



Building Teacher Capacity

Cultivating a Culture of Pedagogical Innovation

NYSCATE 1st ANNUAL DIGITAL LEADERSHIP CONFERENCE

April 28, 2018

Dr. Andrea Tejedor

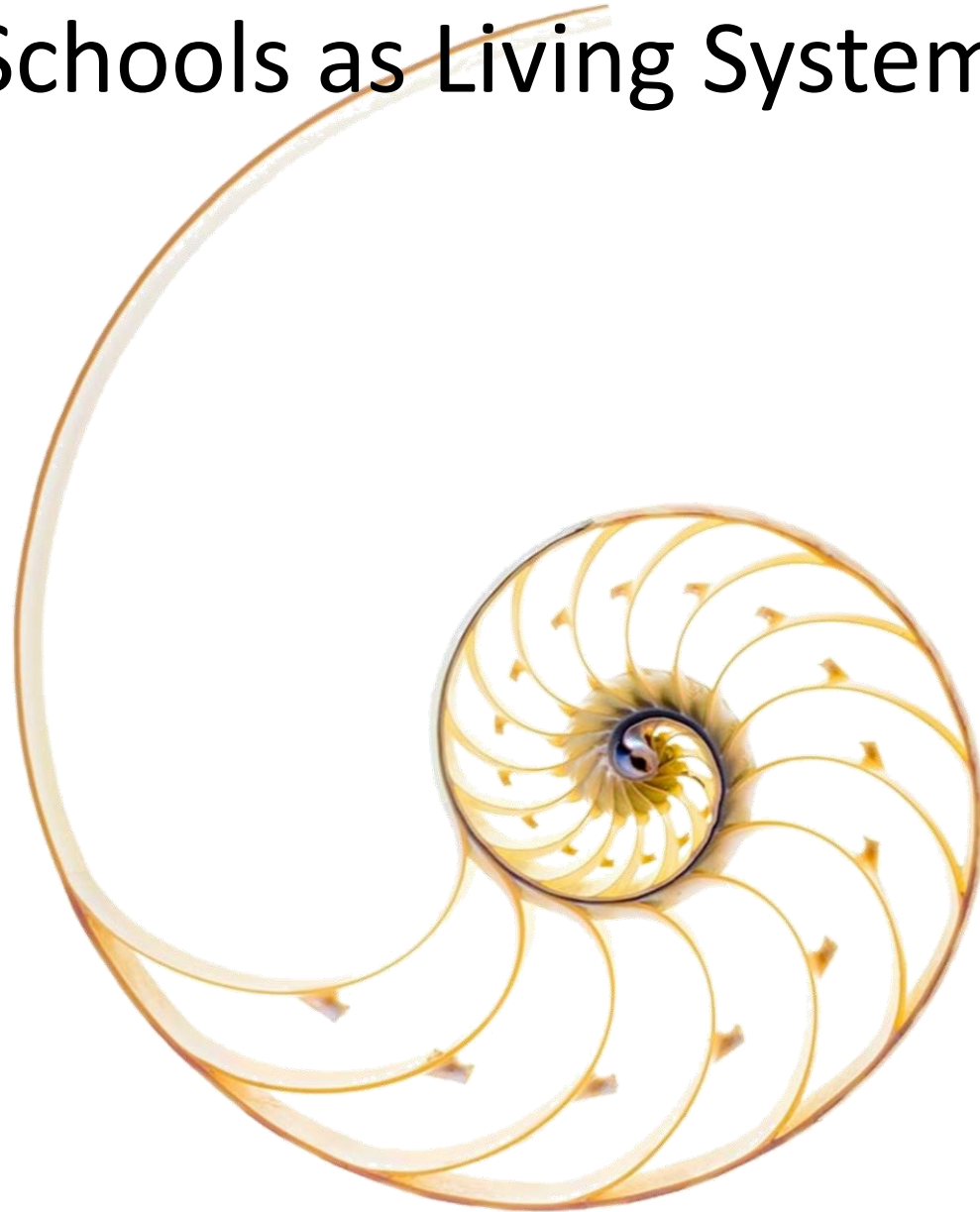
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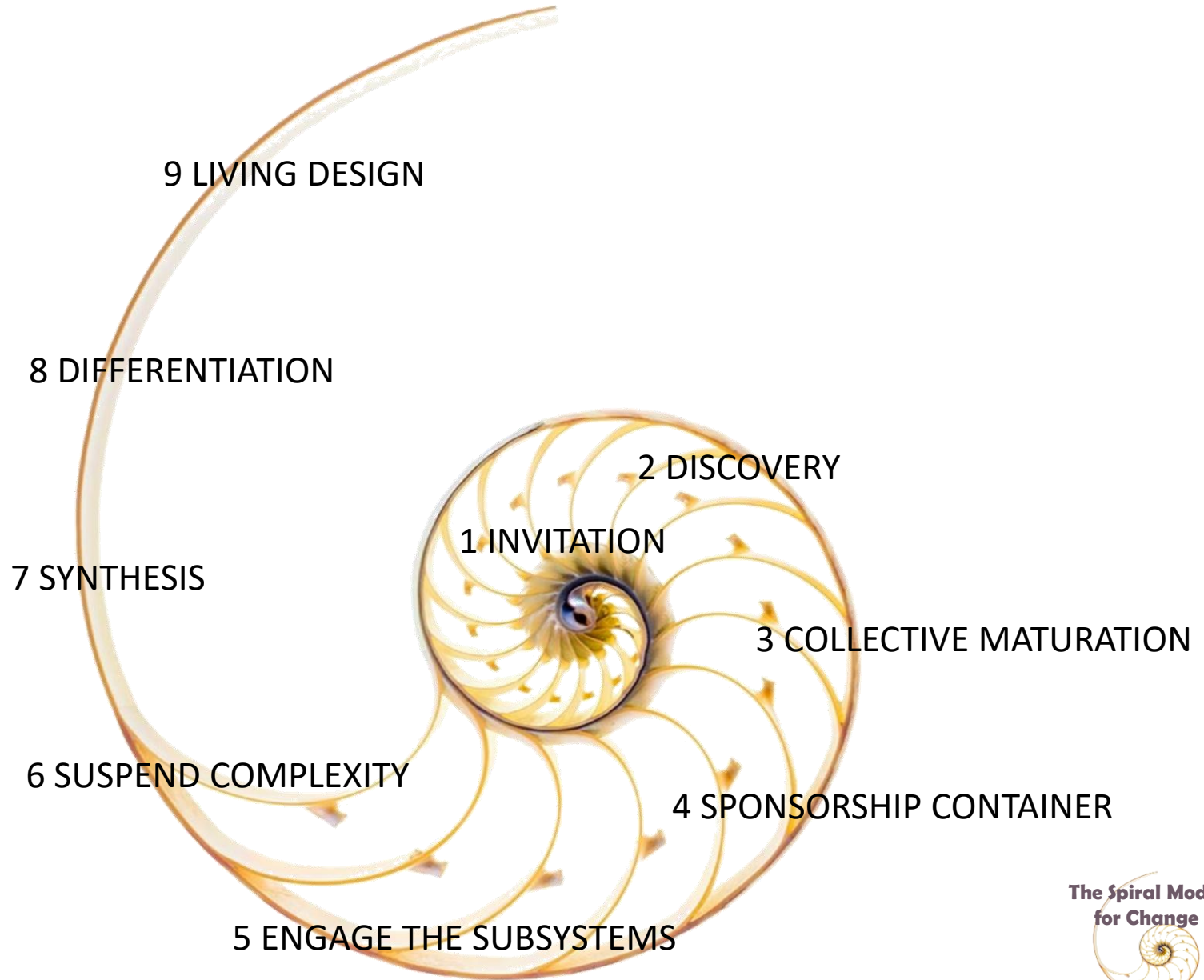


