

Welcome!

Educational Leadership Session I

Teacher Leadership Certificate
September 16-17th, 2016



Willing to be Disturbed

“Lately, I’ve been listening for what surprises me. This isn’t easy....but when I notice what surprises me, I’m able to see my own views more clearly, including my beliefs & assumptions.

Noticing what surprises & disturbs me has been a very useful way to see invisible beliefs. If what I hear or see surprises me, I must have been assuming something else was true. If what I hear or see disturbs me, I must believe something contrary....

A light comes on for me to see my own beliefs. These moments are great gifts. If I can see my beliefs & assumptions, I can decide whether I still value them.”

~Margaret Wheatley
Turning to One Another, 2009

Sharing What We Noticed

- Re-Introduce yourself to your partner
- Take turns sharing one discovery from the art exhibit, *Exposure: The Female Nude in Photography* that surprised, disturbed or felt familiar to you

“I’ve grown certain that the root of all fear is that we’ve been forced to deny who we are.”

~Frances Moore Lappe

S.C.A.R.F.

(Rock, 2008)

- Social threat can trigger a survival response: **flight, fright, freeze**, etc.
- Neuroscientist, David Rock developed the acronym “**SCARF**” to represent the five domains of social threats that can provoke a survival response.

National Equity Project

S.C.A.R.F.

(Rock, 2008)

- **Status**: sense of importance or value relative to others in the group
- **Certainty**: a sense of consistency & ability to predict what will happen next
- **Autonomy**: exercising control, influence or choices
- **Relatedness**: feeling safe & connected with others, part of the “tribe”
- **Fairness**: interactions between people are unbiased & appropriate

Community Agreements

Notice Moments
of Discomfort &
Stay Curious

Listen Fully--
With Your
Ears, Eyes & Heart

Speak Your Truth
without Blame
or Judgement

Be Open to the
Experience of the
Program and of
Each Other

“I’ve grown certain that the root of all fear is that we’ve been forced to deny who we are.”

~Frances Moore Lappe

“The voyage of discovery is not in seeking new landscapes but in having new eyes.”

~Marcel Proust

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Listening as a Leadership Strategy

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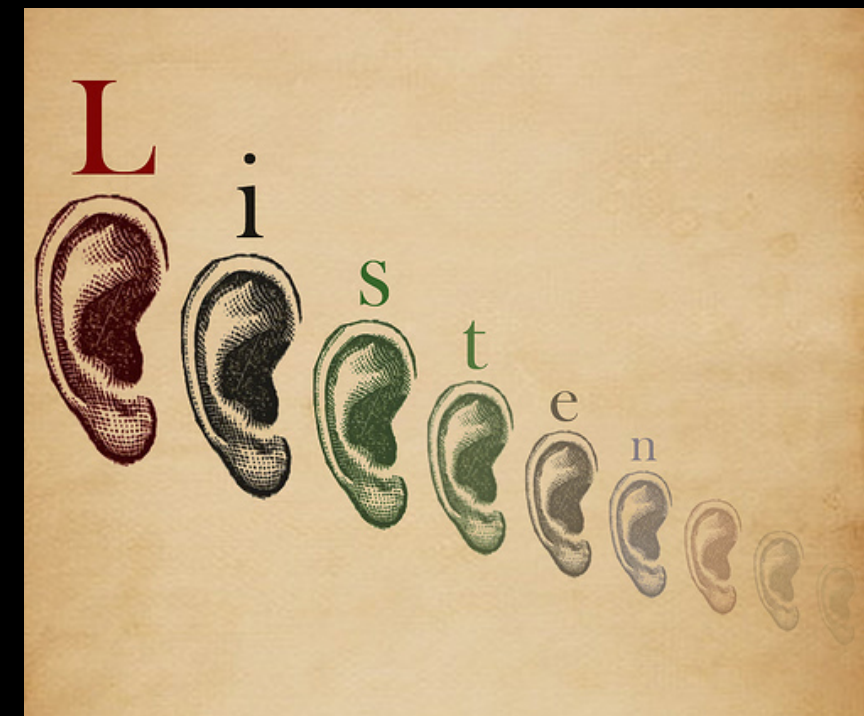
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A Study on Listening

