

Welcome!

Educational Leadership Session III

Teacher Leadership Certificate
November 18th-19th, 2016



Internet Password:
s0c0muse

Community Agreements

Notice moments of discomfort & stay curious. Strive to be “hard” on issues but “soft” on people.

Listen fully-- with your ears, eyes & heart while observing our community's confidentiality.

Speak your truth without blame or judgement. Releasing emotion is welcome here. Trust that we are striving to become a safe, supportive & empathetic community.

Remain open to the evolving learning experience we're co-creating together. Generously allow ourselves to fail & to change course.

Faith Ringgold: *An American Artist*

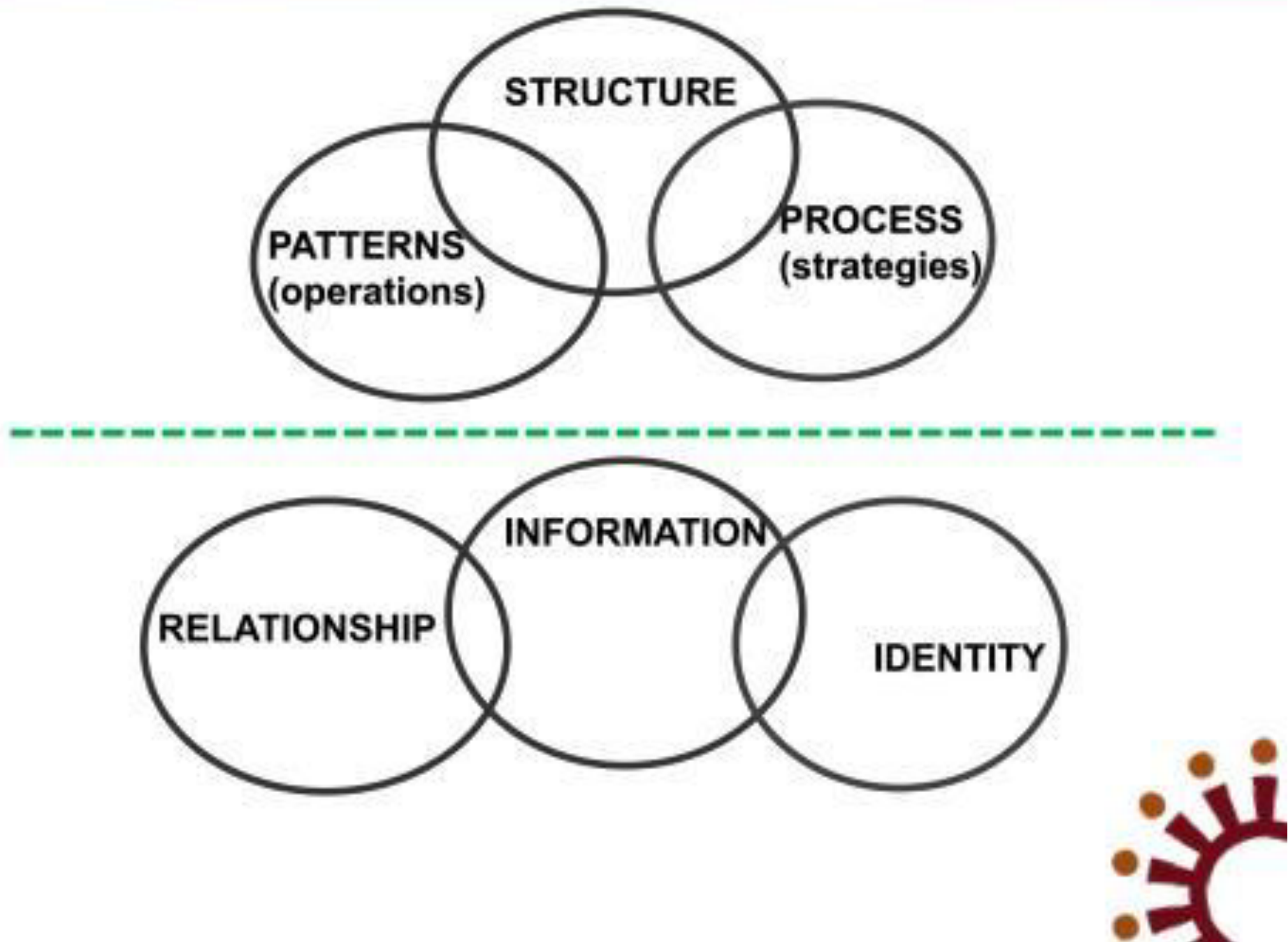
- As you explored or were surrounded by the art work of Faith Ringgold, did anything....
 - Feel familiar to you
 - Surprise you
 - Inspire you
 - Disturb you

Caring for Our Community

- Leading Energizer [*Heather*]
- “Holding” our Community Agreements [*Cassandra*]

Working Above & Below the Green Line

6 Circle Model



Working Above & Below the Green Line

After reading the “Green Line” handout, identify one of the following:

- A) A “*below the green line*” process that you use in your classroom practice
- B) A “*below the green line*” process that’s a widely practiced norm in your school culture

