



No clouds. No sheep.

# Imagery & Analogy

Learning is like... because...



Share a recent example of when learning has “felt” like the image you selected.

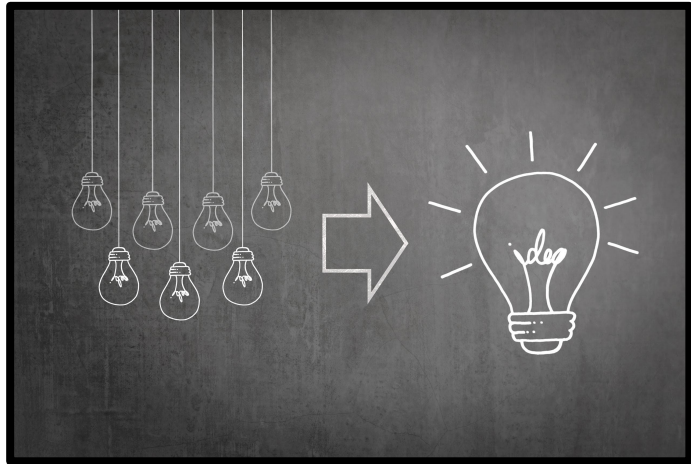
# The Great Paradox



“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.”

~ Margaret Wheatley

# Agenda



## Friday

- Community Agreements
- S.C.A.R.F. (*A Quick Peek Into Adult Learning Theory*)
- Course Syllabus & Website

## Saturday

- Listening as a Leadership Strategy (*National Equity Project*)
- Zones of Comfort
- Stereotypes of Teaching (*Professional Capital, Hargreaves & Fullan*)

# Community Agreements

Notice moments of discomfort & stay curious.

Listen fully-- with your ears, eyes & heart.  
Honor our norm of confidentiality, "What I say here, stays here."

Speak your truth without fear of blame or judgement.

Be open to the experience of the program and of each other.



# S.C.A.R.F



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

# S.C.A.R.F



- **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

# Text Protocol

- ☐ Choose a sentence that stood out to you because it felt particularly important.
- ☐ Choose a sentence that stood out to you because it surprised you, and you'd like to think more deeply about the implications.

**SCARF Framework Summary**

Adapted from Rock, David. (2008). "SCARF: a brain-based model for collaborating with and influencing others." *NeuroLeadership Journal*.

Over the last two decades, advances in neuroscience have provided remarkable new insights into human behaviors and experiences based on a deeper understanding of the brain. One of the most striking findings from this work is that the brain responds to perceived social threats in the same manner as threats to survival. This means that a social threat can trigger a survival response (such as "fight, flight or freeze") as easily as a threat to one's physical well-being.

Neuroscientist David Rock has developed the acronym "SCARF" to represent the five domains of social needs that can provoke a survival response when threatened:

- Status:** a sense of importance or value relative to others; a person's perceived role in the "pecking order"
- Certainty:** an ability to predict what will happen next; a sense of consistency - particularly in relation to essential needs
- Autonomy:** a feeling of having control or influence over events or one's environment; having choices
- Relatedness:** the feeling of being safe and connected with others; being part of a "tribe" or community
- Fairness:** the perception that interactions between people are unbiased and appropriate based on shared standards; decisions are just

When a person perceives a threat in one of these areas, the brain sends its resources to respond to the threat by triggering a survival response. This type of response involves a dramatic increase in cortisol (commonly referred to as a "stress hormone") and a decrease in oxygen and glucose available for brain functions that support cognitive reasoning. Therefore, when someone perceives a social threat, they are unable to reason clearly or take in new learning.

Because these threats occur based on perception, an event that might appear harmless or insignificant to one person may trigger a survival response in another. When leading, teaching or collaborating with others, it is important to plan for opportunities to strengthen a sense of belonging, autonomy, a sense of worth or status, as well as helping students or adults develop trust through consistency and fairness.

“There is such urgency in the multitude of crises we face, it can make it hard to remember that in fact it is urgency thinking... that got us to this point, and that our potential success lies in doing deep, slow, intentional work...”

~Adrienne Maree Brown



# Debrief.

SCARF needs are being threatened inside of schools, any group of humans, all the time.

