School Leadership and Management

Communities of Learning
Learning with Others

Facilitator's Guide
# Facilitators' guide outline

## Guidance to Facilitators

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## Annexes

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Photos on teaching and learning
Guidance to Facilitators

How Facilitators organise their workshops:
- Split up the total number of participants in smaller groups so that each Facilitator is responsible for facilitating one smaller group (for example, if there are 2 Facilitators and a total number of 60 participants, each of the Facilitators will work with a group of 30 participants).

What Facilitators need to prepare before the workshop sessions start:
- Read the text for each session in this facilitator's guide
- Prepare each session in advance making sure you have enough copies of:
  - The participant's workbook
  - The guidelines on 'Weekly HT/Teachers Meetings'
  - In advance prepared flipchart papers with explanations, figures, etc.
  - Blanc flipchart paper, marker pens, note books, pens

How Facilitators organise group work:
Make sure participants understand Task, Time and Feedback before they start to work in small groups:

- **Task**: Make sure that participants understand clearly what they have to do (this is really “A MUST” if participants are doing group work);

- **Time**: Make sure participants know exactly how long they have. Make sure each small group appoints a timekeeper to make sure that groups stick to the timing;

- **Feedback**: Make sure that each small group appoints a note taker/reporter. Make sure that the participants know what they have to report in plenary. Tell them that there is a time limit for each feedback.

Facilitator tips and tricks:

- **Use the experience and knowledge of the participants as the starting point**: The head teachers and WEOs know a great deal already, and your challenge as a Facilitator is to draw this out and add new ideas and concepts.

- **Make sure that all participants are active throughout the workshop** including during introductions, in plenary sessions, during small group work, or when participants work in pairs using:
  - **Buzz sessions** in the middle of a plenary explanation. Ask participants to turn to their partners and discuss their own experience of an issue or their understanding of a particular term. These buzzes are short, and reporting back is done in a brief plenary discussion chaired by the Facilitator.
  - **Brainstorming** sessions in which larger groups of participants consider a topic or issue and try to come up with a list of related concerns or experiences.

- **Make regular eye contact with all participants**
• When participants are working in small groups, **walk from group to group**. Only interfere if you notice that the group has misunderstood the exercise or if they got stuck and do not know how to progress.

• **Use the listening chair**

• Participants sometimes ask for more clarification or definitions (for instance the definition of "good or bad listening", or of "objective" and "target") before the exercise started. Do not give them the definitions but tell participants that they will get the answer to their questions by doing the exercise and during plenary feedback.

• During plenary feedback, **do not explain and lecture**. Instead, use the "points to emphasise" to **ask further questions (probing)** to make participants think for themselves.

• Do not be afraid of silence after you asked a question. Give participants time to think and phrase an answer ("count to ten")

• **The Listening Chair**: When participants are working in groups, if furniture permits, place an extra chair in the group so that you can slide in and listen without disturbing the discussion too much. This is much less intrusive than standing over the group.
### Workshop overview, content and timing

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### Day 1

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<td>Flipchart papers, pens, markers, masking tape</td>
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Session 1 Welcome and introduction

Time: 1 hour and 30 minutes, 90 minutes

Session objectives:
The objectives of this session are:

- To clarify the relation between School Development and Communities of Learning
- To provide participants with the opportunity to reflect on their experiences with developing their school (the process) till date

Learning outcomes:
By the end of the session participants:

- Will be able to explain the interrelation between School Development and Communities of Learning
- Are aware of the strengths of SDP and of the weaknesses of implementing their SDP when done without a community of learning

Facilitators have prepared:

- Flipchart paper with key characteristics of a Community of Learning (Annex 1)
- The room set-up: make sure that all participants can see the facilitator
- Enough flipchart papers for groups of participants, pens, markers, masking tape
- Enough copies of participant's workbooks

Session notes

1. Welcome and introduction (10 minutes)

Welcome participants to the workshop. Briefly explain the objectives of the workshop. Explain that you as facilitator will guide the process, and that all participants will be very active during workshop sessions.

Announce any domestic arrangements including usual session times and note these on a flip chart sized paper:

- At what time do we start, break, have lunch, and finish
- Methodology, working in pairs, small groups, plenary reflection
- Importance of appointing a note-taker for feedback and Q&A sessions
- Importance of participants making individual notes (in their workbook), and of safe keeping the flip chart papers (by the note-taker). To be used at day 3

Ask participants what house rule or arrangement they want to be included and note them on the chart paper too. Make sure that the flipchart will stay on the wall for the whole duration of the workshop.

Explain the aim of this workshop; to provide participants with the opportunity to reflect on their experience with developing the school/improving the learning of students, so that they have a basis for understanding the purpose and function of a community of learning (what we intend to do).
Explain that the workshop will take the participants through a series of activities designed to help them to i) build a HT community of learning, ii) practice key skills necessary for effective participation in a HT community of learning, and to iii) experience the practical use and benefit of collaborative learning of such a community (that is what we hope they will go away with).

Participants will be expected to contribute actively to the workshop and to share their knowledge and experience honestly. We hope that they will learn, but also enjoy themselves. Give each participant a copy of the participant's workbook.

2. Ice breaking (20 minutes)

Divide the participants in 3 groups; group 1 will pretend to be teachers, group 2 will pretend to be students, and group 3 will be head teachers. Give each group a flipchart paper and marker pens.

Ask each group to discuss what their role and responsibilities are in improving learning. Ask them to write down their ideas on the flipchart paper. The first group to finish will call out "BINGO". This group will then put their flipchart on the wall. Continue till the 3 groups are finished.

3. The School Development process - small group exercise (25 minutes)

Divide the participants in small groups. Ask each group to exchange experiences, positive and negative, with planning and managing school development, and the utilisation of new school leadership skills and practices.

The purpose of this exercise is to get the participants (HTs) to think about the development of their school. Not in terms of statistical data but in terms of the change process, the actions and steps they have taken to change their behaviour and improve practices, their achievements and challenges. You can give some guiding questions:

- How does the change process - school development process - go?
- What are they proud of?
- How are new management practices working out?
- What are their biggest achievements, observable changes?
- What do they do differently now?
- What are they proud of?
- What are they struggling with?
- Did or do they get support? By whom?
- What was the reason for asking/getting support?

Ask each group to note the answers on their flip chart paper.

4. School Development and Community of Learning - plenary session (20 minutes)

Each group puts their flipchart paper on the wall. Ask participants to briefly mention their key SDP partners, people they worked with (School Committee, teachers, parents, students). Also ask about their achievements, positive changes. And what are they uncomfortable with?