What is a teacher leader?

Building Capacity and Developing Leaders: Schools as Living Systems

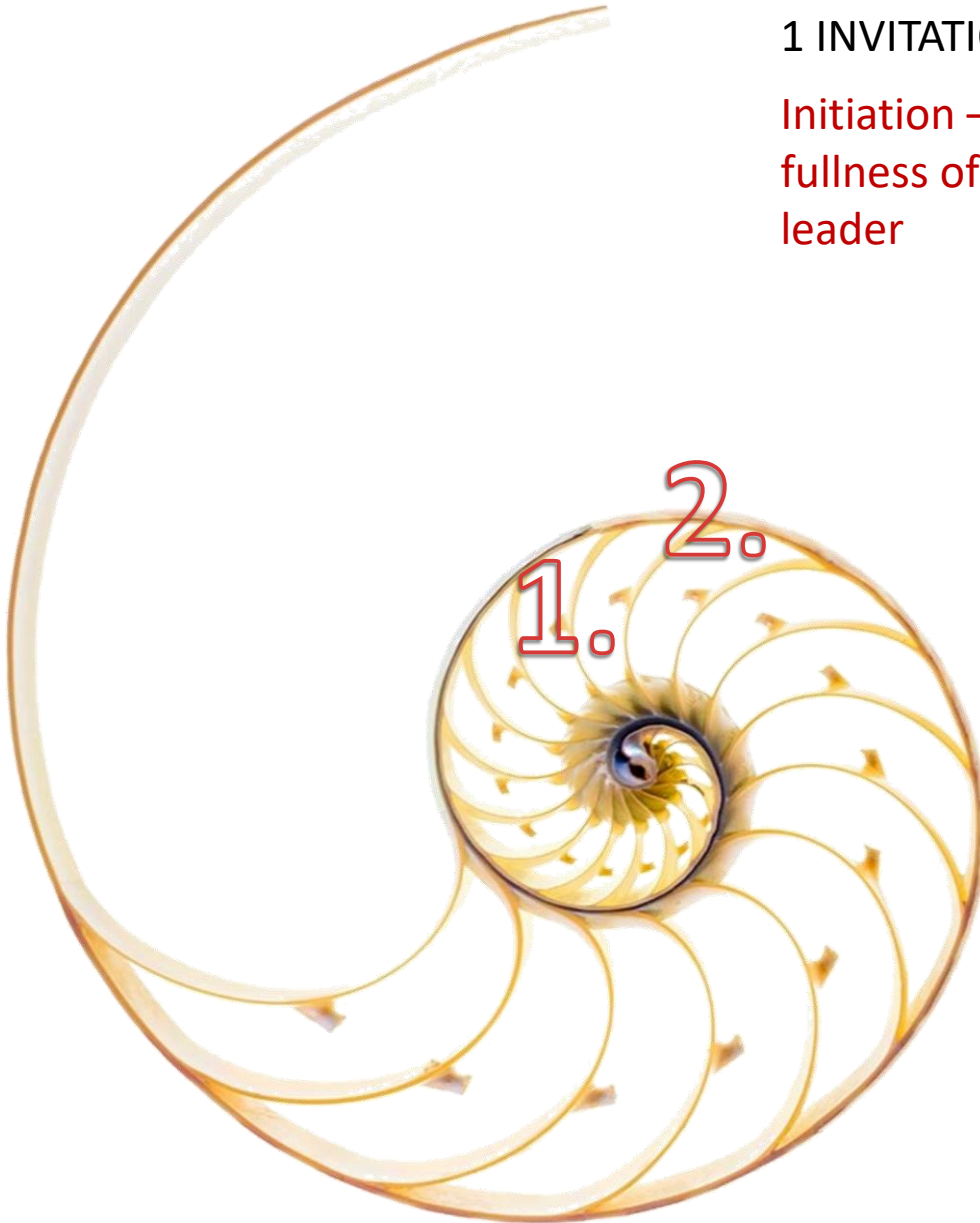


The Spiral Model for Change



1 INVITATION

Initiation – stepping into the fullness of the position as a leader



2 DISCOVERY

What is driving us to seek change, what are the potentials to which we aspire? How can we begin to move toward these potentials?