Part of being a leader is recognizing these are human needs that are in the room and intentionally considering and addressing your own SCARF needs, as well as others whom you're working with.

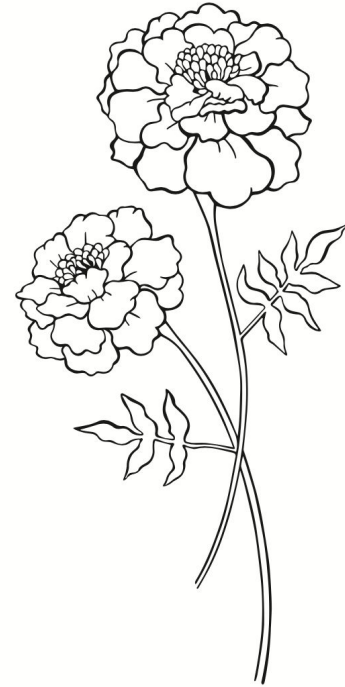
We're not able to make change happen, to work collaboratively or bring our best if one of our SCARF needs is threatened.

# Syllabi & Website

[www.scoeteacherleadership.org](http://www.scoeteacherleadership.org)

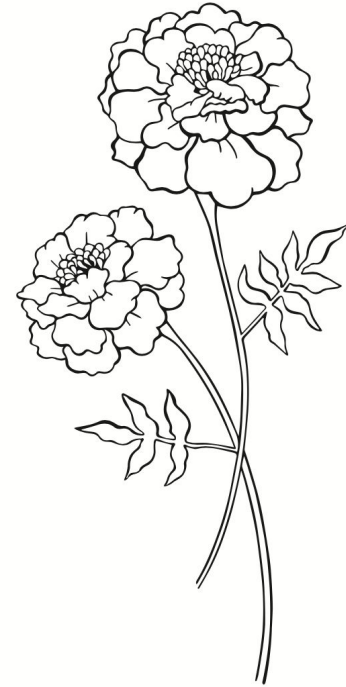
# This program is NOT:

- 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







# BRAVE SPACE

Micky Scottbey Jones

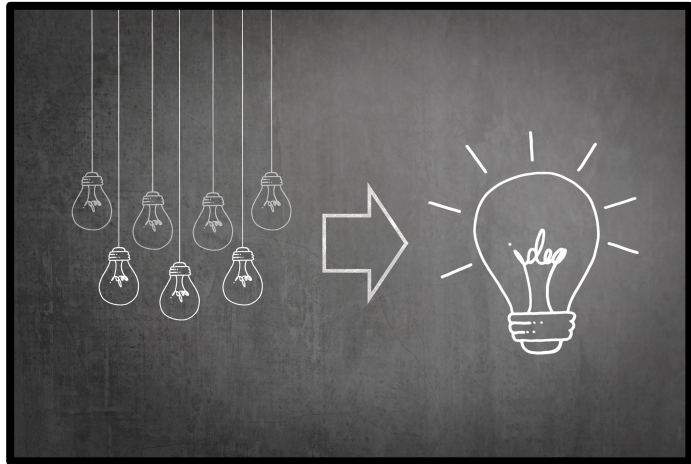
Together we will create “brave” space  
Because there is no such thing as a “safe  
space”

We exist in the real world. We all carry scars  
and we have all caused wounds. In this space  
We seek to turn down the volume of the  
outside world. We amplify voices that fight to  
be heard elsewhere.

We call each other to more truth and love We  
have the right to start somewhere and  
continue to grow. We have the responsibility  
to examine what we think we know.

We will not be perfect. This space will not be  
perfect. It will not always be what we wish it to  
be But It will be our *necessary space together,*  
*And We will work on it side by side.*