Points to emphasise (if not already mentioned):

- Improvement and development mean change. People do not like change!
- A familiar situation feels 'right' (we always do it like this)
5. Background briefing (10 minutes)

After 10 minutes, put the flipchart paper with the key characteristics of a community of learning on the wall (Annex 1), visible for all participants. They can find the same information in their workbook, Information sheet 1.

Start by reminding participants that EQUIP-T has introduced a lot of new ideas and practices such as SDP, PTP, School Grant, Weekly Teachers' Meetings, non-violent communication skills, school readiness programme, noticeboards, and SIS. All these ideas and practices are meant to improve the performance of the school i.e., the performance of teachers, HTs, AHTs, and other staff) and, therefore, quality of learning i.e., the performance of all students.

The change process can only be successful if all stakeholders involved learn to feel comfortable with the changes, and feel confident about new practices and new situations.

This workshop is about the why and how of building a Community of Learning. When new procedures and practices feel 'wrong', a Community of Learning can help to make it feel 'right' by collectively building understanding, and supporting putting new requirements into effect in school.

Emphasise that the participants are already part of a school community; PTPs, school clubs, or the weekly teachers' meetings are part of your school community. These partnerships are valuable and will continue to exist.

This new, head teachers' CoL needs to be built and that process has four phases:

- Form partnerships, and build relationships based on shared views, ideas, challenges and philosophies (for that the CoL needs to find similarities through listening and the willingness to understand each other)
- Develop a collective purpose focused on improved student's learning
- Jointly plan and identify collective needs for improvement and change
- Take collective action

Explain that we do not expect the participants to build a community of learning during this workshop. Our purpose is to give them the opportunity to practice tools and techniques, and build the skills they need to be an effective CoL member. And we want them to experience how it is to work collaboratively, to learn as a group.

*Emphasise that it takes time to building a community of learning!*

6. Wrap up (5 minutes)

Ask if participants have any questions and clarify any other issues they may come up with.

Finalise the session by asking participants to use their workbook, not only for the exercises but also to note what they learn, any difficulties, thoughts, new ideas, etc.
Also ask them, when working in small groups, to appoint a note taker who will also keep and store the group’s flip chart papers.

They will need their notes and flip chart papers at the end of the workshop!
Session 2  Personal leadership

Time:  1 hour and 30 minutes, 90 minutes

Session objectives:

- To build insight in and understanding of the existence of frameworks of beliefs and viewpoints
- To introduce the interpretation ladder, a communication tool to build shared understanding

Learning outcomes:
By the end of the session participants will be aware of their inner beliefs and views and will have practiced with making them explicit for themselves and others (using the interpretation ladder)

Facilitators have prepared:

- A flip chart with the interpretation ladder (Annex 2)
- Enough flip chart sized paper, marker pens, masking tape, paper, pens
- Read the guidelines given in Annex 3, how to explain an interpretation ladder

Session notes

7. Introduction (10 minutes)

Explain the group of participants that we draw conclusions very quickly:

Stimulus → Response

Quick responses can be very efficient: When you want to cross the road, and only see a car coming from the corner of you eye when you step on the road, you jump back immediately!

But in many cases, "jumping to conclusions" triggers angry or defensive reactions.

8. The interpretation ladder - how to fill it in (individual work, 20 minutes)

When dealing with new or difficult situations "jumping to conclusions" is not a good idea. Explain that this session is making participants aware of the space there is between a situation and their response. A tool for becoming aware of this space between stimulus and response is the interpretation ladder.

Put the flipchart paper with the interpretation ladder on the wall. The interpretation ladder will help them to better understand themselves, to better communicate, and enables them to build understanding.

Divide the participants in 3 groups with an even number of participants.

Tell the participants that they will work in pairs using exercise sheet 1 from their workbook.

Ask the participants to read the information about the fictitious situation and to fill in the four steps of the ladder (individually) starting with Step 1, at the bottom of the ladder.
9. The interpretation ladder - how to use it to build understanding (work in pairs, 40 minutes)

Explain that for this exercise, each participant will have 20 minutes to explain their 'ladder' to their partner, using the guidelines of exercise sheet 2 from their workbook. They can start with step 1 (factual information) or with step 4 (their reaction). They can go up-and-down the ladder when explaining. (You can find the guidelines in Annex 3).

Remind participants to only talk about themselves: I saw..., I think..., I believe..., I notice that I..., I understand..., for me this means ..., the effect on me is..., I tend to do....

After 20 minutes, ask the participants to change roles, the other participant will have 20 minutes to explain his or her ladder to their partner.

10. Plenary, reflection and feedback (20 minutes)

After the activity discuss the following questions with participants:

- When did you realise that you selected only part of the information from the example situation?
- When did you realise that the information meant something different for you and for your partner?
- Did you realise that your conclusion was the result of your personal interpretation of the information?
- Thinking back, would you now react differently?
- When explaining your steps of the interpretation ladder to your partner, how did you feel?

Elicit from participants what they learned about themselves.

Highlight the purpose of the interpretation ladder; to get insight in our way of responding and avoiding that we jump to conclusions, which are unfair, unjust based on opinions and judgements:

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<th>Situation (or stimulus)</th>
<th>Response</th>
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<tr>
<td></td>
<td>Space - freedom of choice</td>
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<tr>
<td>What information did I hear, select?</td>
<td>What was my interpretation?</td>
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Points to emphasise:

- The interpretation ladder is a tool to build understanding between people because it makes us aware that we all:
  - Select information
  - Interpret information, or a situation
  - Draw (or jump to) conclusions
  - That these thoughts and interpretations determine our response or action!
- Disagreements between people exist because we select and interpret the same information differently.
we draw different conclusions, and therefore we act/respond differently!
Session 3  Personal leadership (cont...)

Time: 1 hour and 30 minutes, 90 minutes

Session objective:

- Build insight in and understanding of inner beliefs and viewpoints related to the improvement of the performance of schools
- To show the importance of recognising resistance (in themselves, in others)
- To practice and practice dealing with resistance

Learning outcomes:
By the end of the session participants will be able to recognise, explore, and acknowledge resistance

Facilitators have prepared:
Flip chart paper with key HT responsibilities [Annex 4]
Sufficient number of flip-chart papers, marker pens, masking tape, A4 paper, pens

Session notes

11. Beliefs and viewpoints - brainstorm, small group brainstorm (30 minutes)

Ask participants to go to exercise sheet 3 in their workbook (facilitators guide; photos on teaching and learning). Ask them to take 5-10 minutes to look at the pictures (individually) and to think about:

- What do I see on these pictures?
- Which one or which ones appeal to me, interest me most?
- And why, what attracts or pleases me?