1 INVITATION

We begin to cultivate leadership in our team and the system around us. We plot a strategic journey for the projects we are undertaking.

2 DISCOVERY

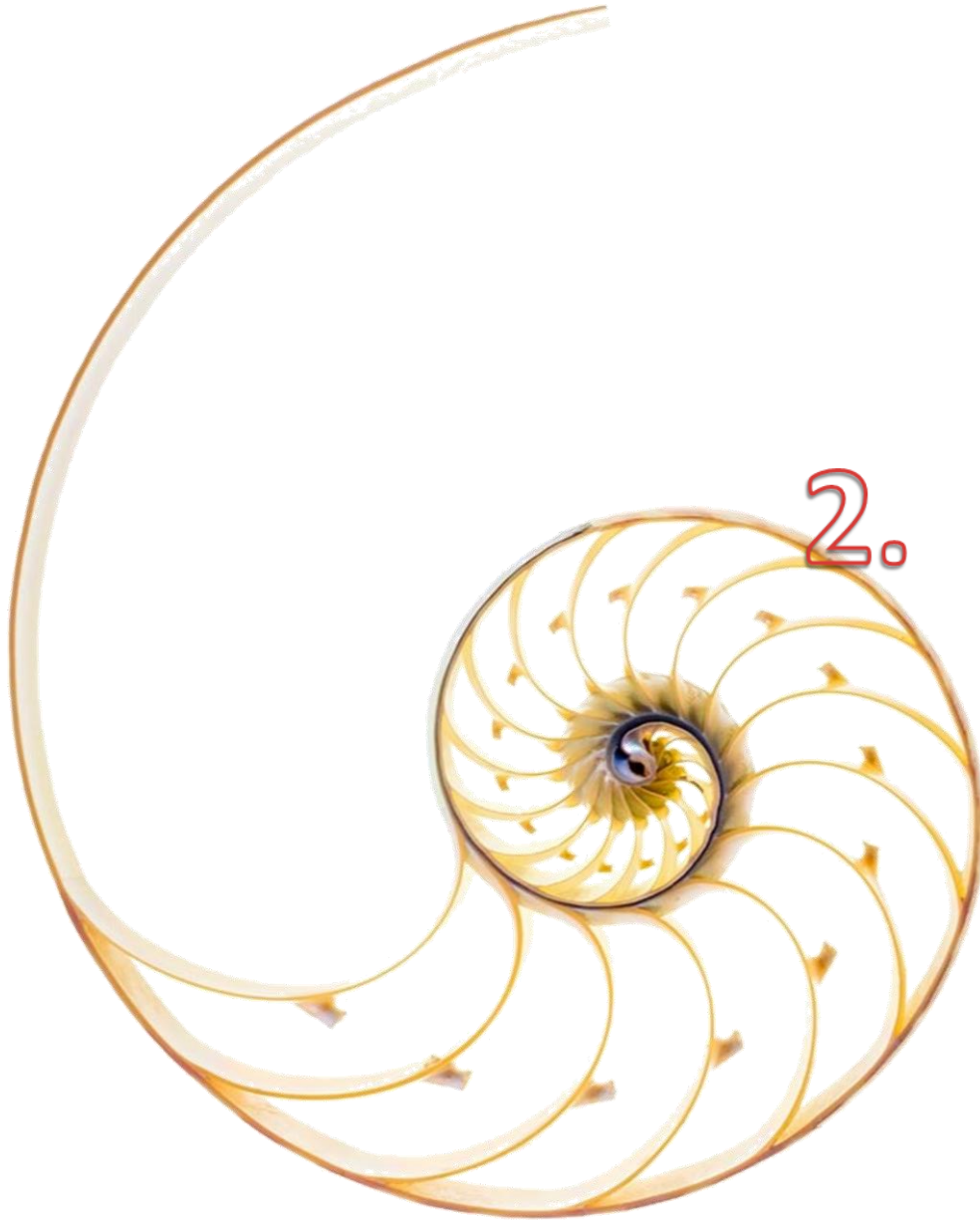
Belief systems;
Stake holders;
Customs;
Community values;
“knowing what is in the system”

Forming a loose core
Based on knowing what is in the system.



Within an acorn there is all the stuff of an oak tree.

But that does not mean it will become an oak tree.