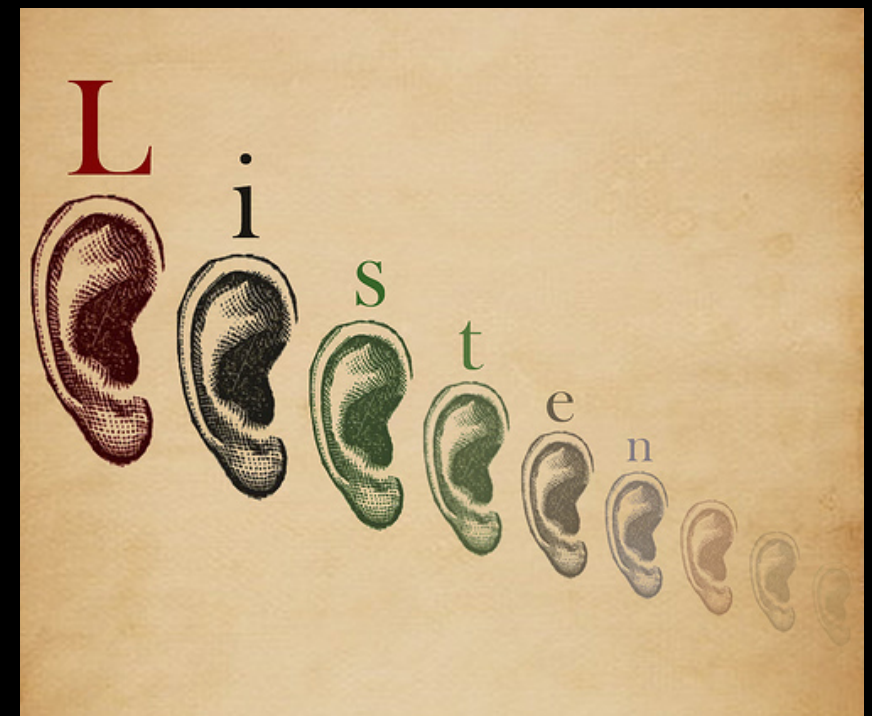
--Miriam E. Wilt (1950)

- 80% of awake time is spent communicating
- We spend 45% of awake time listening
- 75% of the words are ignored, misunderstood, or forgotten
- Most adults listen actively for 17 seconds at a time.



Types of Listening

- Active
- Passive
- Informational
- Conversational
- Argumentative
- Inattentive
- Pretend
- Constructivist



Adinkra Symbol, Mate Masie



“What I hear,

I keep.”

Symbol of wisdom, knowledge, and the prudence of taking into consideration what another person has said.

The Power of Listening

“I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Not mediation, negotiation, problem solving, debate or public meetings. Simple, truthful conversations where we have a chance to speak, we each feel heard, and we each listen well.”

~Margaret Wheatley
Turning to One Another, 2009

Constructivist Listening



NATIONAL
EQUITY
PROJECT

Guiding Principle

I agree to listen to and think about you in exchange for you doing the same for me.



Assumptions

- Constructivist Listening is for the benefit of the talker
- Cognitive + Affective processing = increased understanding
- People are capable of solving their own problems given the right conditions

Constructivist Listening Dyad

When is the last time you
remember being listened to
fully?

How did you feel?

Constructivist Listening Dyad

What role does listening play
in your job?

When does it get difficult for
you to listen well?

“When you listen generously to people they can hear the truth in themselves, often for the first time.”

~Rachel Naomi Remen

Constructivist Listening Outcomes

Reflection

**Expression &
Release of
Emotion**

**Construction of
New Meaning**

**Relationship
Building &
Forming
Alliances**

Taking Action

Developmental Process



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graph TD; A[Reflection] --> B[Expression & Release of Emotion]; B --> C[Construction of New Meaning]; C --> D[Relationship Building & Forming Alliances]; D --> E[Taking Action];
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Stereotypes of Teaching

- Read each of the 7 characterizations about the nature of teaching & teachers.
- Which characterization resonates most closely with **your own** experience of the motivations & work of teaching?
- Which characterization most closely describes **the assumptions** about teaching in **the school or district culture** where you teach?

Stereotypes of Teaching

- Reflect on the two characterizations of teaching which most closely matched your personal experience & the assumptions about teaching you feel in your larger school or district context.
 - What are the limitations of each conceptualization of teaching & learning? (In other words, what's missing or left out?)
 - What's potentially problematic or dangerous about each conceptualization?

“If we want to improve teaching & teachers, we must improve the conditions of teaching that shape them, as well as the cultures & communities of which they are a part.

We must invest in developing teachers’ capabilities & give them time to sharpen these capabilities to a high standard.

It’s no good just hunting for a few more hidden gems for teaching-- people who might possess unseen talents or might be hiding in other walks of life.

We must develop more *professional capital* among the vast majority of teachers.”

~Professional Capital
Hargreaves & Fullan, 2012

Professional Capital

- Read Hargreaves & Fullan's chapter, *Professional Capital*.
- Choose 3 sentences that are especially powerful or important for you

This program is NOT:

- A training on how to fulfill a specific positional role in your school or district.
- A place to get “the answers” from “experts”
- A quick fix for complex problems of practice & culture in our classrooms & schools



This program IS:

- Ongoing experiences that connect you with what matters most in your work
- A safe place to consider & practice ideas, structures & conversations that might support your work
- A place to cultivate & strengthen relationships & networks with other leaders



I'll build my leadership muscle before we meet again by trying _____ in my own teaching or professional practice.

I'm challenged or provoked by the following idea we've discussed over the last two days _____.

Fall 2016 Course

Educational Leadership

What contact information do you want to share with our cohort?

Email Sarah: slundy@scoe.org

Session 2

Friday, October 21st | 4:30 p.m. - 7:00 p.m.

Saturday, October 22nd | 8:30 a.m. - 1:00 p.m.