After 5-10 minutes, put the flip chart part with the 3 key HT responsibilities on the wall [Annex 4]. Mention that EQUIP-T aims at improving the performance of schools. The programme has a lot of activities to support the improvement of:

- The quality of teaching and learning (INSET training, ....)
- The safety of the learning environment (school clubs, .....)
- The wellbeing of girls and boys (PTP, school clubs, ....)

Ask the participants to share their views and ideas in their group. Ask them to brainstorm on:

- What is quality of education for them?
- When is learning of good quality?
- What would they like to see if they observe teaching in their school?
- When is a learning environment safe?
- How safe is the learning environment in their school?
- What needs improvement, how?
- Is safe the same as wellbeing?
- When would all students in their school feel well?
- How will they know?
Tell the groups to focus on stating beliefs and viewpoints, not discussing them! Participants do not need to agree on beliefs; they may be true for some participants and not for others. When walking around or listening in, minimise crosstalk so that groups generate a wide variety of beliefs and viewpoints. Ask the note takers to write all viewpoints and beliefs on a flipchart paper.

12. Plenary reflection (10 minutes)

Ask one participant from each group to call out their key ideas, viewpoints, and beliefs. Note them on a flipchart paper avoiding duplication and repetition. You may refer to Session 1, the BINGO exercise. Ask one or two participants if they have different thoughts now regarding HT roles and responsibilities to improve learning.

13. Resistance - paired exercise, demonstration (10 minutes)

Ask participants to work in pairs, facing each other, pushing their hands firmly against each other. Ask them to try to move their ‘opponent’ 180 degrees around, just by pushing.

After a few minutes, when participants have noticed that pushing hard is not going to work, the facilitator demonstrates a different possibility. Ask a volunteer, but instead of pushing as hard as the volunteer, you let yourself by pushed backwards. While stepping backwards, you change direction (making a circular movement). The volunteer pushes the facilitator while the facilitator determines the direction in which he/she is being pushed.

14. Reflection - Plenary (10 minutes)

Ask participants what they saw when looking at your demonstration. If they don’t mention it themselves, explain how it worked and ask them to try this out.

Ask them about their experiences with resistance. It can be their own resistance or the resistance of students, teachers. Encourage them to tell the group how they deal or dealt with it.

"Go along with" can sometimes be the best way to overcome resistance and start collaborating.

15. Four steps when meeting resistance - work in pairs (30 minutes)

Ask participants to go the exercise sheet 4 of their workbook. Ask them to work in pairs. One participant will be HT, the other a colleague. Ask them to read the text.

My school is part of EQUIP-T programme. The programme wants to improve education and organises many workshops for teachers, head teachers, and our School Committee. We get a lot of new ideas, and new ways of organising meetings. It is fun being in workshops, to be and talk with other HTs. I understand that I need to change the way I am managing my school now. I wish they had asked my opinion before the programme started.

I also have to talk more with parents and teachers. Which is not easy, parents live far away and have very little time to come to the school. And some parents do not always like our new methods. They told me that playing is not the same as learning. The students are doing ok but sometimes I find them disrespectful. The programme is not in favour of discipline. There is nobody to ask if I am doing all right.
I think that there are too many things we need to do differently. And I am not always sure how to do that. And in my school some of the new ideas will not work, I know that. But the WEO and the Regional Coordinator tell me we have to do it. There will be an evaluation at the end of the year.

The participant who acts as colleague will follow the 4 steps given in exercise sheet 4. These steps will help to overcome resistance, fears, or doubts of the participant who acts as HT:

<table>
<thead>
<tr>
<th>Four steps when meeting resistance</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Recognise resistance</strong></td>
<td>Name examples of the resistance you pick up from the HTs story, what things or changes are felt to be unfair, unpleasant, or unacceptable.</td>
</tr>
<tr>
<td><strong>2. Explore (ask questions)</strong></td>
<td>For each objection ask clarifying questions like:</td>
</tr>
<tr>
<td></td>
<td>• Rephrase: express the meaning of the HTs remarks using different words: <em>Are you uncertain about not disciplining students?</em></td>
</tr>
<tr>
<td></td>
<td>• Remove general statements, ambiguities and judgments:</td>
</tr>
<tr>
<td></td>
<td>◦ <em>What do you mean specifically with &quot;I am not sure about...&quot;?</em></td>
</tr>
<tr>
<td></td>
<td>◦ <em>Do you mean with I am not sure about... that you are uncertain?</em></td>
</tr>
<tr>
<td></td>
<td>• Guess the HTs feelings: <em>Are you frustrated because you don’t get support and you need reassurance?</em></td>
</tr>
<tr>
<td><strong>3. Acknowledge</strong></td>
<td>Tell the HT that you understand the resistance he or she is experiencing. Do not discuss the objections or doubts, but ask questions so that the HT can clarify them.</td>
</tr>
<tr>
<td><strong>4. Create support</strong></td>
<td>Use the resistance, the HT may have ideas on how things can be improved, he or she knows the ins-and-outs of the school. Ask to find out how the HT thinks it could be better and learn from their insights.</td>
</tr>
</tbody>
</table>

Tell participants that we continue with working on beliefs, viewpoints and barriers after the tea-break!
Session 4  Personal leadership (cont...)

Time: 1 hour and 30 minutes, 90 minutes

Session objective:
- To increase HTs/AHTs awareness of how their (inner) beliefs and fears block school improvement
- To further strengthen participants' personal leadership skills

Learning outcomes:
By the end of the session participants will be able to explain how their beliefs and fears block the development and improvement of their school

Facilitators have prepared:
Set the room so that no participant has their back to the presenter and that everyone is able to see the facilitator and the flipchart papers.
Flip chart paper with key HT responsibilities [Annex 4]

Session notes

16. Introduction (5 minutes) presenters

Ask if there are any questions to be answered. Explain that we continue working on beliefs, fears, and resistance, and that we will reflect on experiences at the end of this session.

17. School improvement in the past, small group discussion (10 minutes)

Ask participants to discuss in their groups how new ideas, policies or changes (from external programmes like EQUIP-T or MoEST) have been introduced in the past (who was involved? what kind of support? etc.). Each group should note the key points of their discussion on a flipchart paper so that they can easily feed back in the plenary session.

18. Beliefs, thoughts and actions related to school improvement now, small group work (25 minutes)

Next, ask participants to think about the introduction of an EQUIP-T intervention or new activity in their school. Ask them to bring back to mind a situation which they still remember very clearly. Ask them to describe their example situation on exercise sheet 5 in their workbook.