Discovery:

Schools as Living Systems

Levels of Perspective

Discovering your role in the system

Discovering conversational patterns

Defining the Action Project

Defining criteria for success

Establishing a coaching practice



Invitation

- Year 1: 10 members
- 6 teachers
- 2 administrators
- 1 technician
- 1 instructional technology coach

Discovery

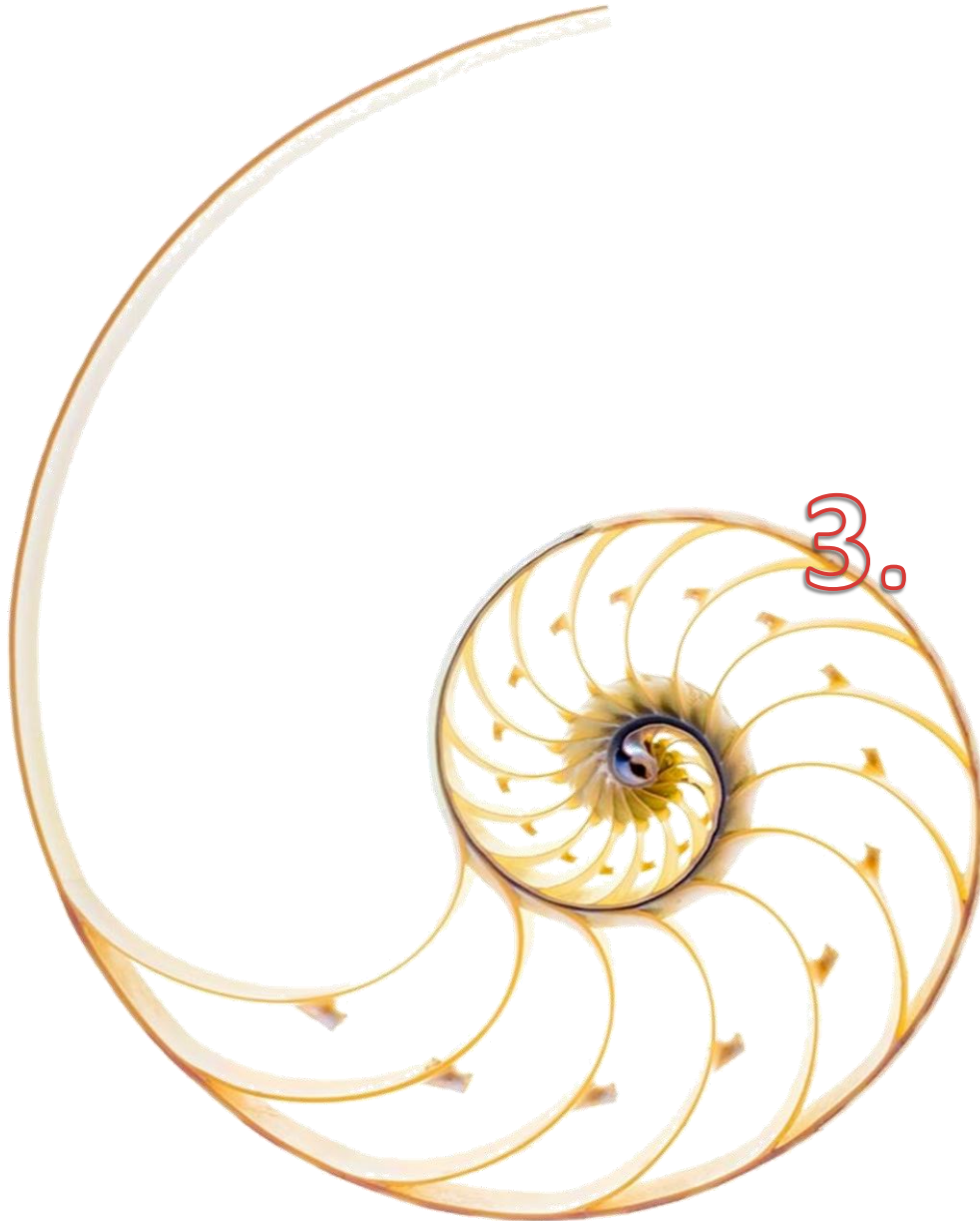
- Inquiry
- Technology
- Curiosity
- Experimentation



Your Reflection

Invitation & Discovery

1. Who would you invite? Write the names of 5 staff/faculty members that you would invite to the dialogue?
2. What is driving you to seek change? What are the potentials to which you aspire?
3. Can you define the:
 - Belief Systems(s):
 - Stake Holders:
 - Customs:
 - Community Values:



3. Collective Maturation

Seeding the Ground:

The structurally significant core group
The “container” a field for fostering learning