# Agenda



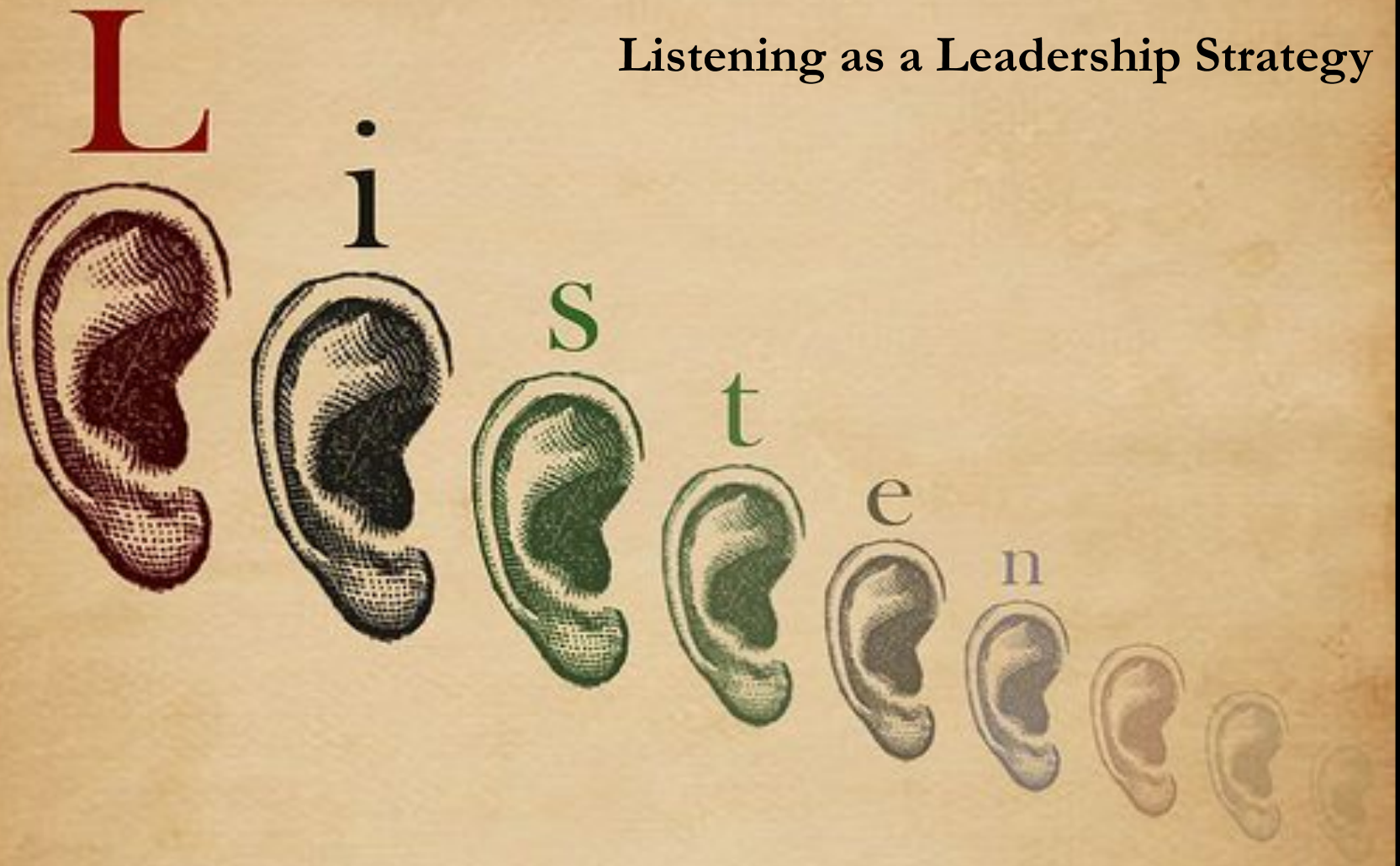
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# Listening as a Leadership Strategy