Ask the participants to work in small groups. Ask them to exchange experiences with EQUIP-T improvements answering the following questions:

- What did they think, feel, and face when this new school improvement activity (their example situation) was introduced?
- What were they positive about?
- What fears or doubts did they have? (but didn’t say)
- What did they have to cope with?
- What were they hoping for but didn’t get?
Each group notes the key points of their discussion on a flipchart paper. Participants note their answers on exercise sheet 5.

19. **How beliefs and fears can block change and improvements (plenary brainstorm, 20 minutes)**

Note takers put the group’s flipchart paper on the wall. Brainstorm with participants how doubts, fears, disagreement with (new) ideas can block change and improvement.

If participants do not mention it themselves, you can give the following examples:

<table>
<thead>
<tr>
<th>Changes I am positive about</th>
<th>What I am afraid of (but do not say)</th>
<th>How my fear blocks improvement or change</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All teachers except one are now in class on time (as agreed in the weekly teacher’s meeting)</td>
<td>• I find it difficult to confront my staff, I find it difficult to get into a conflict</td>
<td>• I have not spoken with the one teacher who is arriving late for class</td>
</tr>
<tr>
<td>• Teachers are more motivated because of the Weekly teachers’ meetings</td>
<td>• Am not happy with some agreed action/ ideas.</td>
<td>• I am always present at the weekly teachers’ meeting • I insist on leading/ chairing the weekly teachers’ meeting</td>
</tr>
</tbody>
</table>

20. **Reflection, plenary feedback, Q & A (30 minutes)**

Each group presents their key points (try to make sure that groups do not repeat each other’s points).

Ask the participants to think about the interpretation ladder and the four steps when meeting resistance (in themselves or others). Could these be helpful for them as school leaders? How? Ask one or two participants to share their experiences, thoughts and ideas.

**Point to emphasise:**

- School improvement focuses on the quality improvement of students’ learning
- Beliefs related to ‘quality of learning’ can differ
- Beliefs influence behaviour and decision-making
- New viewpoints/beliefs can contradict with "old" beliefs
- Achieving objectives or targets of SDPs can cause disharmony between a familiar situation (which feels 'right') and unfamiliar, new ideas and viewpoints (which feel 'wrong')
- Old beliefs become inner barriers if they contradict with new views or ideas, blocking change and school development
### Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Methods and content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-10:30</td>
<td><strong>Session 5</strong></td>
<td>21. Introduction (20 min)</td>
<td>Enough small pieces of paper for participants</td>
</tr>
<tr>
<td></td>
<td>Dialogue</td>
<td>22. Listening and asking clarifying questions, practice (45 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
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<td></td>
<td></td>
<td>23. Reflection and feedback, Q&amp;A (25 min)</td>
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<tr>
<td>10:30-11:00</td>
<td><strong>Session 6</strong></td>
<td>24. Introduction (10 min)</td>
<td>Flipchart with text Annex 1</td>
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<td></td>
<td>Dialogue (cont...)</td>
<td>25. Empathetic questioning and finding the essence of the situation (40 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
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<td></td>
<td></td>
<td>26. Reflection, Q&amp;A (20 min)</td>
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<tr>
<td></td>
<td></td>
<td>27. Recapitulation (20 min)</td>
<td></td>
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<tr>
<td>12:30-13:30</td>
<td><strong>Session 7</strong></td>
<td>28. Purpose of the session (20 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
</tr>
<tr>
<td></td>
<td>Going on safari, finding a collective</td>
<td>29. Finding a collective purpose (40 min)</td>
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<tr>
<td></td>
<td>purpose</td>
<td>30. Gallery walk, feedback on experiences (30 min)</td>
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<tr>
<td>15:00-15:30</td>
<td><strong>Session 8</strong></td>
<td>31. Purpose of the session (10 min)</td>
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<tr>
<td></td>
<td>Going on safari, finding a pathway for</td>
<td>32. Finding a pathway of change collectively (50 min)</td>
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<tr>
<td></td>
<td>change</td>
<td>33. Reflection, feedback on experiences (30 min)</td>
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</tbody>
</table>
Session 5  Dialogue, the art of listening and asking questions

Time:  1 hour and 30 minutes, 90 minutes

Session objectives:
This session and session 6 will give participants the opportunity to practice, extent, and improve their listening and questioning skills.

Learning outcomes:
By the end of the session participants will be able to listening, to ask clarifying questions while refraining from giving comments or solutions.

Facilitators have:
- Enough small pieces of paper for participants
- Enough flip chart papers, pens, marker pens, masking tape

Session notes

21. Dialogue, introduction (plenary 20 minutes)

Explain that a dialogue is another communication tool which they can use when building and working as a Community of Learning. This morning, till lunch break (session 5 and session 6) participants will practice to dialogue, starting with the art of asking clarifying questions. Explain that:

- A dialogue is a conversation following a fixed pattern.
- During a dialogue participants listen to each other's ideas and ask questions to find out the exact meaning behind these ideas.

Facilitators!!!

- The exercises to practice dialogue are quite long (40-50 minutes)
- If you notice that groups/participants lose energy, if some or all group members are not involved or passive, you need to re-energise them
- You can use a song, do-as-I-do, or a riddle (like Grace's riddle for SDP).

22. Dialogue, practice - small group work (40 minutes)

Tell participants that they can find the fixed pattern of a dialogue (four steps) on exercise sheet 6 in their workbook. There they can also find example questions, which will help them to clarify the facts in order to get a clear (mental) picture of the situation.

Divide the participants in groups of 4-6 (make sure each group has enough pieces of paper and pens). Ask participants to switch of their mobile phones.
Ask the groups to start with step **1. Identifying a problematic situation.** Ask each participant to come up with a situation related to school development and write it on a piece of paper. Ask the groups to select one idea, which they will start exploring as a group. When ready they can continue with step 2.

**2. Explore and clarify the facts.** Participants now start the dialogue, asking questions in order to get a clear (mental) picture of the situation. Example questions are:

- When did it happen?
- What do you mean exactly?
- What else can you tell us about it?
- What I don’t understand yet is....
- What feelings were important to you at that moment?
- What did you think, what thoughts did you have?
- What did you do? What have you done concretely?
- 

The groups continue asking clarifying questions till the situation is fully clear to all group members. They can then select a second idea which will be explored and clarified, and continue till all situations are clear (or till the time is up).

**23. Reflection and feedback, Q&A (20 minutes)**

After 40 minutes, ask the groups to report back in plenary. Ask participants to share their experiences with the dialogue exercise. Questions to guide the plenary session could be:

- What differences did they experience between holding the dialogue and other group conversations (meetings) they have?
- What did they find difficult or different when asking questions?
- What was difficult or different when answering questions?
- Were there difficult or awkward moments?
- Did they observe or feel any (inner) barriers that hampered effective listening?
- What is the value of a dialogue, when would they use it?

