






In organizations that innovate and continually learn...

People must learn to be comfortable

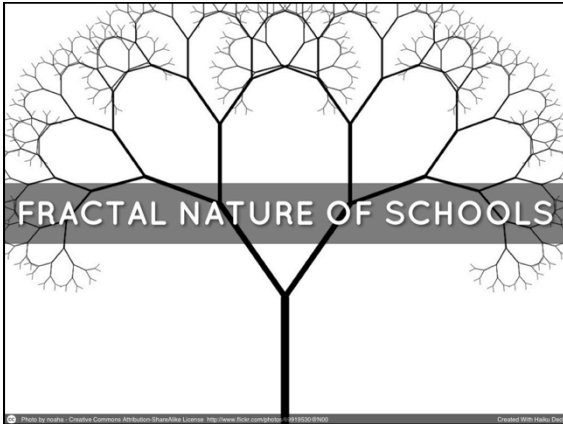
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Upside Down World



How Can We Learn These New Ways?



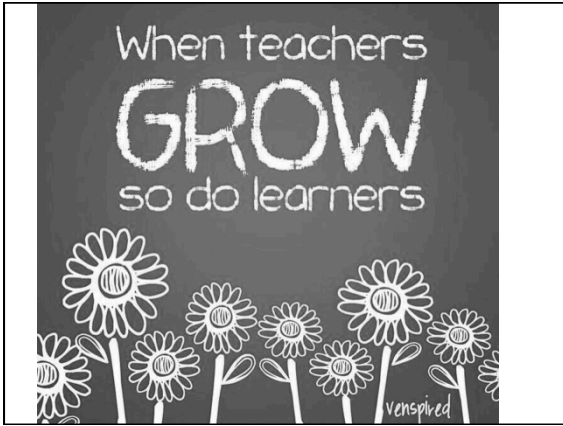


FIVE BIG FEARS (students)

Fear Of Making Mistakes
Fear Of Looking Like A Fool
Fear Of Having A Weakness Exposed
Fear Of Not Being Liked
Fear Of Failure

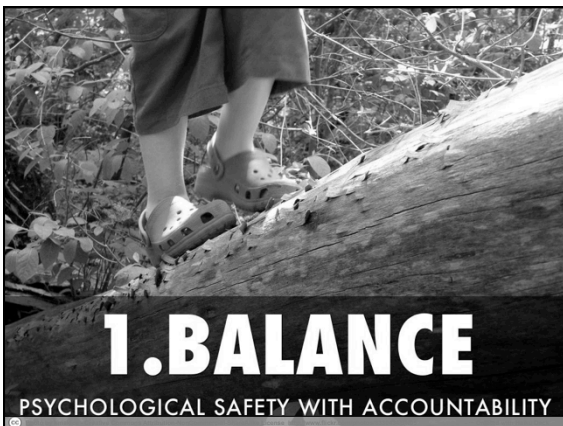
SIX BIG FEARS(Teachers)

- Fear Of Making Mistakes
- Fear That Errors Will Erase Prior Success
- Fear Of Having A Weakness Exposed
- Fear That Asking For Assistance Will Diminish Respect
- Fear Of Looking Like A Novice
- Fear of Conflict



UPSIDE DOWN LEARNING

- 1. Balance Psychological Safety & Accountability**
 - Learn from our Failures and Errors
 - Focus on Impact but Separate the Results from the Experiment
- 2. Lean into Conflict**
 - Use & Assess Norms Regularly
 - View Feelings as Incredibly Important Data
 - Respond to Criticism and Disagreement with Curiosity
- 3. Interpret Leadership as Influence more than Authority**



Signs of Psychological Safety*




Educators can

- disagree with peers and authority figures
- ask naïve questions
- own up to mistakes
- learn from error
- present a minority view without fear of ridicule or marginalization (Communication that Crosses Hierarchic Boundaries)

