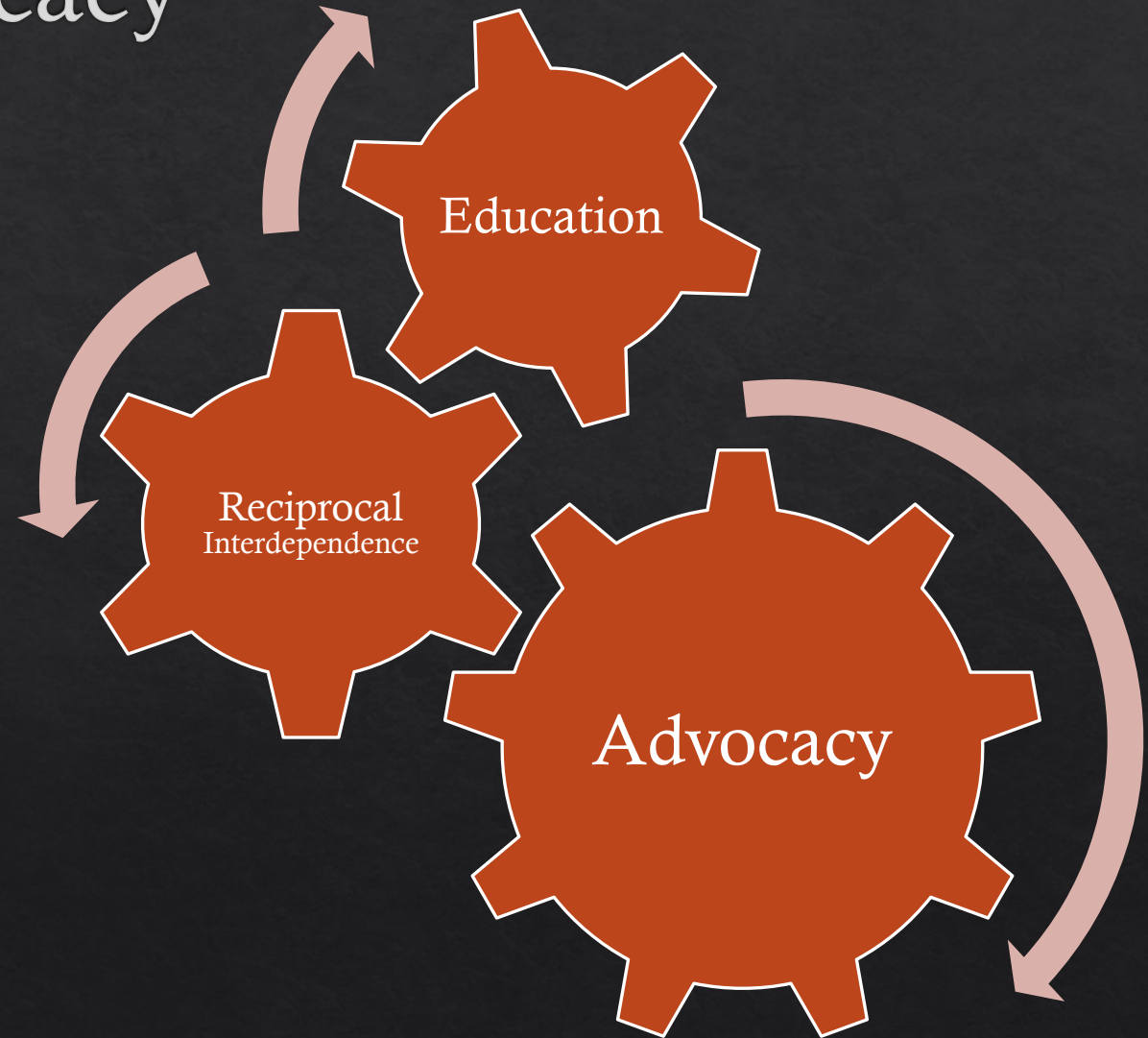
- ◇ reflective in nature
- ◇ everyone's reflective practice will differ
- ◇ action research model developed for action
- ◇ willing to investigate their own leadership practices and the dispositions of their home institutions to make better decisions for the people they represent
- ◇ empowers leaders to engage policy leaders in more strategic and intentional ways
- ◇ dedicated to removing barriers to equitable opportunity in education and the workforce





# Model of High-Risk Advocacy

- ◇ Education
  - ◇ Knowledge of Self
  - ◇ Knowledge of Policy
  - ◇ Knowledge of Systems
  - ◇ Knowledge of Population
- ◇ Reciprocal Interdependence
  - ◇ Champions of Change
  - ◇ Systematic Understanding
- ◇ Advocacy
  - ◇ People-Driven Intervention Development
  - ◇ Challenge Systems and Decision-makers



## Essential Questions

What is your perceived institutional climate?

Are you a part of a learning organization?

Do you use data to inform your practice/how(how would you)?

Institutionalism? Politics? Roadblocks to Innovation?

### Reminder

It is not a client's personality that makes them unsuccessful versus successful, but it is the institutional climate that can prelude a positive effect on client achievement.



# Thank you.

Citations will be a part of final draft  
submitted for attendee viewing.

Brooke Moreland

Associate Director, Digital Education Hub  
Indiana University School of Education-Indianapolis

[bromorel@iupui.edu](mailto:bromorel@iupui.edu)