# The Power of Listening

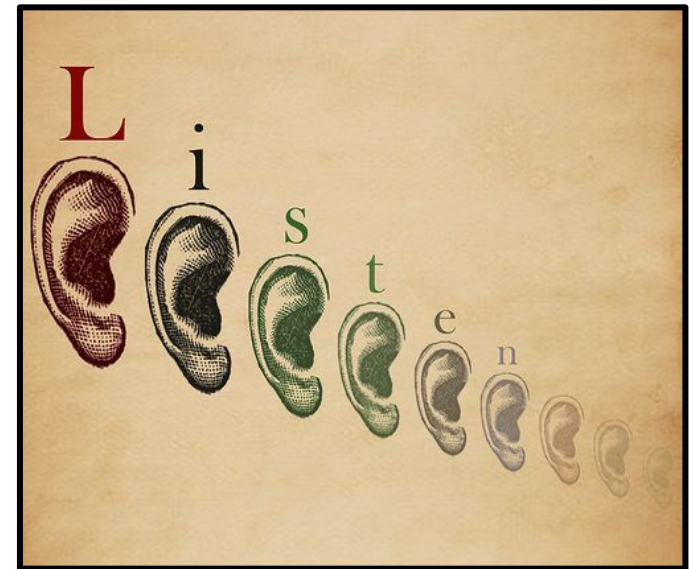


“I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Not mediation, negotiation, problem solving, debate or public meetings. Simple, truthful conversations where we have a chance to speak, we each feel heard, and we each listen well.”

~Margaret Wheatley  
*Turning to One Another, 2009*

# A Study on Listening

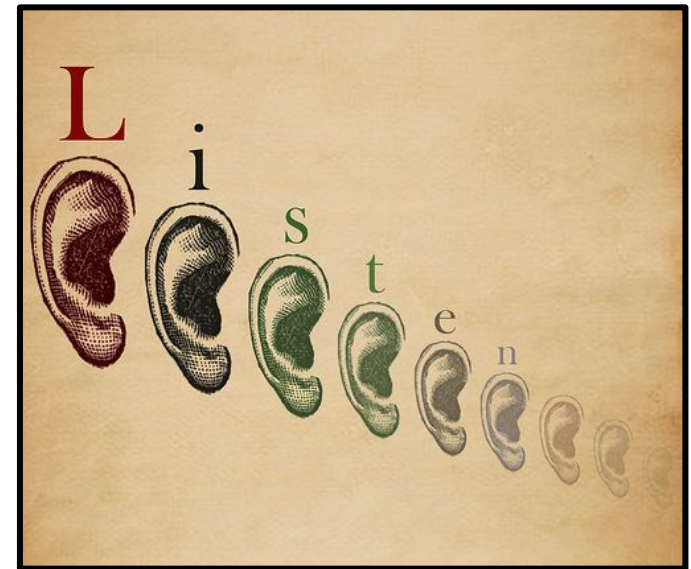
- 80% of awake time is spent communicating.
- We spend 45% of awake time listening.
- 75% of the words are ignored, misunderstood, or forgotten.
- Most adults listen actively for 17 seconds at a time.