**Points to emphasise:**

- A dialogue is meant to clarify, to build understanding
- A dialogue is **not meant** to solve problems, to reach a decision, or set targets
- **The dialogue has no other result than the dialogue itself!** The dialogue is not meant to come to conclusions, make appointments or compromises!
Session 6   Dialogue (cont...)  

Time:  1 hour and 30 minutes, 90 minutes EMPATHY SYMPATHY

Session objectives:
This session (like session 5) will give participants the opportunity to practice, extent, and improve their listening and questioning skills.

Learning outcomes:
By the end of the session participants will be able to listing, demonstrate empathy getting to the essence of the problem.

Facilitators have prepared:
• Put the flipchart paper with key characteristics of a Community of Learning on the wall (Annex 1)
• Read the information on Annex 5 - Characteristics of a dialogue

Session notes

24. Empathetic questioning and the essence of the situation, introduction (10 minutes)
Tell participants that they will now practice step 3 and 4 of the dialogue in the same small groups. Ask them to go to exercise sheet 6 of their workbook.

25. Empathetic questioning and the essence of the situation, small group work (40 minutes)
Ask the groups to work on step 3 empathy, understanding and sharing the feelings of another person (in that situation) of the dialogue pattern. Participants need to ask questions in order to get a clear understanding of what the speaker felt (in the problematic situation). Example questions are:

• Imagine yourself in that situation, at that moment, what would you feel?
• What would you think?
• What can you see yourself doing in that situation?
• What would your answer be to that problematic situation?

After 20 minutes, ask the group to work on step 4 from the dialogue pattern. They can do that by asking questions to find out exactly what the essential part of the situation was for the speaker:

 o  What is this about?
 o  What is touching you most?
 o  What is nearest to your heart?
 o  If you could redo the situation, what would you do differently?
 o  What lessons can you learn?

If the four dialogue steps have been gone through, if the first situation is fully clear to all group members, the group then selects a second idea that will be explored and clarified.
26. Reflection, questions and answers (plenary, 20 minutes)

After 40 minutes, ask the groups and participants to share their experiences with step 3 and 4 of the dialogue pattern. Questions to guide the plenary session could be:

- What did they find difficult or different when asking questions?
- What was difficult or different when answering questions?
- Were there difficult or awkward moments?
- Did they observe or feel any (inner) barriers that hampered effective listening?
- What is the value of the dialogue, when would they use it?
- How does this exercise relate to their work and responsibilities as HTs/WEOs?
- Are there participants who see a connection between dialogue skills and non-violent communication skills? Similarities, differences?

End the session by briefly going through the key characteristics of a dialogue:

- It is a conversation between people
- Which follows a fixed pattern
- Which is meant to help to explain, analyse, develop, and improve one's ideas or visions

Answer all questions participants may have, making sure that participants are clear on the steps to follow to make the dialogue work. Tell the participants that in this session they will practice the art of asking questions and empathetic listening.

Points to emphasise:

- A dialogue is slow, reflects, explores, clarifies, and develops shared meaning among the participants.
- In a dialogue listening is as important as talking.
- During the dialogue, participants listen to each other’s ideas and ask questions to find out the exact meaning behind these ideas. Nothing more, and nothing less!
- The dialogue has no other result than the dialogue itself! The dialogue is not meant to come to conclusions, make appointments or compromises!
- The group is jointly responsible for the smooth running of the dialogue.

27. Recapitulation of yesterday's and today's key points (plenary 20 minutes)

Ask participants to call out what they have become aware of, new insights or understanding. Ask them what skills they learned.

Points to emphasise (if participants do not mention them):

- We all have inner beliefs, viewpoints, prejudices, and opinions, which are not based on reason or actual experience
• Be aware that beliefs and opinions can block change (school improvement), and how!

• We have introduced ways of communicating which help to recognise resistance and to handle it effectively:
  o The interpretation ladder
  o A 4-step model when meeting resistance
  o The dialogue

Awareness of your beliefs and opinions, and the courage to question them is key when forming a Community of Learning

We hope that participants:

• Better understand their beliefs and barriers.
• Can handle them better using the interpretation ladder and the 4-step resistance model.
• Understand that a dialogue is only meant to clarify, to build understanding.
Session 7  Going on Safari, finding a collective purpose

Time:  1 hour and 30 minutes, 90 minutes

Session objectives:
To give participants the opportunity to work together and to experience how it feels to acquire knowledge, skills or insight collaboratively, and to give them the opportunity to practice new tools and skills for such collaborative learning.

Learning outcomes:
By the end of the session participants will understand:

- The difference between making a school development plan and planning a change process collectively
- The advantage of working together and learning collaboratively

Facilitators have:

- Read Annex 6 (going on Safari together) of the facilitators guide, in particular the questions for participants to answer
- Familiarised themselves with the three key phases when building a Community of Learning and the exercises

Session notes

28. Purpose of the session (20 minutes)

The purpose of this session is to give participants the opportunity to experience how it feels to acquire knowledge, skills or insight by working together. They will also practice new tools and skills for such collaborative learning (in particularly the dialogue skills).

Ask participants to imagine that they go on a safari, travelling together. What would the first thing, for them, to do? --> determine their destination, where do they want to go?

Tell them that in this session, they will explore and clarify their dreams and ambitions for their school, focusing on improved student learning.

Their task is to dialogue (to ask questions, and to listen with empathy) and to:

- Explore, clarify, and discover what beliefs, views they share and what ideas they have in common
- Based on these shared philosophies, to find a purpose for their community of learning, a goal they all want to achieve by working together and learning from each other.

The collective purpose is what the CoL members will work on together, which unites them and will keep them together.

29. Finding a collective purpose - small group work (40 minutes)
Divide the participants in small groups. Ask them to go to exercise sheet 7 in their workbook (Facilitators’ guide Annex 6).

Emphasise that they really need to listen carefully and ask clarifying questions till the whole group is clear about what the speaker is telling them. It is very important that the listeners refrain from commenting, giving suggestions, or coming up with solutions.

Ask them to go through the questions given on exercise sheet 7, and dialogue till all group members are clear and in agreement about the views and beliefs they share (no one has an objection or query left).

Ask the group to write their purpose, reflecting their shared views and ideas on a flip chart paper.

30. Gallery walk, feedback on experiences (30 minutes)

Ask each group to display their flipchart paper on the wall.

Ask participants what they experienced when finding a collective purpose:

- Good and bad points
- The difference between working as a group using dialogue skills to formulate a shared goal and defining objectives for their school development plan
- Do they need any additional skills/qualities?
- And how did they feel during the exercise, as speaker, as listener?

