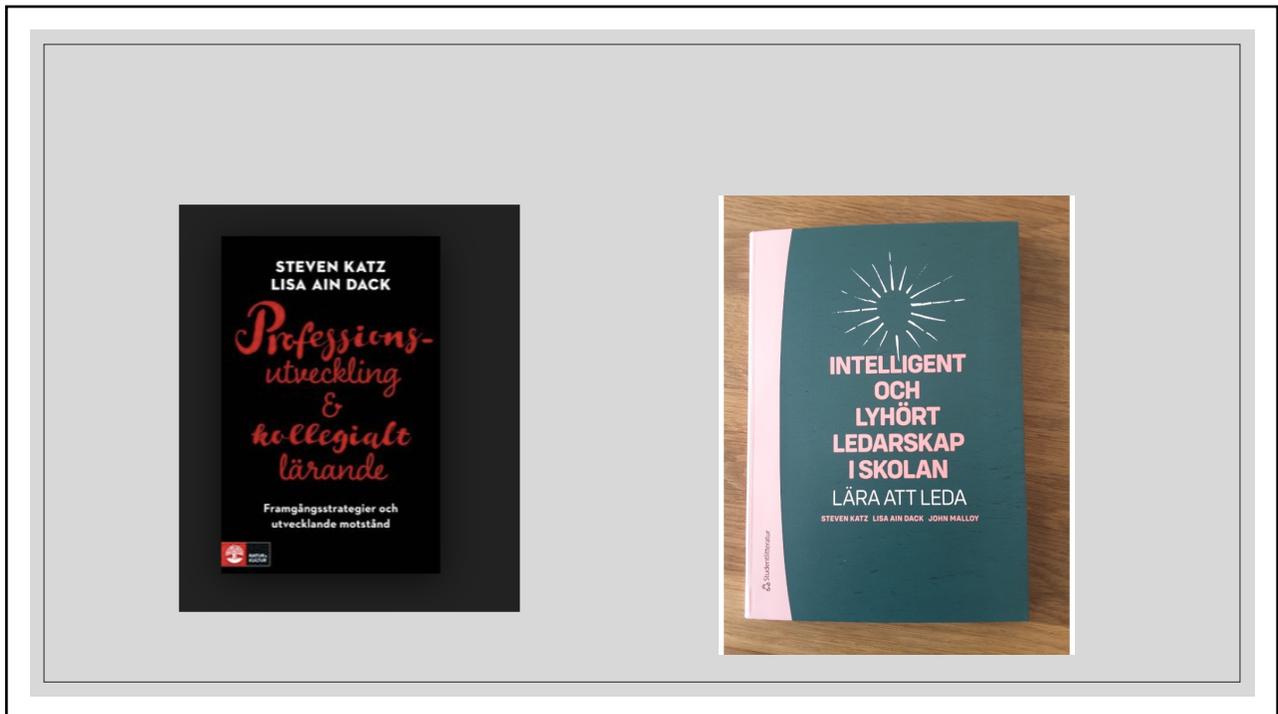
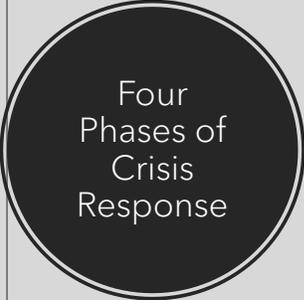




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*Adapted from
"Strategy Under
Uncertainty", McKinsey
Quarterly
June 2000*

	The Environment	Appropriate Response
Phase 1: Immediate response	True ambiguity – many interacting variables make it realistically impossible to define concrete scenarios as the basis of planning for the future	Deal with immediate risks. Conserve current resources – human, physical and financial. Dynamic and flexible response to changing circumstances. Distribute decision authority. Communicate constantly.
Phase 2: Short to mid-term	A wide range of possible outcomes are identifiable. The key variables that will determine the future are becoming clearer, but no specific outcome is predictable.	Select a general direction in which to move while staying flexible. Begin the shift from reactive to planned. Communication continues to be critical to minimize confusion and anxiety.
Phase 3: Patterns emerge	The future can be described as one of a few discrete scenarios. Analysis may help establish probabilities, but it is not yet possible to identify which will come to pass.	Develop 2-3 discrete scenarios. Select and work towards a preferred outcome while ensuring the capacity to adjust as necessary.
Phase 4: Prospect of stability	The residual uncertainty is irrelevant to making key decisions. A single forecast as the basis for planning can be developed.	Return to known strategic decision-making and planning processes in the new circumstances. Communication shifts to support alignment with a clear set of strategic and tactical choices.

