

Welcome!

Teacher Leadership Certificate

Seminar I

Friday, October 26th

Saturday, October 27th



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



2018-2019 Seminars

Session 1 | Friday, October 26th & Saturday, September 27th
Fridays from 4:30 p.m. - 7:30 p.m. | Saturdays from 9:00 a.m. - 12:30 p.m.

Session 2 | Friday, November 30th & Saturday, December 1st
Fridays from 4:30 p.m. - 7:30 p.m. | Saturdays from 9:00 a.m. - 12:30 p.m.

Session 3 | Friday, January 11th & Saturday, January 12th
Fridays from 4:30 p.m. - 7:30 p.m. | Saturdays from 9:00 a.m. - 12:30 p.m.

Session 4 | Friday, February 1st & Saturday, February 2nd
Fridays from 4:30 p.m. - 7:30 p.m. | Saturdays from 9:00 a.m. - 12:30 p.m.

Session 5 | TBD March 8th & March 9th 2019

Session 6 | Thursday, June 20th, 9:00 a.m. - 3:00 p.m.

Session 7 | Friday, June 21st, 9:00 a.m. - 3:00 p.m.

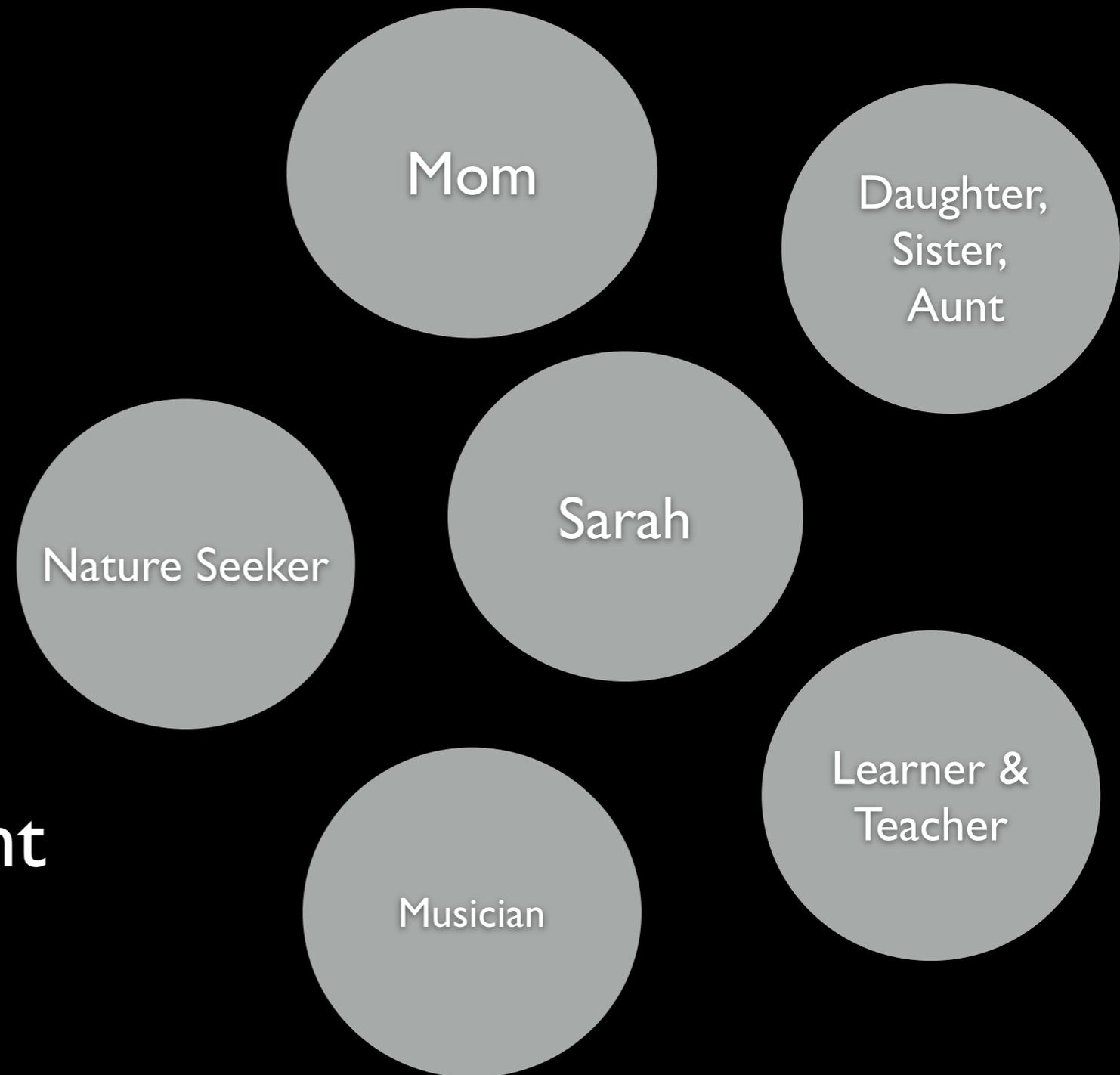


“I’ve grown certain that the root of all fear is that we’ve been forced to deny who we are.”