~Miriam E. Wilt

# Types of Listening

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



# 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.



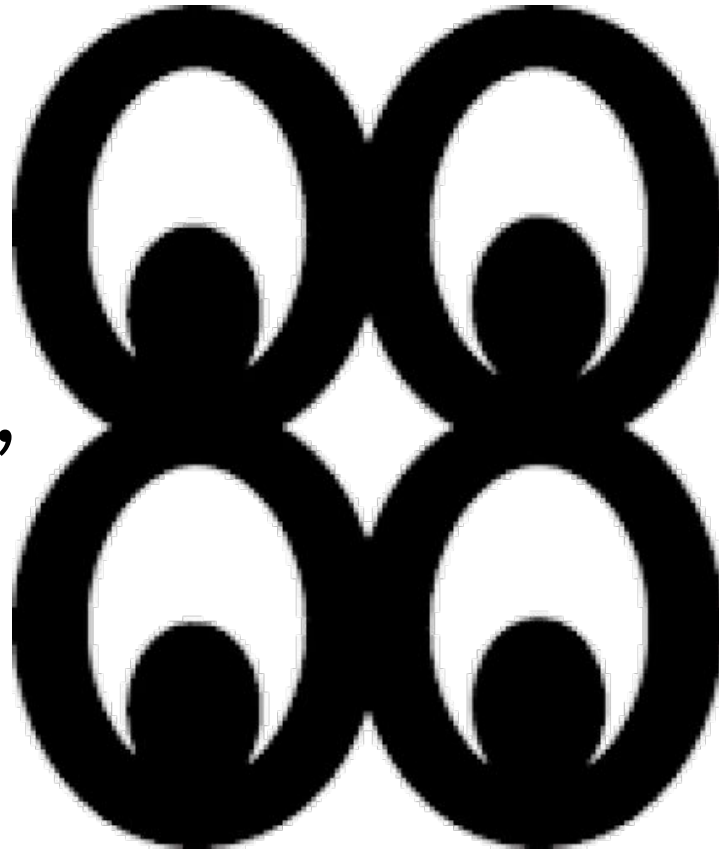


# Assumptions

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



# 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.

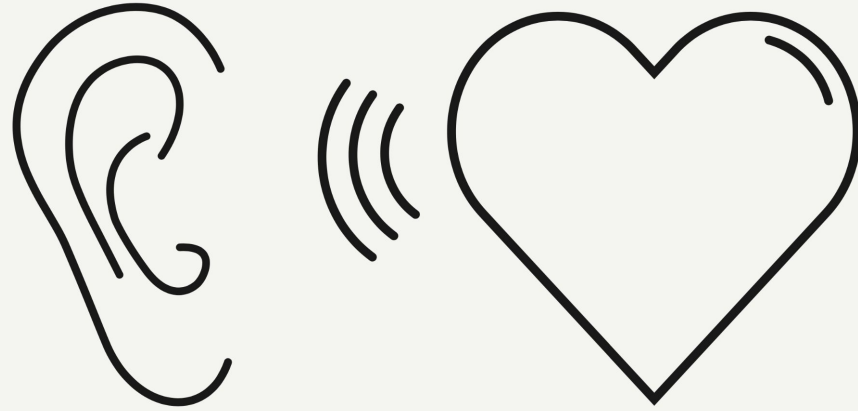
# Constructivist Listening Dyad

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

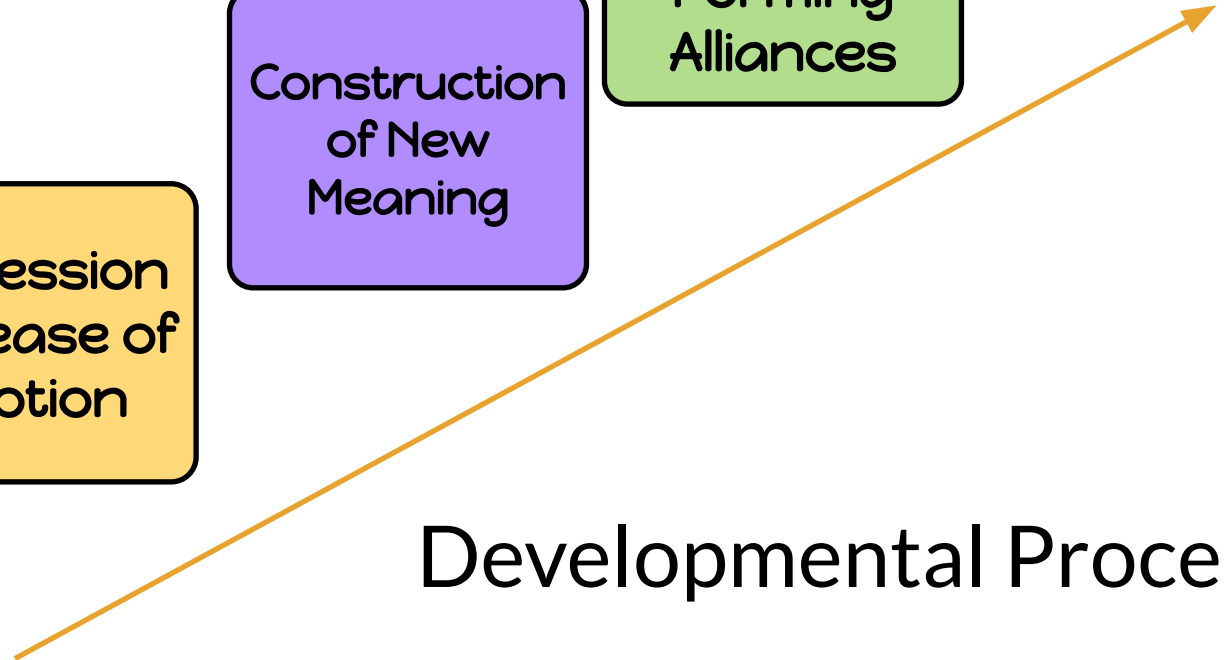
Reflection

Expression  
& Release of  
Emotion

Construction  
of New  
Meaning

Relationship  