Note key points on a flipchart paper!
Session 8  Going on Safari, finding a pathway for change collectively

Time:  1 hour and 30 minutes, 90 minutes

Session objectives:
To give participants the opportunity to collectively find a pathway for change, and to give them the opportunity to practice new tools and skills for such collaborative learning

Learning outcomes:
By the end of the session participants will understand the advantage of working collaboratively, to be part of a Community of Learning and will be able to explain the difference between school development planning and planning a change process collectively

Facilitators have:
Familiarised themselves with the three key phases when building a Community of Learning and the exercises (Annex 6, facilitators guide)

Session notes

31. Purpose of the session (10 minutes)
Explain the purpose of this session, to design a pathway to achieve their collective purpose. It will give the the opportunity to continue to work together as a Community of Learning and to experience how it feels to collectively plan for change.

32. Finding a pathway for change - (50 minutes)
Ask the participants to go to exercise sheet 8 in their workbook (Facilitators' guide Annex 6). Ask them to discuss the questions, using dialogue techniques. Their task as a group is to discuss ideas on what needs to be done to achieve their collective purpose by asking clarifying questions, exploring successes and ideas that worked well, and identify reasons why.

Ask them to dialogue till all group members are clear and in agreement about actions they can take as a group to overcome obstacles they share, have in common.

Ask the group to write their way forward (their pathway for change) on a flip chart paper.

33. Reflection, feedback on experiences (30 minutes)
Ask each group to display their flipchart paper on the wall. Ask them what they experienced when defining a way forward, collectively:

- Good and bad points
- The difference between working as a group planning for change together, and planning school development
- Do they need any additional skills/qualities?
- And how did they feel during the exercise?

Note key points on a flipchart paper!
## Day 3

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Methods and content</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-10:30</td>
<td><strong>Session 9</strong></td>
<td>34. Purpose of the session (10 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
</tr>
<tr>
<td></td>
<td>Going on safari, the collective strength of a Community of Learning</td>
<td>35. Our collective strength (40 min)</td>
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<td></td>
<td>36. Our support network (20 min)</td>
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<td></td>
<td></td>
<td>37. Feedback on experiences, ideas, challenges (20 min)</td>
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<td>10:30-11:00</td>
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<tr>
<td>11:00-12:30</td>
<td><strong>Session 10</strong></td>
<td>38. Purpose of the session (10 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
</tr>
<tr>
<td></td>
<td>Making a start-up plan</td>
<td>39. Questions to address (30 min)</td>
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<td></td>
<td></td>
<td>40. Making a start-up plan (30 min)</td>
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<td></td>
<td></td>
<td>41. Gallery walk and feedback (20 min)</td>
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<td>12:30-13:30</td>
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<tr>
<td>13:30-15:00</td>
<td><strong>Session 11</strong></td>
<td>42. Purpose of the session (10 min)</td>
<td>Flipchart paper visualising the relationship between SDP, SPM, CoL (Annex 7)</td>
</tr>
<tr>
<td></td>
<td>Recapitulation</td>
<td>43. Preparation, group work (30 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
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<td></td>
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<td>44. Feedback on findings and process (30 min)</td>
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<td>45. Differences and similarities (25 min)</td>
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<td>15:00-15:30</td>
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<tr>
<td>15:30-17:00</td>
<td><strong>Session 12</strong></td>
<td>46. Finalising start-up plan, discussions and exchange of ideas, networking (30-50 min)</td>
<td>Enough flip chart papers, pens, marker pens, masking tape</td>
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<tr>
<td></td>
<td>Finalisation, thank you, and fare well</td>
<td>47. Thank you and farewell</td>
<td></td>
</tr>
</tbody>
</table>
Session 9  Going on Safari, the collective strength of a CoL

Time:  1 hour and 30 minutes, 90 minutes

Session objectives:
Gain insight in and understanding of the value of a CoL in strengthening their capacity to provide quality of education of schools/HTs.

Learning outcomes:
By the end of the session, participants have learned to identify the collective strengths and areas of expertise of their CoL, which are needed for achieving their collective goal.

Facilitators have:
Familiarised themselves with the three key phases when building a Community of Learning and the exercises (Annex 6, facilitators guide)

Session notes

34. Purpose of the session (10 minutes)
The purpose of the session is to build participants' understanding of the value of learning produced by working with others (their CoL) in strengthening their capacity to provide quality of education.

35. Our collective strength (40 minutes)
EQUIP-T has introduced new idea and practices: SDP, PTP, School Grant, Weekly Teachers' Meetings, SIS, school readiness programme, noticeboards, SIS, etc. The groups discuss how each of them has put these new ideas into practice, which ideas worked well, and why. And how it helped them to improve the quality of learning for their students.

The third task for the groups is to brainstorm on the knowledge and skills they have in their group. To imagine how they can learn from each other's strengths, how can they use each other's knowledge and skills? How can the group work together to build the capacity of the group (members) to improve the quality of education in schools.

Think of ways you can learn collaboratively - learn with and from each other. For example:

- Practice new skills (e.g. dialogue, Jackal and Giraffe communication skills)
- Experimentation (of new ideas or practices)
- Application, or try out
- CoL meeting to exchange information
- School visits, demonstration
- CoL meeting to dialogue on experiences
-
The task for each group is to work a logic sequence of CoL activities and put these in a collaborative learning cycle for their CoL (exercise sheet 9, participants workbook):

1. Experimentation (new ideas)
2. Application, try out
3. Practice new skills (Jockel and Giraffe language)
4. CoL exchange of information
5. School visits, demonstration
6. CoL dialogue on experiences

36. Our support network (20 minutes)

After 40 minutes, ask the groups to discuss and come up with ideas about:

- Who are our partners?
- If we need information our group does not have, who could we ask to work with us (WEO, DEO, REO, Early Childhood Centres, QA, Regional Coordinators, EQUIP-T Dar-es-Salaam)?
- How can our partners contribute to the achievement of our purpose?

37. Feedback on experiences; thoughts, ideas, challenges (20 minutes)

Ask each group to display their flipchart paper on the wall. Ask them what they experienced when discussing and identifying collective actions:

- Good and bad points
- When discussing inner beliefs and fears and how to overcome them (behavioural change)
- Do they need any additional skills/qualities?
- And how did they feel during the exercise?

Note key points on a flipchart paper!
Session 10  Making a start-up plan

Time: 1 hour and 30 minutes, 90 minutes

Session objectives:
The objective of the session is to think about, visualise, and develop a follow-up action plan

Learning outcomes:
By the end of the session participants will be able to:

- Begin the process of building a CoL
- Plan key steps in the Col building process
- Identify possible CoL partners and how to seek their support

Facilitators have prepared:

- Sufficient number of flip-chart papers, marker pens, masking tape, A4 paper, pens

Session notes

38. Purpose of the session (10 minutes)

Explain that in this session participants will work out a how-to-start plan in groups of 4-8 so that they know 'what to do next'.