3

Conceptual Frameworks



Organization and Application of Knowledge



From Survive to Thrive

Recalibrate our success criteria
Developmental approach
Trajectory is relatively orderly
People and units move at different rates
Person/unit X situation interaction - the "toggle" effect

4

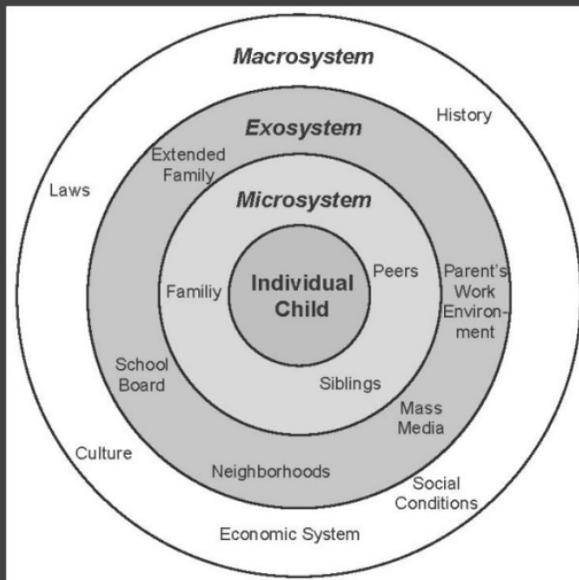
STRESS TEST
OUR
SYSTEMS
AND
PROCESSES

Where are the leaks?



5

ECOLOGICAL
SYSTEMS
THEORY



6

Taking a
"nested"
systems
approach...



Learning at home is not a conversion of learning at school with a 1:1 correspondence



Pandemic privilege through an equity lens

The more obvious
The less obvious

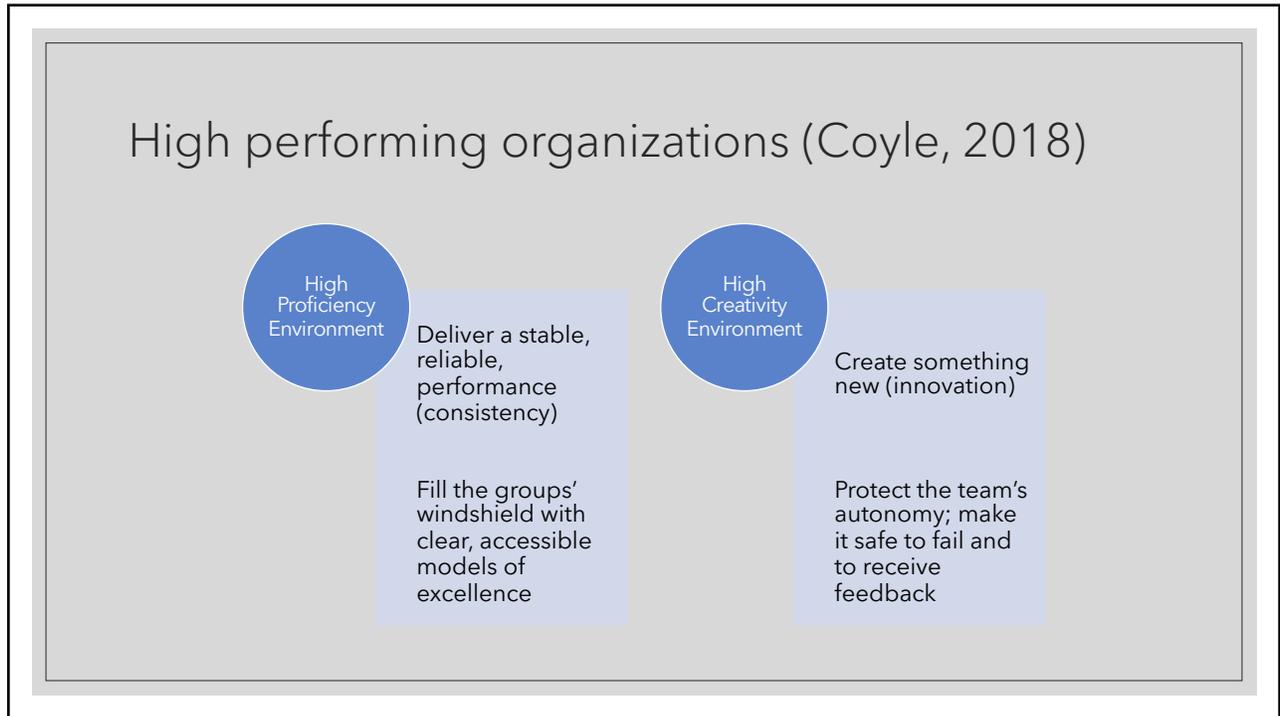
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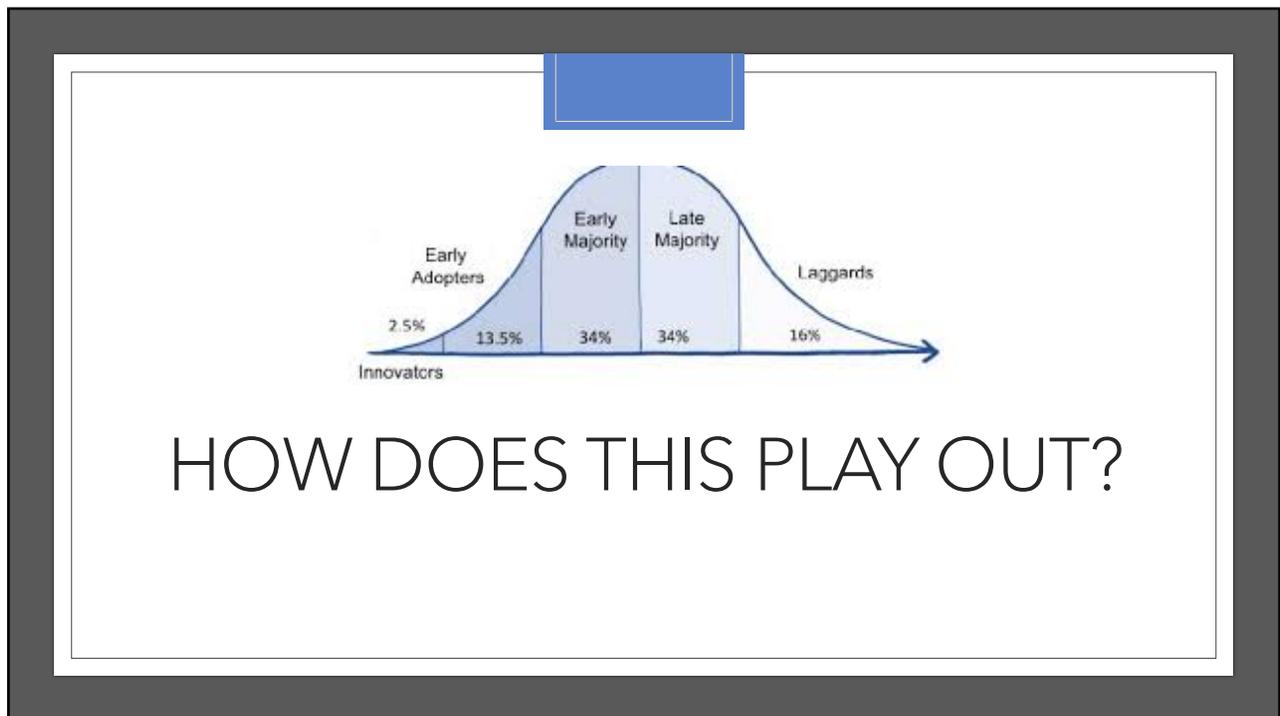
Enhanced transparency