~Frances Moore Lappe

Identity Paseo

- Draw a diagram of circles & write your name in the center circle.
- Add a circle with a word or phrase that captures some element of your identity.



Know Your Why.

<https://www.youtube.com/watch?v=LZe5y2D60YU>

When you know your why,
your what has more impact
because you're walking *in* or
towards your purpose.

~ Michael Junior

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

Community Agreements

- Read the National Equity Project's essay, *Community Agreements*
- Choose 1 sentence that is especially powerful or important for you

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

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

~Marcel Proust

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.

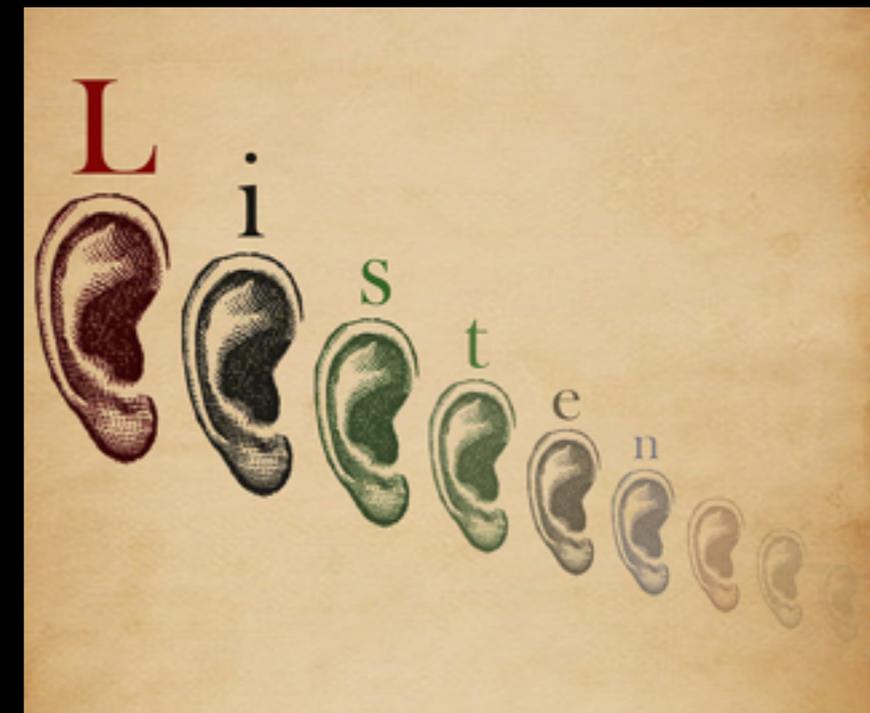
(Rock, 2008)

- **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

A Study on Listening

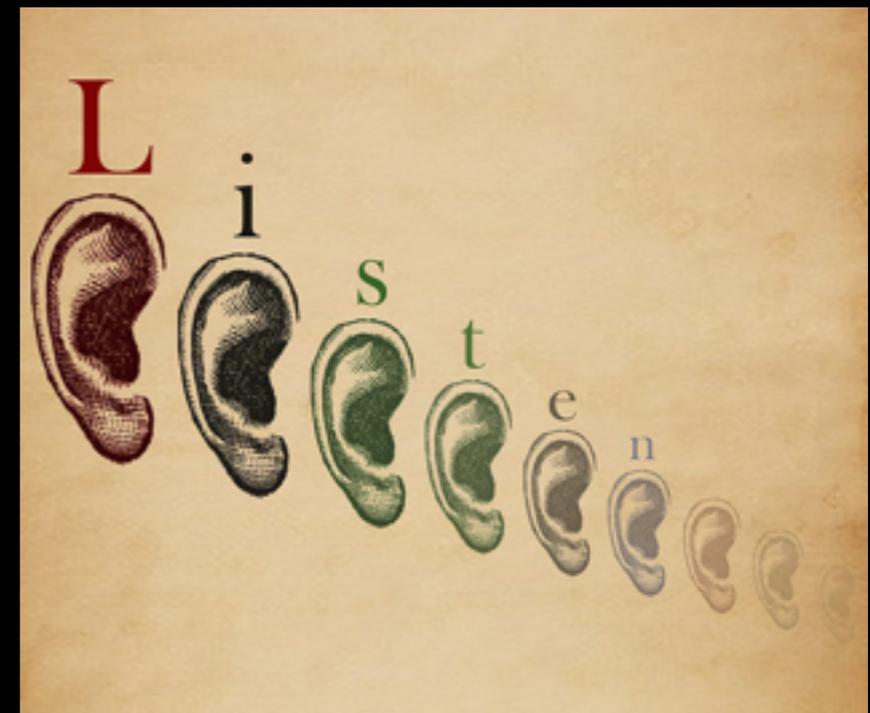
--Miriam E. Wilt (1950)

- 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.

