Creating a Collaborative Culture through Adult SEL

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www.ksdetasrn.org/kln
Think of specific situations where you’ve been involved in conflict...in what ways did you respond?

How do members of your team (staff) respond to conflict?

Personal Reflection
How do members of your team (staff) respond to conflict?

Based on the work of Scott Peck

States of Community Building
<table>
<thead>
<tr>
<th>Passive</th>
<th>Aggressive</th>
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<tbody>
<tr>
<td>Passive-Aggressive</td>
<td>Assertive</td>
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Responses to Conflict
"Successful groups know how to fight gracefully."

"While conflict is an important resource to forging better practices, many groups and individuals try to avoid it."

"Community is not possible without conflict."

Bob Garmston and Bruce Wellman
Session Objective

School leaders will acquire knowledge about specific tools and resources to foster engagement in effective cognitive conflict to support sustainable change in their school or district.
“Healthy conflict brings group members closer to each other and contributes to strengthening the work or product they’re focused on. Unhealthy conflict does the opposite. It erodes trust among teammates and distracts the groups from their goals and objectives.”
Cited Resources
“Culture is essentially a social indoctrination of unwritten rules that people learn as they try to fit in a particular group.”

- The way we do things around here
- What’s really going on
- The default mode of behavior
- The “box” that we are trying to think outside of
Shared Vision for Conflict

Five Indicators of Healthy Conflict:

★ We wrestle with ideas
★ We ask questions to probe for deeper understanding
★ We change our minds
★ We demonstrate curiosity
★ We hold student needs at the center of our work
Seven Norms of Collaboration

1. Pausing
2. Paraphrasing
3. Posing Questions
4. Putting Ideas on the Table
5. Providing Data
6. Paying Attention to Self and Others
7. Presuming Positive Intentions
● “Here is a related thought...”
● “I hold it another way...”
● “Hmmm... from another perspective...”
● “An additional idea might be...”
● “An assumption I’m exploring is...”
● “Taking that one step further...”

Stems of Connection & Transition
Healthy Conflict

● “Can you elaborate on your thinking because I’m not sure I understand?”
● Can you help me understand why you believe that? My experience has led me to a different conclusion, but I want to understand your perspective.”
● “I agree with several points you made, but I want to challenge you on this idea…”
● “I disagree with you about that. Can I share my reasoning?”
Personal Reflection

Think about a time you had conflict with someone and it didn’t turn out the way you had hoped. How might the outcome have shifted if one or both people had these communication tools to fall back on?
“Conflict is ‘good’ when it centers on ideas, values, and ways of doing things. It is ‘bad’ when it swims in seas of emotion, distrust, and personalization.”
Conversation Prompts:
➢ What do your core values mean to you?
➢ Describe the elimination process you went through to arrive at your three core values. How are the ones that you crossed off reflected in your top three?
➢ Share a time when you acted on your core values.
➢ Which of your core values feels easiest to uphold? Which feels hardest?
➢ Find someone with the same value as you have, and explore how you experience the value similarly and differently--one value can mean different things to different people.
“As they relate to education, list your values. Some examples could be relevance, meaningful curriculum, kids having choice about what they do, or creating class agreements together. Also see if you can identify what you don’t value, such as following fuels because they are rules, standardized curriculum, testing, and so on. Let yourself free-associate and don’t judge what comes up.”

<table>
<thead>
<tr>
<th>What I Value</th>
<th>What I Don’t Value</th>
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“I think it’s hard for someone who is not of color to understand that there is a difference being a person of color coming into a building where you don’t see staff of color there. It’s a little bit more intimidating to give your voice, to give your point of view, to give your understanding” - Glenn Singleton
“If we hold our way as better, we’ll struggle to work effectively in environments with people from other cultures. It doesn’t mean that our values are wrong or that there’s anything bad about them; it just means that we need to know that they aren’t universally shared, and we don’t have a right to ask that they be.”
Strategy - Assumptions Inquiry

Assumptions Inquiry
Information Processing: Exploring and Discovering

PROCESS

• Invite members to list their assumptions related to a challenge or initiative. Assumptions related to professional development, for example, might include: limited time for professional development, professional development must take place in seminar settings, or some teachers are resistant.

• Invite the group to inquire about these assumptions. What data inform them? What might be alternative interpretations to the same data? In which aspects are the assumptions generalizable, and in which aspects are they situational?

http://www.thinkingcollaborative.com/
Strategy - Focusing Four

Focusing Four
Decisions

PROCESS
• Explain task, topic, and process.
• Check for understanding.
• Brainstorm ideas and record on chart paper.
• Push for between 12 and 18 ideas.
• Members ask questions of clarification. The “author” responds.
• Members advocate items.
• By using the Rule of One-Third strategy in this appendix, determine which items are of greatest interest to the group. Use a hand count.
• Conclude by determining a process to narrow the choices down to one or two if necessary. See Close the Discussion in this appendix.

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Polarity Mapping

**PROCESS**
- Identify an ongoing chronic issue.
- Identify a key polarity.
- Agree on value-neutral names for each of the poles.
- Draw the map below on chart paper.
- Write the pole names on the map.
- Brainstorm content for each quadrant.
- Agree on a name for the highest purpose and deepest fear.
- Facilitate a conversation so members can view and explore the dilemma as a whole and various perspectives.
- Develop strategies for realizing the upsides of both poles while avoiding the downsides of each pole.

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A Polarity Map


Positive Results of Focusing on left pole [Shaded Grey]
Neutral Name of Left Pole [Blue]
Negative Results of Over-focusing on the left pole and to the neglect of the right pole [Shaded Blue]

Positive Results of Focusing on Right pole [Shaded Blue]
Neutral Name of Right Pole [Blue]
Negative Results of Over-focusing on the right pole and to the neglect of the left pole [Shaded Grey]

Deeper Fear [Orange]
Question Stems

Interdependence
- In the spirit of collaboration, how can you preserve your sense of what’s right and still work to be effective?

Efficacy
- What might be some of your options?
- Over what might you have control?
- Of the elements you can influence, what might have the greatest effect?
- How do you stay true to the work and maintain your integrity?
“It’s now time to look at teachers and all adults working in and with schools through this same lens [Social-Emotional Learning]- as people whose learning needs include the social and emotional realm of existence. In the majority of schools, what’s needed isn’t more professional development on deconstructing standards or academic discourse or using data to drive instruction. What’s needed is time, space, and attention to managing stress and cultivating resilience.”
What might be some tools or resources you are individually considering using? Considering using with your team?

And in what sequence will you use your strategies?

Reflect...
Additional Resources

Links for TRAINING REQUESTS & PROFESSIONAL LEARNING

http://www.thinkingcollaborative.com/seminars/adaptive-schools-seminars/

http://brightmorningteam.com/upcoming-events/

https://inspiredleadershipwithin.com/workshops-events/
Cited Resources
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