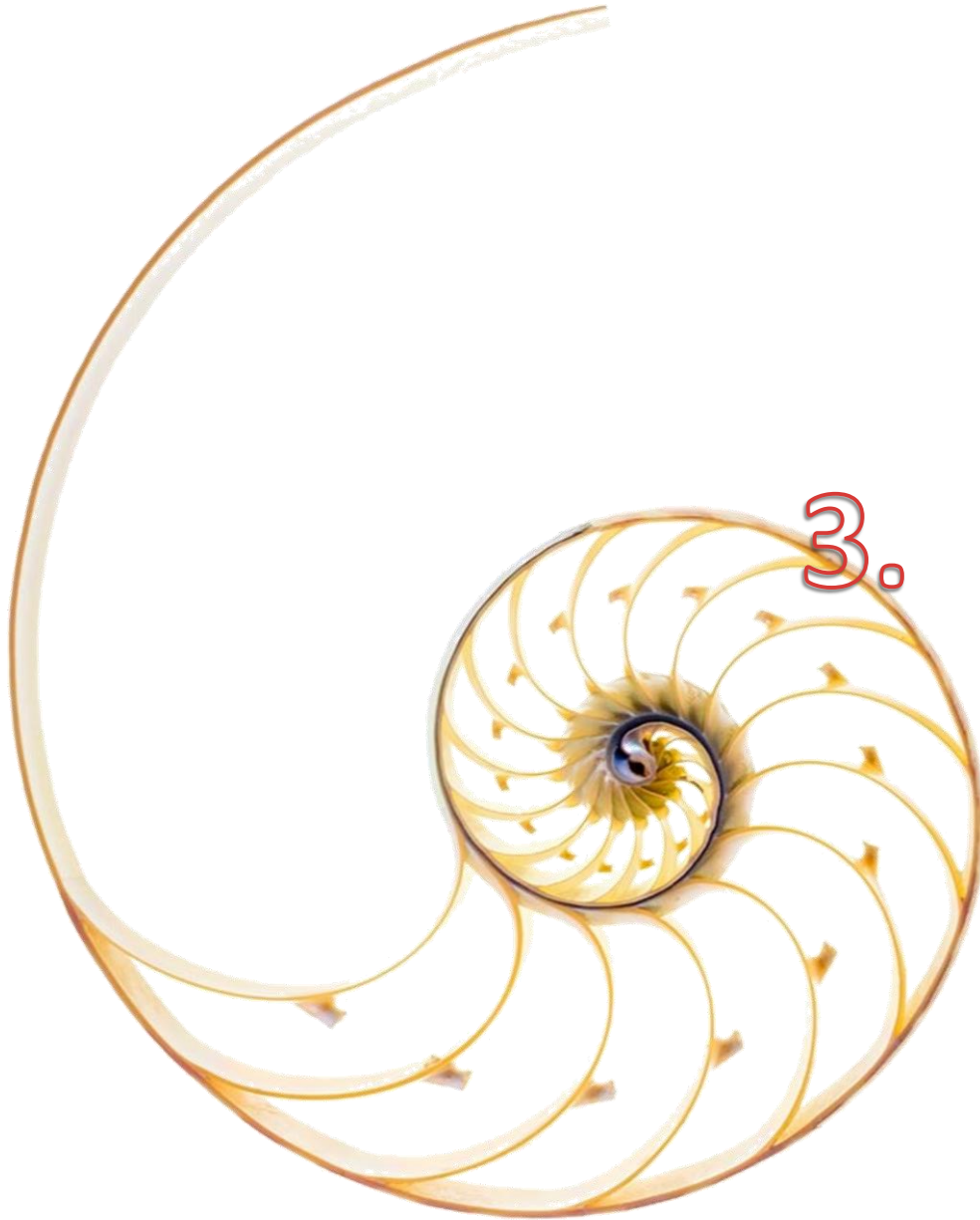
Mapping inter-relationships

Principals of Living Systems

The “boundary profile” understanding people in the system

Capabilities of effective leadership

Microcosms of the Action Project



3. Collective Maturation

We set out to create Containers for Inquiry and Action throughout the system:

The practice of dialogue

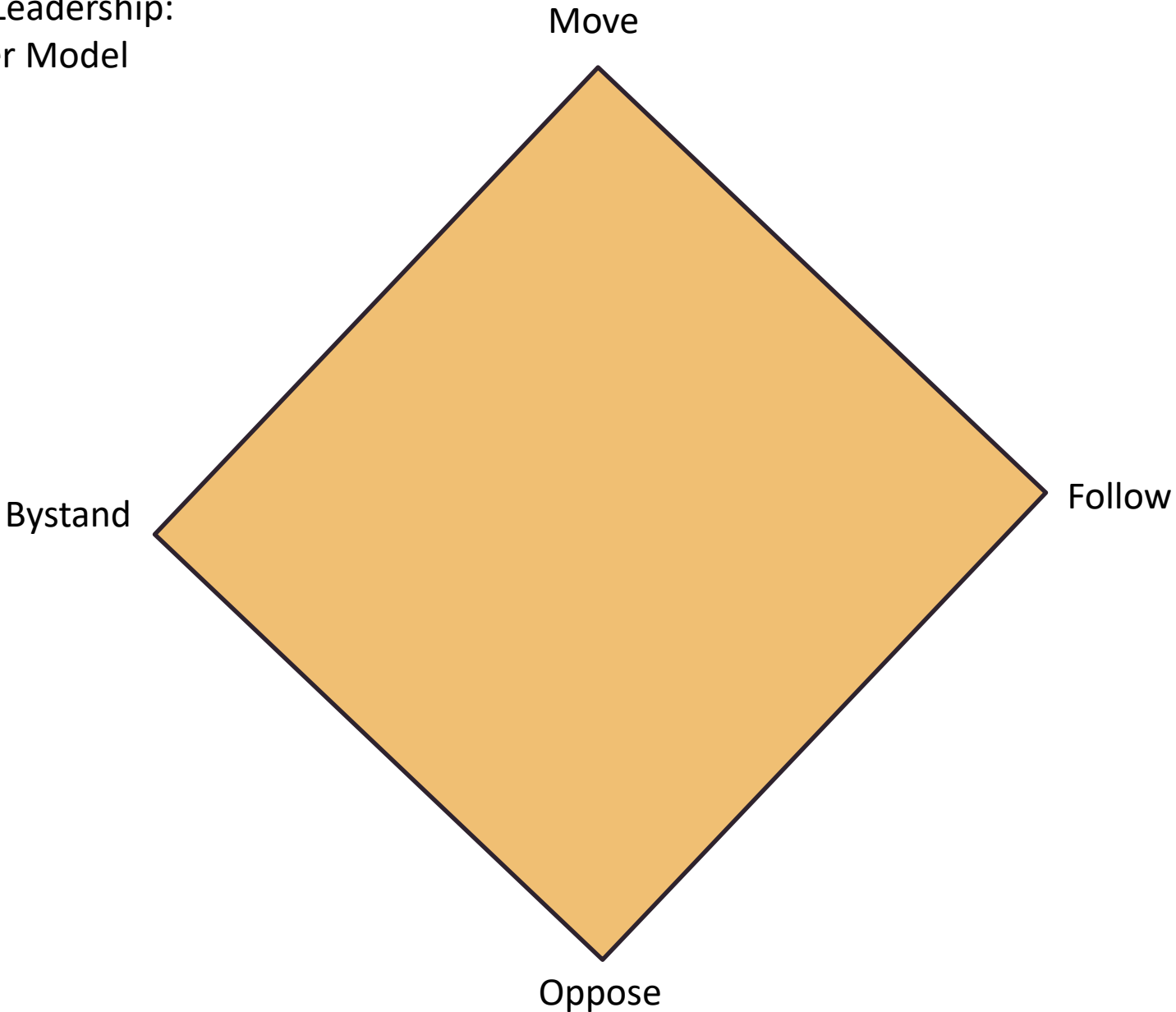
Voicing, listening, suspending, and reflecting