- Relationship assumptions
- Assumptions about engagement and achievement (individual or class?)
- Assumptions about feedback, evaluation, and reporting
- Assumptions about requisite conditions and skills (e.g. tech-savvy or self-direction?)

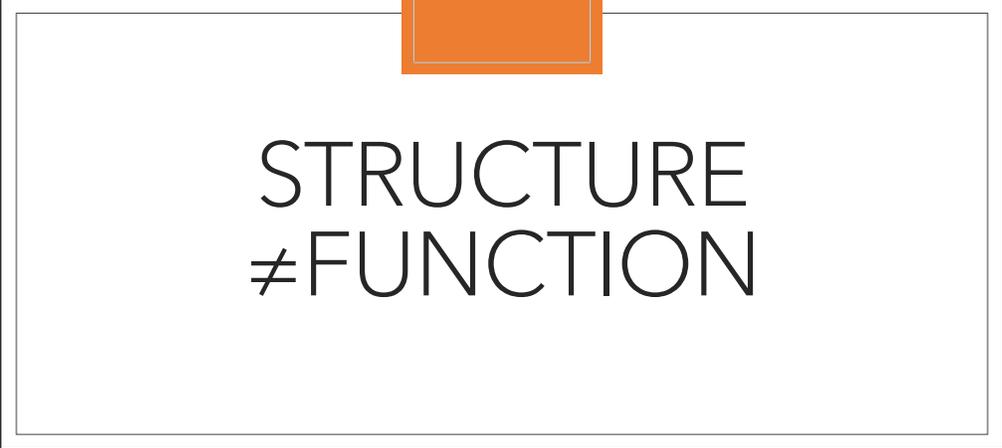
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9



10



STRUCTURE
≠FUNCTION

11

The Professional Learning Community

- The power of the idea of a PLC is that members of the group... **engage together in challenges of practice** so that their **understanding of those challenges grows deeper** and is more unified. Through their **investigations, proposed solutions emerge that are then tested to see if they help...** Through such a **repeated process, practice grows more sophisticated and powerful** and the group develops a tighter sense of camaraderie and common purpose. As a result, they can construct common understanding, share knowledge and experience, and develop common goals.