Building &  
Forming  
Alliances

Taking  
Action



# Zones of Comfort, Risk & Danger Cards

By Luci Englert McKean for the NSRF, July 2020

**C**OMFORT



Created by Owl  
from the Noun Project

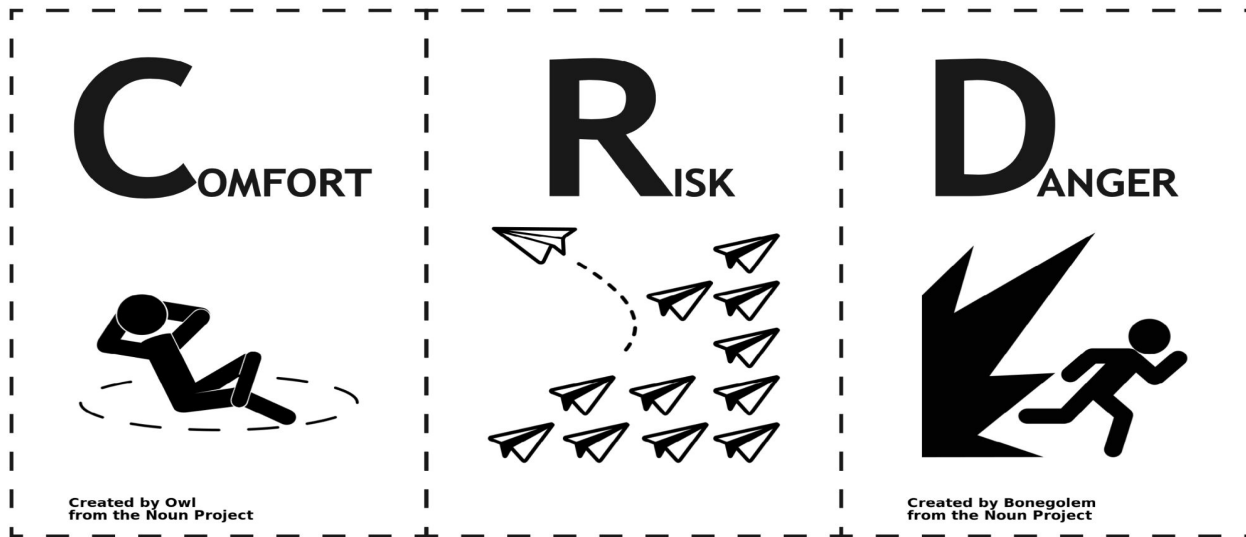
**R**ISK



**D**ANGER



Created by Bonegolem  
from the Noun Project



1. When you moved from one zone to another in a connected question. what triggered the change?
1. What did you notice about responses that were different from your own for a question?
1. Why do this activity?
1. How might you use this activity with students or colleagues?