L

Listening as a Leadership Strategy

i

s

t

e

n



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.

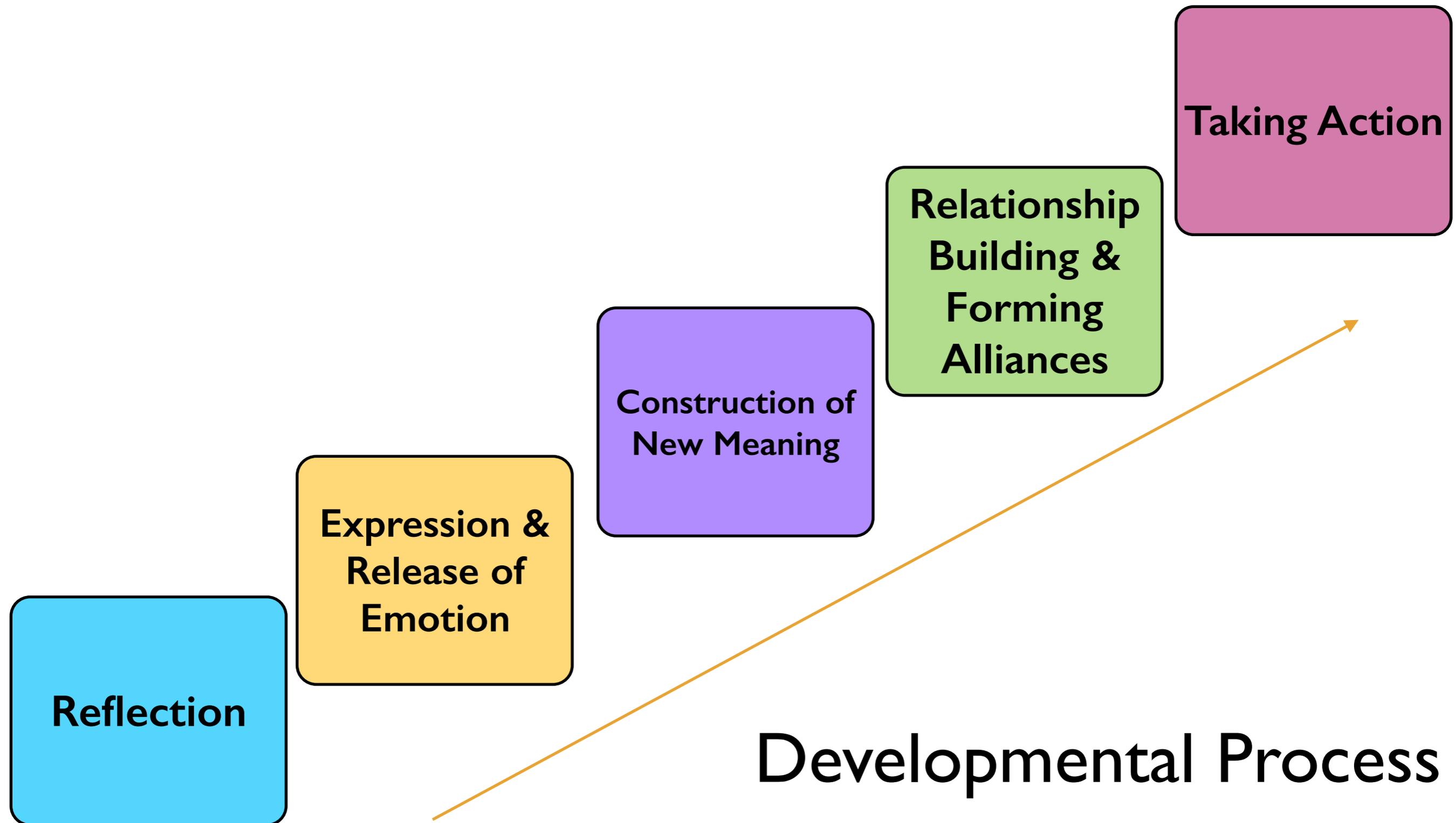


Assumptions

- 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 Outcomes



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

~Rachel Naomi Remen

Professional Capital

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

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

A word or phrase that
captures something that
I've *learned* or *experienced*
this weekend....