Adapted from Supovitz, 2006

12

The reality

- Research finds that this form of learning community is largely absent from districts, and the examples that practitioners do provide are too diffused and unfocused to have a strong influence on practice. Activities like book talks and in-school professional development sessions are usually too sparse and diffused to fulfill the particular goals promised by PLCs.

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Continuum of Collaboration

- Storytelling and scanning for ideas
- Aid and assistance
- Sharing
- Joint Work

Judith Warren Little

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Joint Work that Challenges Thinking & Practice involves:

- Regularly challenging one another's assumptions about teaching and learning
- Being receptive to feedback on their teaching from their school colleagues
- Talking openly with school colleagues about differing views, opinions, values
- Dealing openly with professional conflicts that arise

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PIXAR: 14 Movies and
14 No. 1 Box-Office Hits



16

The collaborative aspect of Learning Teams

- *“The fact that creative projects start out as painful, frustrating disasters is not an accident but a necessity. This is because all creative projects are cognitive puzzles involving thousand of choices and thousands of potential ideas, and you almost never get the right answer right away.” (Ed Catmull)*

17

- *“Embrace the messenger. Never mind don’t shoot the messenger. You have to hug the messenger and let them know how much you need that feedback. That way you can be sure that they feel safe enough to tell you the truth next time.” (Amy Edmonson)*

18

It's got to be safe to talk. "Rank switched off humility switched on"

The Culture Code

19

The PIXAR Braintrust

Our decision making is better when we draw on the collective knowledge and unvarnished opinions of the group. Candor is the key to collaborating effectively. Lack of candor leads to dysfunctional environments. So how can a manager ensure that his or her working group, department, or company embraces candor? By putting mechanisms in place that explicitly say it is valuable. (Fastcompany.com, April 2014)

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Feedback as THE driver!

- When we give feedback, we notice that the receiver isn't good at receiving it. When we receive feedback, we notice that the giver isn't good at giving it.
- The real leverage is creating pull.
- Receiving feedback well doesn't mean you always have to take the feedback.
- **But getting better at receiving feedback will make you better at giving feedback!**

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Nothing affects the learning culture of an organization more than the skill with which its executive team receives feedback. And of course, as you move up, candid coaching becomes increasingly scarce, so you have to work harder to get it. But doing so sets the tone and creates an organizational culture of learning, problem solving, and adaptive high performance

(Stone & Heen, 2014)

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Three types of feedback

- Appreciation - motivates and encourages
- Coaching - helps build capacity and sharpens skills
- Evaluation - tell you where you stand in relation to expectations

- The alignment challenge!

(Stone & Heen, 2014)

23

Together is not always better!

■ Need to ensure:

- Diversity of opinion (rather than groupthink)
- Shared responsibility (rather than diffusion of responsibility)
- Quality control (rather than spread of anything)

24

24

Barriers as “cognitive biases”

- At their core, all of the barriers to successfully enabling real professional learning are premised on one fairly simple (yet often hard to believe) fact: *Human beings take mental shortcuts to avoid thinking.*
- All human beings use these mental shortcuts. In fact, humans have evolved to take these shortcuts and to do the least amount of thinking possible.
- We are all “cognitive misers”

25

25

The barriers – What we need to “interrupt”

- We don't think through all the possibilities
- We focus on confirming our hypotheses, not challenging them
- We pay too much attention to things that are vivid
- We consider ourselves to be an exception
- We hesitate to take action in a new direction
- We don't want others to see our vulnerabilities
- Coming together in a culture of niceness (or rather, “superfice”)

26

26

Lessons from Social Physics

- Everyone in the group talks and listens in roughly equal measure, keeping contributions short.
- Members maintain high levels of eye contact, and their conversations and gestures are energetic. (*F2F)
- Members communicate directly with one another, not just with the team leader.
- Members carry on back-channel or side conversations within the team.
- Members periodically break, go exploring outside the team, and bring information back to share with others

(Pentland, 2015)

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The Substance of Relationships

- Believe they enhance practice by working with one another (interdependence AND individual accountability!)
- Willing to give and seek out professional advice/support from one another
- Feel responsible to help each other do their professional best
- Feel supported to try new ideas
- Trust one another (Vulnerability leads to trust and not the other way around!)

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Closing advice:

When forming new groups, focus on two critical moments: 1) The first vulnerability and 2) The first disagreement.

Coyle, 2018

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THANK
YOU

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