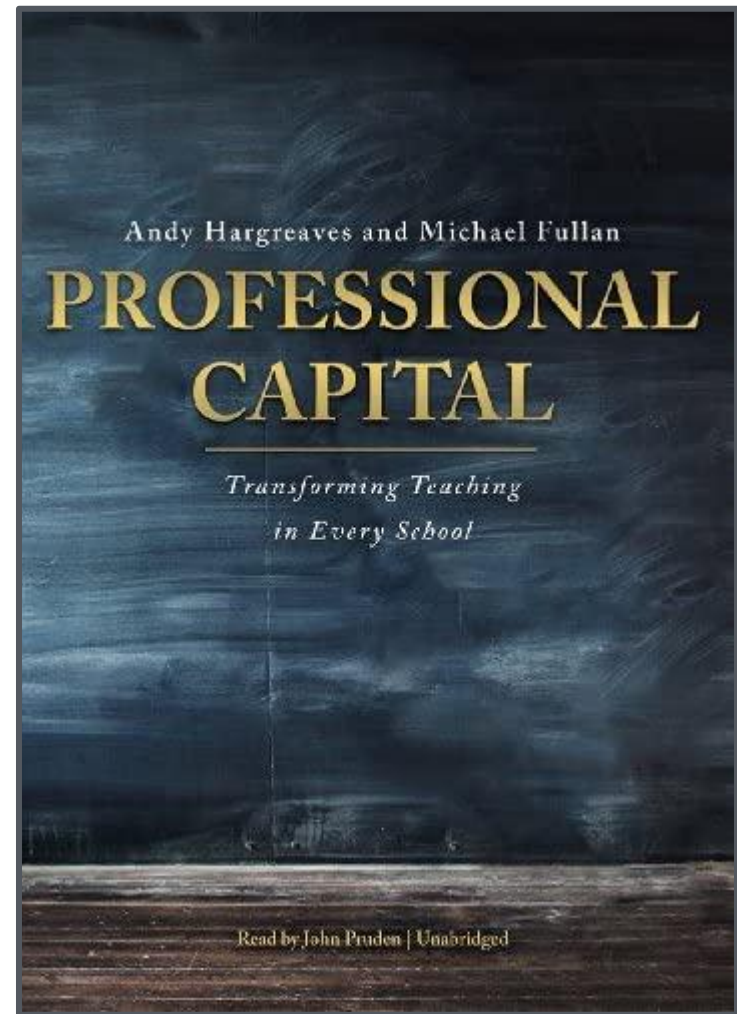


# *Stereotypes of Teaching*

## Reflection & Discussion Prompts

Read each of the 7 characterizations about the nature of teaching & teachers and reflect on one or more of the following prompts.

1. Which characterization resonates most closely with **your own** experience of teaching?
1. Which stereotype of teaching do you find most **problematic or dangerous** in the current context of teaching?
1. What are the **limitations** of these stereotypes? In other words, what's missing or left out?



# Stereotypes of Teaching

Teaching is a **precious gift** possessed by a few “born” teachers. So, recruit the ones who already seem to have the “natural” leadership skills to do the job & give them the briefest preparation so as not to deter them from joining the profession with long & costly training programs.

# Stereotypes of Teaching

Teaching is a **practical craft** of implicit know-how that can only be learned over thousands of hours of practice through experience by trial & error. With the mentorship of a skilled and gifted master, and countless hours of repetition and refinement, it is practice that makes perfect, not ivory-tower research. Experience counts. Theory doesn't.

Professional Capital  
Hargreaves & Fullan, 2012

# Stereotypes of Teaching

Teaching is a **laundry list of simple techniques** that can be prescribed & even paced so that minimally paid & modestly trained teachers can perform them satisfactorily....All you need for effective teaching are detailed, teacher-proof instructions, hard work & compliance (“fidelity”) in delivering the lessons, relentless oversight & pay-by-results incentives to reward the most successful & eliminate those who are not up to the job.

Professional Capital  
Hargreaves & Fullan, 2012

# Stereotypes of Teaching

Teaching is a **precise science**, like medicine, grounded in hard quantitative evidence & clinical trials of what works with most people, most of the time....What matters most is what is scientifically proven to be effective for student achievement, not what is merely fun for students or feels good for teachers....Identify practices that have the highest yield for student achievement, then require teachers to use them, with training & coaching support from experts in these practices.

Professional Capital  
Hargreaves & Fullan, 2012

# Stereotypes of Teaching

Teaching is a **data-driven enterprise**, like business, where key performance indicators at every level...drive up standards, eliminate waste & reduce defects...data-driven instruction & intervention track the performance of every nation, school, teacher & student...collecting real-time data, talking about data, & acting on data are the ingredients of relentless improvement.

# Stereotypes of Teaching

Teaching is a **a sublime art**, yet mysterious practice. Part gift, part craft-- it is dramatic, engaging, passionate & all-consuming...The art of teaching (& learning) can't be captured in quantifiable outputs or measurable test scores. The results of good teaching are seen in how the learning looks & feels...& the kinds of people that learners eventually become. Remove the shackles of scripts, scores & spreadsheets & set teachers free to be their creative & inspirational best.

Professional Capital  
Hargreaves & Fullan, 2012

# Stereotypes of Teaching

Teaching is a **sacred calling** of service & sacrifice to a community & its greater good....Teachers should have little desire for material reward....Their emotional, spiritual & social contribution should guide their effort....especially in teaching vulnerable populations such as minorities, the poor, the very young & those who have special needs....Recruit dedicated teachers with the right dispositions who work harder & give more.