Remind participants that a CoL is bound together because the CoL members feel united through a shared interest, collective goal they want to achieve, and enthusiasm.

Groups who will work out a start-up plan for their CoL can, therefore, best be formed based on ideas participants share, or a joint challenge they want to work on. Ask them to find group partners whose ideas, thoughts or challenges - discussed and explained during the workshop - appealed to them.

39. Questions to address (30 minutes)

Ask each small group to brainstorm on:

- What is the first thing to do after this training?
- With whom are we going to build a CoL?
- When do we start building our CoL?
- What mechanisms do we have already?
- Who could we ask to provide support, add expertise if necessary?
- Timing of actions and activities
- Practicalities (CoL key topics, format to record findings, actions, where to meet, when)
- Possible role of our partners
40. Making a start-up plan (30 minutes)

Explain the purpose of the start-up plan and the format to be used (exercise sheet 10 in the participants workbook). The start-up plan has five main columns:

<table>
<thead>
<tr>
<th>With whom will we build a Community of Learning?</th>
<th>How will we form partnerships?</th>
<th>What support mechanisms do we have already?</th>
<th>How can we use these?</th>
<th>If we get stuck or want feedback, who can we ask for support?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How will we build relationships?</td>
<td>(Monthly HTs meetings, SC meetings, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(when, where?)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

41. Gallery walk and feedback (20 minutes)
Groups display their start-up plans on the wall. Give participants the time to walk around and read each other's key points.

Discuss and appraise the results, ideas together. Make participants think about the practically of the proposed actions.

*Planning equals puzzling --> thinking hard, making sense of it, pondering, wondering, sorting it out, etc.*
Session 11 Recapitulation

Time: 1 hour and 30 minutes, 90 minutes

Session objectives:

- Recapitulate and strengthen key insights gained through workshop sessions
- For participants to feedback on their experiences and cross check their discoveries and conclusions with others
- To assess similarities and differences and to discuss, from this limited experience, what might be needed for building a CoL

Learning outcomes:

By the end of the session participants will be better able to:

- Appreciate the communication tools they practiced during the workshop
- Discuss differences and similarities in experience and thinking
- Reflect on the experience and what it takes to build a CoL and their contribution and role

Facilitators have prepared:

- Flipchart paper visualising the relationship between SDP, SPM, CoL (Annex 7)
- Make sure that all groups have their flip chart papers with notes with them, and that all participants have their workbook with them
- Make sure you have enough flip chart papers for each group, marker pens, masking tape

Session notes

42. Purpose of this session (10 minutes)

Explain to participants that in this session they will present their workshop findings and insights to the other groups. Participants will reflect on their experiences with new dialogue skills, and their understanding of the purpose of building a Community of Learning, its advantages, ways forward, etc.

43. Preparation (30 minutes)

The groups work together to prepare their materials, writing up key points, make graphic representations showing the working of a CoL, how they see the relation between SDP, SPM, SIS and a CoL. Their presentation should be as visual as possible.

Each group prepares a flip chart paper on which they list their main findings, and on which they list the main learning points from the workshop.

44. Feedback on findings and process, group presentation (30 minutes)

All groups take it in turns to present their findings, and to reflect on the process and what they learned:

- Did they find the exercises difficult?
- Which communications tools worked best and why?
• Did they manage to identify inner (hidden) believes or fears?

When all teams have presented, chair a general discussion on thoughts and feelings about the training and the process of building a Community of Learning.

### 45. Differences and similarities in findings, whole group discussion (25 minutes)

When all the findings have been presented, chair a general discussion exploring differences and similarities during the exercises between participant groups.

**Points to emphasise (if not mentioned by the participants):**

The tools, techniques and skills we practiced during this workshop are necessary for building a community of learning (and for being an effective school leader)

The tools and techniques and skill will enable HTs:

- To recognise one's beliefs, fears, and emotions (and to persist when facing frustrations)
- To control impulse (and not jump to conclusions)
- To regulate one's moods (to self-manage emotions)
- To empathise (to recognise emotions in others)

Put the flipchart paper visualising the relationship between SDP, SPM, CoL on the wall (<Annex 7, Information sheet 2, participants' workbook>). And briefly highlight how SDP and SPM relate to the idea of forming a HTs Community of Learning.
Session 12 Finalisation, thank you and fare well

Time: Flexible

Session objectives:

- To give participants time to informally interact with colleagues, exchanging information and developing professional and social contacts
- To relate SDP, SPM, and CoL

Facilitators have prepared:

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Session notes

46. Finalising (30-50 minutes)

Before saying goodbye, participants have time to informally interact with colleagues, to finalise the follow-up plan, in pairs or small groups, to make appointments, share last thoughts or ideas, etc.

47. Thank you and farewell (flexible)

Give a short ‘how did it go?’ on the whole three days and conclude with any questions participants may still have. Ask them if there are any questions, clarifications, concerns, or other challenges which they would like to ask or share.

Ask them if there are any suggestions, recommendations, or ideas they would like to share.

Tell participants what will happen next (Jennifer, Johan)

- 
- 

Thank them all for their contributions and wish them good luck with:

- Building their Community of Learning
- Exploring different perspectives and standpoints
- Thinking imaginatively, and
- Learning together and build capacity for providing quality of education for all students
Annexes
Annex 1  Characteristics of a Community of Learning (CoL)

A Community of Learning (CoL) is a group of HTs which form a partnership to learn from and with each other. The HTs from the CoL have a shared interest and a collective purpose *that fits the professional needs of these head teachers!*

Steps in building a community of learning are:

- Forming partnerships, building relationships based on *shared* views, ideas, challenges (finding similarities through listening and the willingness to understand each other)
- Developing a *collective purpose* focused on improved student’s learning
- Planning for improvement and change *collectively*
- Taking *collective* action

The purpose of communities of learning is to jointly discuss and find ways for school development, and to learn to feel comfortable with new practices and with applying new skills.

*It takes time to building a community of learning!*
Annex 2  The interpretation ladder, a tool to build understanding

How to use the interpretation ladder?

Please read the information about a fictitious situation given below. If you have read it, fill in the interpretation ladder starting with Step 1 (the bottom of the ladder).

For Step 1, you write down information, which attracts your attention, which stands out for you. Step 1 is about facts, directly observable information.

Step 2 is about your interpretation of the facts you have selected. Don't think too long about it, but write down what those facts mean to you, how you understand the situation. For step 2, you write down your interpretation of the situation (there is no right or wrong answer!).