Growth Mindset

*Edmondson

Psychological Safety & Accountability

high	 Comfort Zone	 Learning Zone
low	 Apathy Zone	 Anxiety Zone
	low	high

PSYCHOLOGICAL SAFETY

ACCOUNTABILITY

Slide by Amy Edmondson

THE POWER OF TEAMING

• Learn from our Failures



Learn from our Errors

■ **The sooner you find out your first idea doesn't work, the sooner you can try something else that might work!**

-Kristen Swanson

Trust

“School leaders and teachers need to create schools, staffrooms, and classroom environments in which error is welcomed as a learning opportunity, in which discarding incorrect knowledge and understanding is welcomed, and in which teachers can feel safe to learn, re-learn, and explore knowledge and understanding.”

-John Hattie, 2012

Continuously aiming to close the “gap”

Error=the gap between what we hoped to have achieved and what we really achieved

Developing the habit to reflect on this gap period by period, daily, weekly, monthly....

Reflection=Analyzing what has occurred, why it has occurred, and next steps to close the gap.

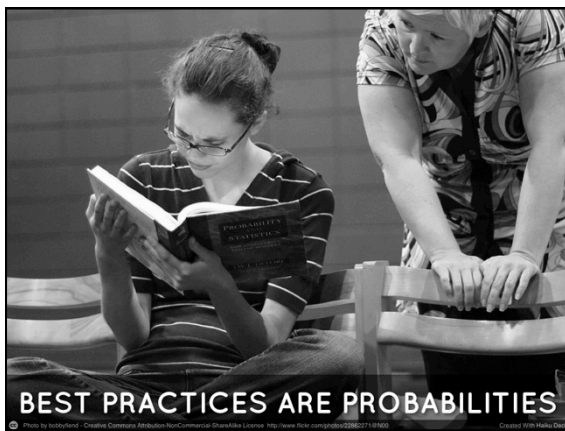
We rarely if ever

- Reach 100% of our students, 100% of the time
- That does not make us ineffective, unless we don't recognize that fact or blame others for "the gap."









Creating team time does not guarantee improvements

Structural change is not cultural change. Simply altering the schedule to provide time to meet does not create conditions for learning or increase enthusiasm for the demands of collaborative engagement. Protected time without productive use builds resentment when group members feel that they are being kept from their real work back in the classroom.

Lipton, Laura; Wellman, Bruce (2012-02-16). Got Data? Now What?.



Conflict Can Lead to Learning

“Conflict among collaborators can feel like a failure, but differences in perspective are a core reason for teamwork in the first place, and resolving them effectively creates opportunities.”

-Amy Edmondson

The wisdom of Jane Austen

■ **Arguing is the best thing about being married. (from "Sense and Sensibility")**

If your spouse is already just like you, then neither one of you has anywhere to go. A friction-free relationship would be a desert. Conflict is good; disagreements are good; even fights can be good. Committing yourself to someone doesn't have to limit your growth: it can be the door to perpetual growth.

Primary context for learning (& disagreeing)

- Meetings
- Conversations

What are the barriers to managing conflict openly and honestly?

Meetings

- What % of meetings
 - Produce learning/insights/ that complicate people’s thinking?
 - Allow participants to disagree openly and agreeably?
 - »



Standard IV (Accountability)
Professional Culture
Indicator A-Commitment to High Standards
Element: Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters.

Measurable?
I will strengthen the quality and rigor of meetings so that the conversations that emerge from these sessions are honest and will lead to improved practice

Keeping Track of Critical Data

1. Something that made me feel safe during this meeting is _____.
2. Something I did to make others feel safe is _____.

Wellman and Lipton

How often do we*

- Ask questions for which we have no immediate answers?
- Search for and honor other perspectives?
- Ask questions that might cause discomfort?

*

Invite Dissent

“
on the decision...Then I propose we postpone further discussion of this matter until our next meeting to give ourselves time to DEVELOP DISAGREEMENT AND PERHAPS GAIN SOME UNDERSTANDING of what the decision is all about.”