Shifting the Discourse

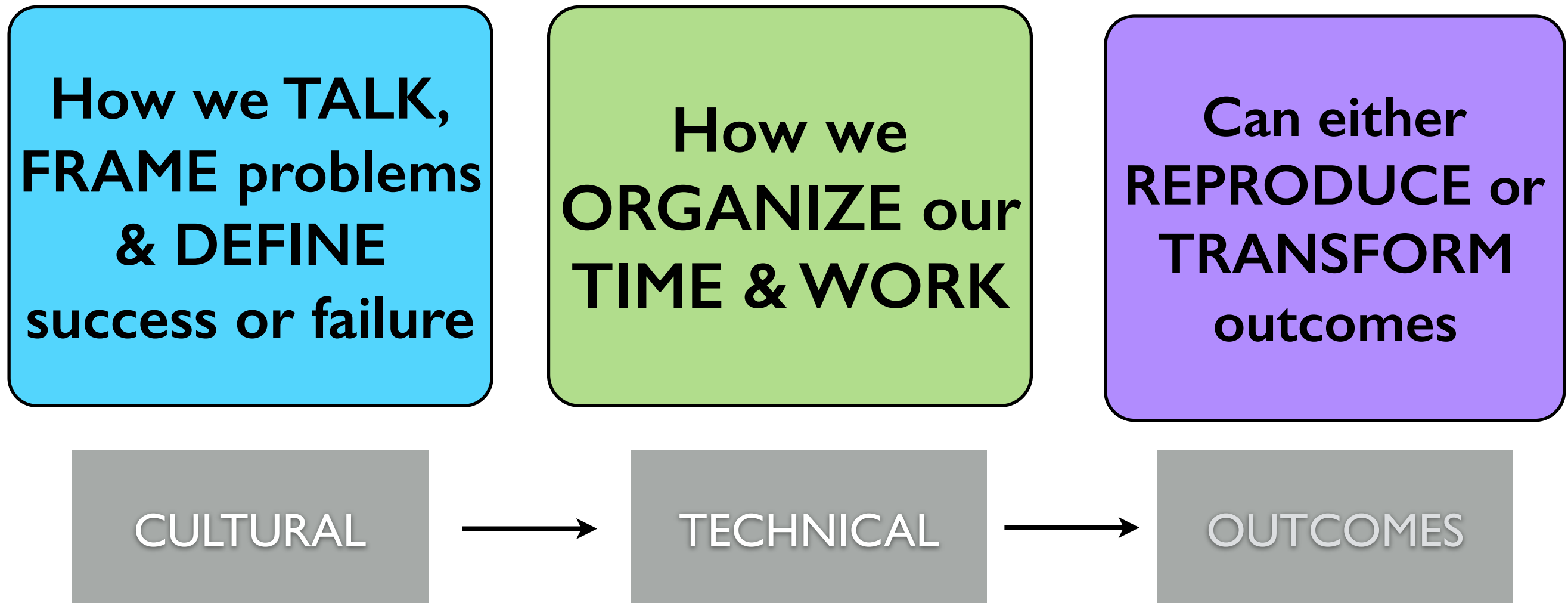
“An important part of leadership work as you move from awareness to action is learning to create spaces for people to listen to each other, express emotions (thoughts & feelings), and build connections.

As leaders, we must engage in a new kind of conversation. We call this *shifting the discourse*.”



NATIONAL
EQUITY
PROJECT

What is *DISCOURSE*?



Discourse | Examples

- Blaming students & their families for performance gaps
- Blaming “the district”, “the principal” or “colleagues”
- Perpetuating negative stereotypes about students of color or students of poverty
- Looking for a silver bullet or quick-fix solution or putting band-aids on complex problems

Shifting the Discourse

Discourse 1	Discourse 2
Singular truths	Multiple stories
Improving what exists	Addressing root causes
Answers & technical fixes	Inquiry & adaptive challenges
Externalization/Blame “Looking out the window”	Internal Reflection “Looking in the mirror”
Limited time & ability	Getting started anyway

Shifting the Discourse

1. Identify a common “Discourse I” conversation in your own school setting
2. Do you currently contribute to *Discourse I* thinking?
3. How might you contribute to shifting the discourse?

10 Minute Break & Energizer

Sharing our Learning Experience

PURPOSES

- Include our administrators in significant learning experiences around leadership & culture
- Cultivate ongoing conversations with administrators on safe & sustainable opportunities for teacher leaders to invest their leadership capacities

Collaboratively Designing Our Learning Experience

STEP ONE: Use sticky notes to capture 2 or 3 fears or concerns about inviting your administrator into our learning community. *You may also want to capture experiences you would like to avoid.*

STEP TWO: Use sticky notes to capture 2 or 3 concepts or practices that you hope would be safe & beneficial to experience alongside administrators.

Willing to be Disturbed

- Read Margaret Wheatley's essay, *Willing to be Disturbed*
- Choose one sentence or short excerpt that is especially powerful or provocative for you.

Fall 2016 Course *Educational Leadership*

Session 4

Friday, December 9th | 5:00 p.m. - 7:00 p.m.

Saturday, December 10th | 8:30 a.m. - 12:00 p.m.



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