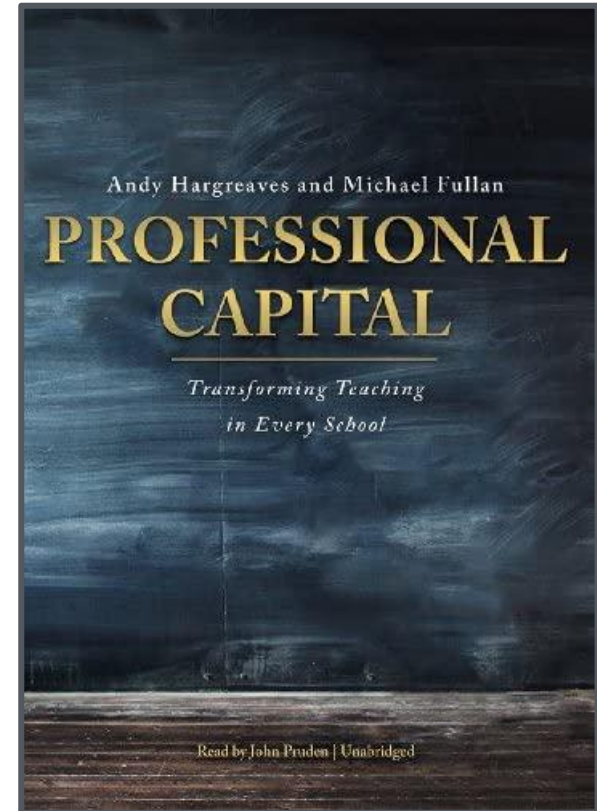
“If we want to improve teaching & teachers, we must improve the conditions of teaching that shape them, as well as the cultures and communities of which they are a part.

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



## The Teacher Leader Model Standards consist of seven domains describing the many dimensions of teacher leadership:

- Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning
- Domain II: Accessing and Using Research to Improve Practice and Student Learning
- Domain III: Promoting Professional Learning for Continuous Improvement
- Domain IV: Facilitating Improvements in Instruction and Student Learning
- Domain V: Promoting the Use of Assessments and Data for School and District Improvement
- Domain VI: Improving Outreach and Collaboration with Families and Community
- Domain VII: Advocating for Student Learning and the Profession

<https://www.nea.org/resource-library/teacher-leader-model-standards>

# Community Agreements

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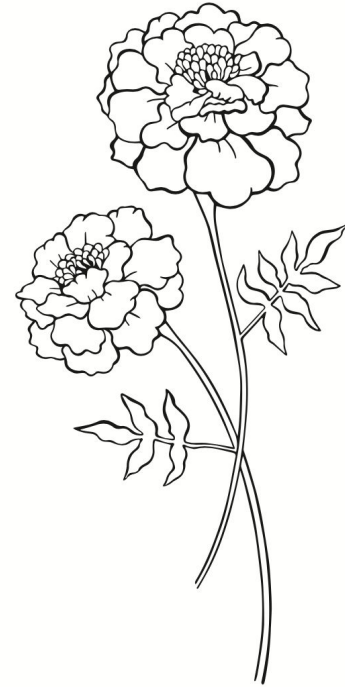
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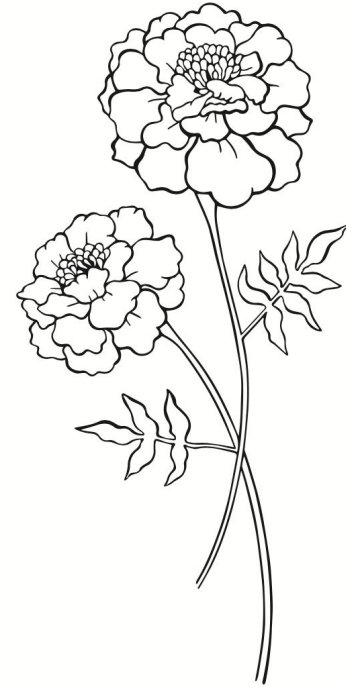
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“At this time in our history, we are in great need of processes that can help weave us back together... to listen to one another’s stories and dreams. We need processes that invite us to participate, that honor our creativity and commitment to the organization.”

~ Margaret Wheatley