(courtesy of Edmondson)

A Recommended Approach

*Front stabbing
is better than back
stabbing.*



Sample Adaptive Norms

- We will listen for the quiet voice, reach out to those who don't speak quickly in groups
- We will encourage the asking and raising of tough questions
- We will be willing to engage in conflict and stay engaged to resolution.
- We will take responsibility for identifying what is troubling us and for sharing it with the appropriate person.

Sample Assessments

- How well did I follow the norms?
- How well did others follow the norms?



Classrooms & Schools are Filled with Emotions

Imagine that you are transported back in time to your old school. You come to a classroom. When you open the door you see a lesson. It is the subject you liked least or at which you were least successful when you were at school. Look round the room. Look at the teacher. What is he or she doing? Look at the children. You notice your young self sitting in the class. What are you doing? What are you thinking? How do you feel?

■ **HOW DO YOU WANT YOUR STUDENTS TO FEEL AS THEY LEAVE YOUR CLASS?**

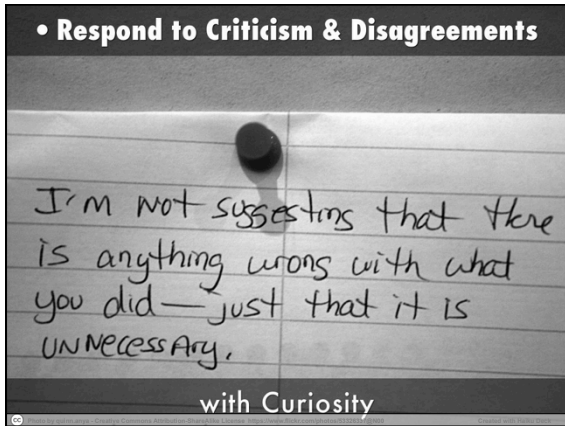
■ **HOW DO WANT YOUR STAFF TO FEEL AT THE END OF YOUR MEETINGS?**

will forget what you did, but people will never forget how you made them feel.

Maya Angelou

“YOU CAN’T LEAD UNLESS YOU HAVE SOMEONE TO FOLLOW YOU, AND THEIR PROPENSITY TO FOLLOW IS COMMENSURATE WITH THE EXTENT TO WHICH THEY BELIEVE YOU UNDERSTAND HOW THEY FEEL.”

**-Colonel Bernard Banks of West Point
Harvard Magazine, June, 2014**



We rarely show curiosity about each other's stories

Discussing/arguing/telling without understanding is unpersuasive



We should assume that there is important information we don't have access to

...it's a good bet to be true.

Move from certainty to curiosity.

Listening Tours

- Find someone who thinks differently than you and you feel is not an ally. Arrange a time to have a conversation with this person.
- Goal: to understand how he/she thinks and feels and how they came to these ideas and emotions



Multipliers vs. Diminishers (start of additional slides)

Multipliers: How the Best Leaders Make Everyone Smarter
by Liz Wiseman & Greg McKeown

Diminishers

- Create a tense, anxiety filled environment
- Judge others quickly and often
- Create an environment where it is difficult for people to tell the truth and take risks

Diminishers Get

- People who hold back but appear to be engaged on the surface
- Safe ideas the leader already agrees with
- People who work cautiously, avoid taking risks, and find excuses for any mistakes they make

Multipliers

- Create an *require people's best thinking and work*
What They Get:
 - People who offer their best thinking and really engage their full brainpower
 - The best and boldest ideas
 - People who give their full effort and will go out on a limb and learn quickly from any mistakes

The Three Practices of the Multiplier

- 1. Create Space
 - Release others by restraining yourself
 - Shift the ratio of listening to talking
 - Operate consistently
 - Level the playing field
- 2. Demand Best Work
 - Distinguish best work from outcomes

Practices of the Multiplier

- 3. Generate Rapid Learning Cycles
 - Admit and share mistakes
 - Insist on learning from mistakes

Multipliers vs Diminishers

- **I give you space to make and learn from mistakes; you give me back your best work.**

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