Step 3 is about your conclusion. We draw conclusions very quickly. You probably already concluded something the first time you read the text. Step 3 is about that conclusion.

Imagine how you would react to that situation. What would you do, what would you say. You write down your reactions under Step 4.

Situation 1

As secretary of the School Committee, you have prepared the SC meeting (invitations, agenda). It was a lot of work; there are a lot of issues to discuss so preparation did take a lot of time. The meeting has just started when the teacher representative comes in. He apologises and says: "I have not put together the quarterly report from the Weekly Teachers' Meetings yet".
### Situation 2

You are visiting a neighbouring school. Last year a new head teacher was appointed. When you look in one of the classrooms you see the teacher sitting on her knees and the children sitting around her in a circle. The teacher is demonstrating something and the children are making comments, one student is asking a question.

### Situation 3

You believe that one of your teachers is ....

<table>
<thead>
<tr>
<th>Step 1. Selection</th>
<th>What part of the information stands out for you? What part of the information do you find most noticeable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2. Interpretation</td>
<td>How do you 'explain' or 'understand' the information? What does it mean to you?</td>
</tr>
<tr>
<td>Step 3. Conclusion</td>
<td>What do you conclude? To what conclusion do you come?</td>
</tr>
<tr>
<td>Step 4. Action</td>
<td>What do you do or what do you say?</td>
</tr>
</tbody>
</table>
Annex 3 The interpretation ladder, how to use it to build understanding

Guidelines for explaining the interpretation ladder:

- Only talk about yourself (the other person can and will have different interpretations and conclusions): I saw..., I think..., I understand..., the meaning I give..., the effect on me is..., I tend to do....

- Start with **step 1** (the information which stood out for you) or **step 4** (your reaction to the situation)

- Present or explain conclusions as an option (not as a fact)

- Share examples and facts with the other person

- Check after each and every step if the other has understood what you said

- Invite him or her to tell you if you missed something

- Invite the other to show you if your argument is not valid

- Invite the other to explain his or her ladder to you
Annex 4  Key Head Teacher responsibilities

- Ensure the quality of teaching and learning for all children (equity in learning opportunity)

- Ensure a gender responsive and positive school environment

- Ensure a safe learning environment for all children
Annex 5  Dialogue definition, rules, patterns

Dialogue, what is it?

- A dialogue is a conversation following a fixed pattern. A dialogue is a tool, which helps to explain, analyse, develop, and improve ideas and behaviour (reactions).
- During a dialogue participants listen to each other’s ideas and ask questions to find out the exact meaning behind these ideas.

Key dialogue rules:

- A dialogue is slow, reflects, explores, clarifies, and develops shared meaning among the participants.
- In a dialogue listening is as important as talking.
- The group is jointly responsible for the smooth running of the dialogue.
- The dialogue has no other result than the dialogue itself! The dialogue is not meant to come to conclusions, make appointments or compromises!

Dialogue pattern:

1. Identify a problematic situation
   - Each group member writes down a real-life practical situation (which he/she experienced as problematic) related to school development
   - As a group, select one situation which the group will start with

2. Explore and clarify the situation
   - Exploring means, asking questions to clarify the facts, to get a clear (mental) picture of the situation. For example:
     - How do you mean that exactly?
     - What else can you tell us about it?
     - What I don’t understand yet is....
     - What feelings were important to you at that moment?
     - What did you think, what thoughts did you have then?
     - What have you done concretely?
   - Other participants do not give their ideas or objections or disagreements!

3. Empathy, understanding and sharing the feelings of another person (in that situation)
   - Imagine yourself in that situation, at that moment, what would you feel?
   - What would you think?
   - What can you see yourself doing in that situation?
   - What would your answer be to that problematic situation?

The group continues asking clarifying questions till the situation is fully clear to all group members.
The group then selects a 2nd idea which will be explored and clarified
The group continues till all situations are clear (or till the time is up).
4. **The essence of the situation**

- If a number (or all) ideas are clarified, the group can explore and answer the following questions:
  - What is this about?
  - What is touching you most?
  - What is nearest to your heart?
  - What lessons can we learn?
Annex 6  Going on safari, together

1  Finding a collective purpose

Questions for participants, to explore and clarify the beliefs, views and ideas of each group member on:

- What should students learn?
- Should there be different, varying ways for students to learn? (do all students learn in the same way?)
- Should all students be learning the same thing at the same time?
- How, in what way do students learn best? (individually, whole group, small group work)
- What is good teaching?
- What are good teaching methods?
- When is a learning environment of good quality?
- How to respond when a student experiences difficulty in learning?
- Are students always motivated?
- If you enter your ideal school, what would you see and hear?
- How do you recognise quality of education and learning? What would you see?
- Where should learning take place?
- How would learning be organised in your ideal school? (in age-groups? mixed-age groups?)
-
2 Planning for change collectively

Questions for participants:

- What experiences do we have with improving quality of learning for our students? What have we learned?
- Which students need support to achieve equal access to quality learning?
- Which students are missing out on successes?
- What are the key reasons for these students to not succeed?
- What conditions in school have been most successful in helping students to be successful?
- How could we adopt those conditions and practices in our schools?
- What commitments would we have to make to one another to create such a school?
- What can I do differently, how can I deal with my inner beliefs and fears?
- How can we best use our lessons learned to achieve our collective purpose?

3 Our collective strength, our cycle for collaborative learning

EQUIP-T has introduced new ideas and practices: SDP, PTPs, Weekly Teachers' Meetings, SIS, early childhood reading and mathematics, SIS, etc. The groups discuss how each of them has put these new ideas into practice, which ideas worked well, and why. And how it helped them to improve the quality of learning for their students.

The third task for the groups is to brainstorm on the knowledge and skills they have in their group. To imagine how they can learn from each other's strengths, how can they use each other's knowledge and skills? How can the group work together to build the capacity of the group (members) to improve the quality of education in school. The groups will put these ideas in a cycle for collaborative learning:
Annex 7    Head Teachers Community of Learning example record sheet

Each CoL will work on a different purpose or goal. And each CoL will work on achieving their collective purpose through different actions and activities, their CoL cycle of learning (Annex 6).

Below an example format to note successes, ideas, agreements, and new collaborative learning activities, to achieve the collective purpose of the CoL:

<table>
<thead>
<tr>
<th>1. Successes</th>
<th>Share ideas that work well</th>
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</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>2. What to improve next?</th>
<th>Brainstorm ideas</th>
<th>Who will work on what?</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Next month’s collaborative learning activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to do, with whom:</td>
</tr>
<tr>
<td></td>
</tr>
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Photos on teaching and learning