Identifying constituencies

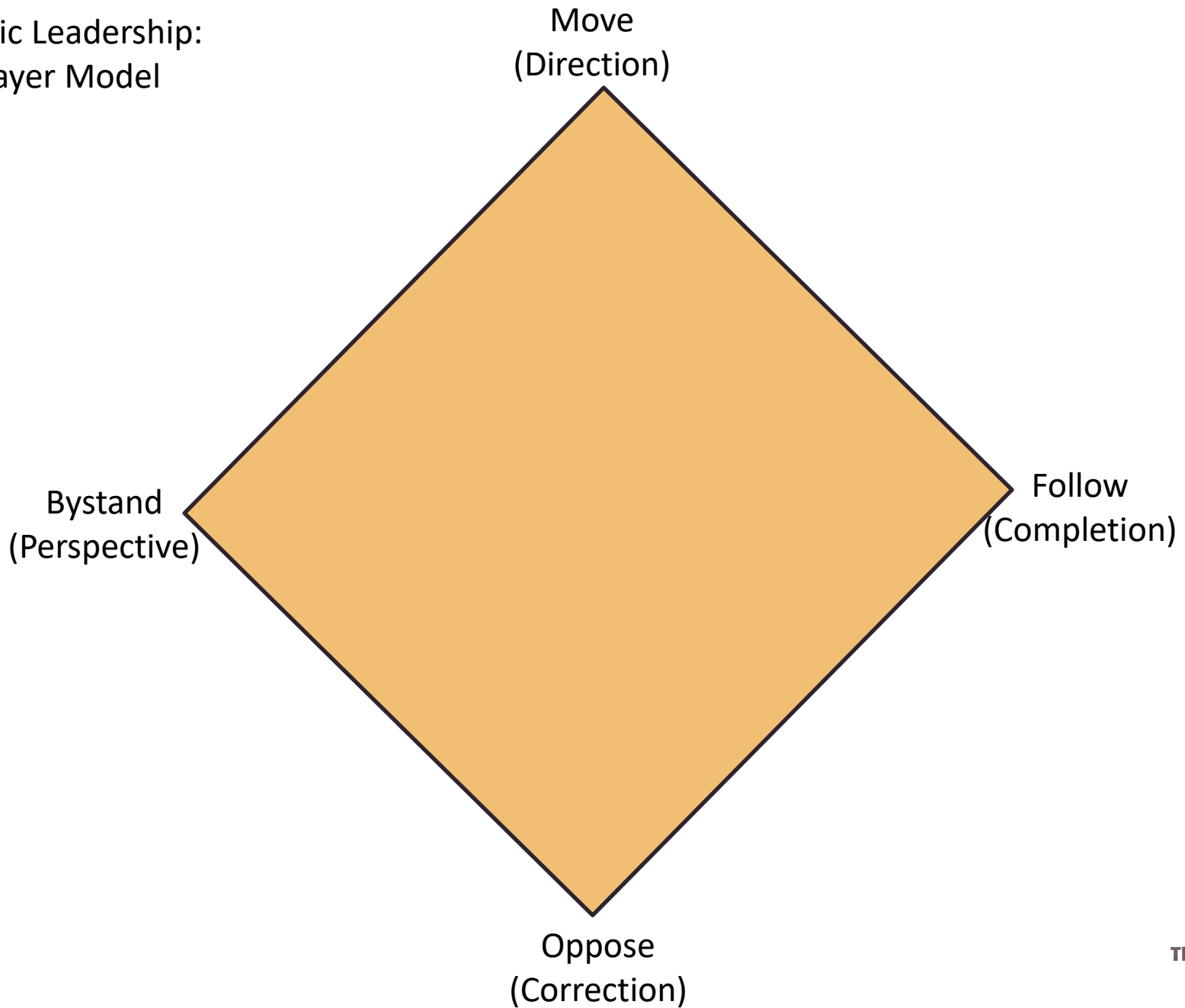
Balancing advocacy and inquiry

Structural traps, recurring patterns that block change

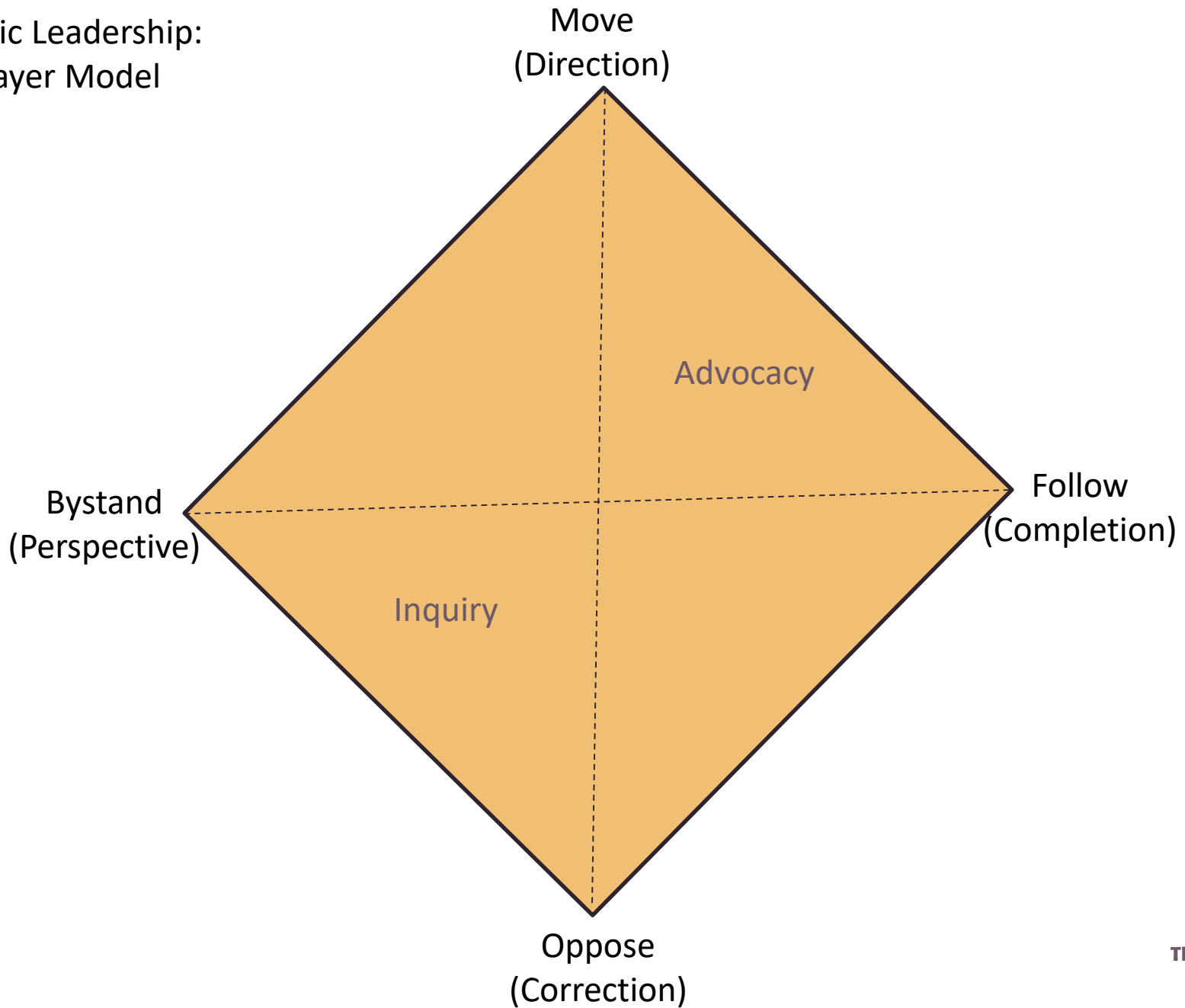
Dialogic Leadership:
A 4-Player Model



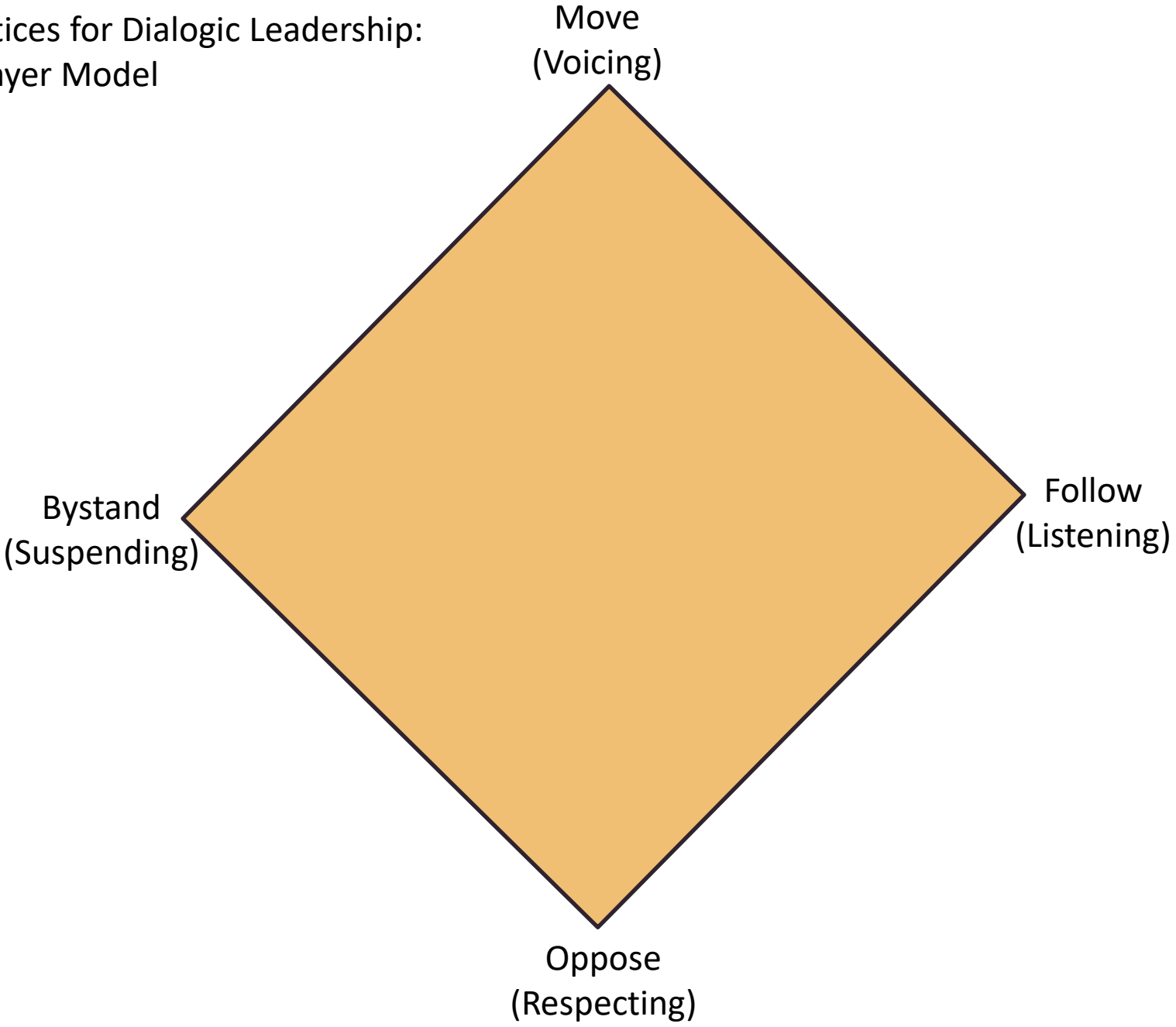
Dialogic Leadership:
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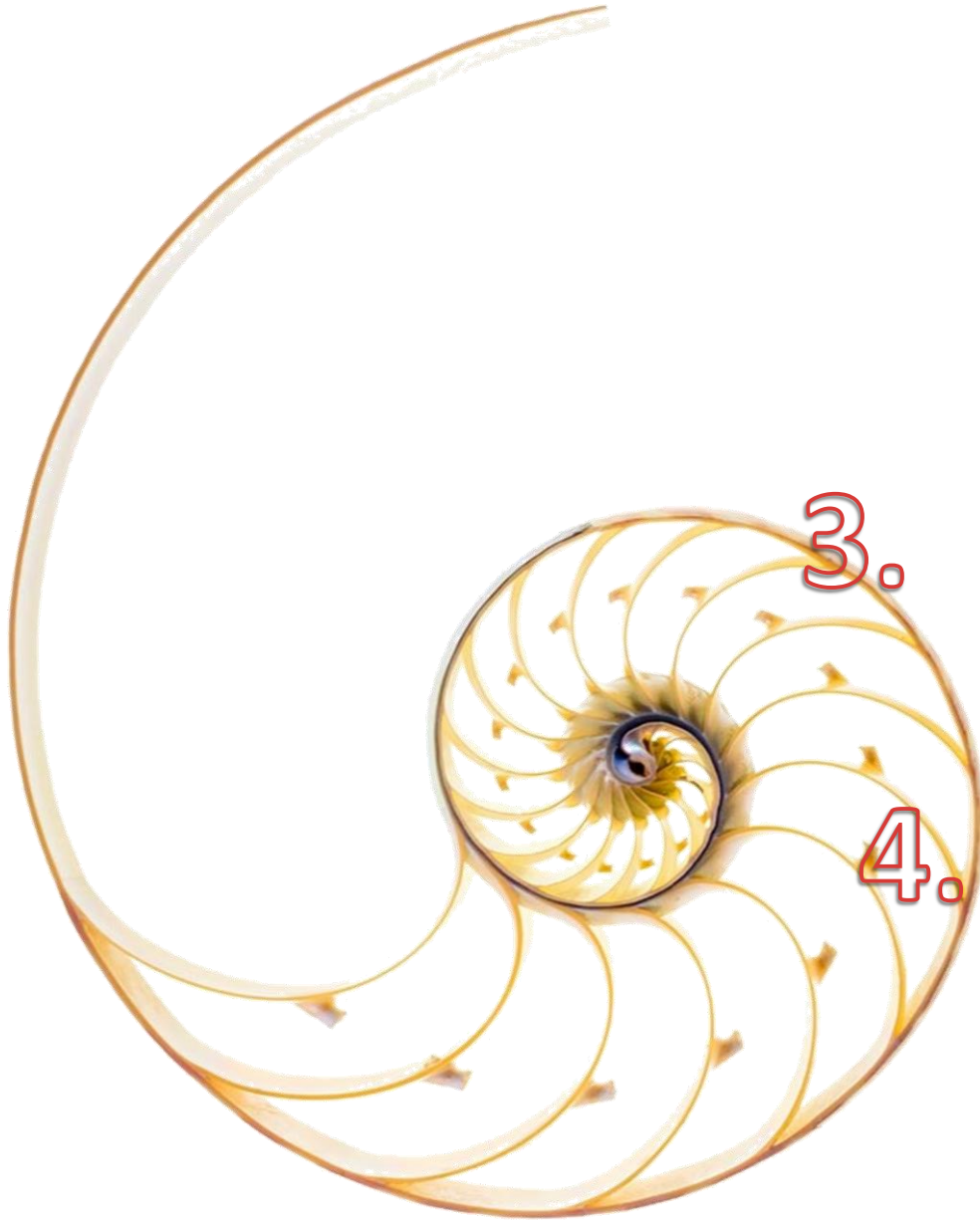


Dialogic Leadership:
A 4-Player Model



4 Practices for Dialogic Leadership:
A 4-Player Model





3. Collective Maturation

We set out to create Containers for Inquiry and Action throughout the system:

The practice of dialogue

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Identifying constituencies

Balancing advocacy and inquiry

Structural traps, recurring patterns that block change

4. Form Formal Sponsorship Container



At the heart of it -

Change is very disruptive



Seeding the Ground

- Monthly meetings
- Administrative Meetings
- Faculty Meetings
- Model & share best practices
- NYSCATE Annual Conference

Containers for Inquiry

- The Great Race
- Spiders in Space
- Vernier Probe-ware
- Document Cameras



Your Reflection

Seeding the Ground

1. What do you have to do to seed the ground and take local action?
2. Can you name the movers, followers, opposers & bystanders in your system?
3. What containers for inquiry do you need to create and/or support?

5. Engage the Subsystems

6. Suspend Complexity

Embracing Complexity

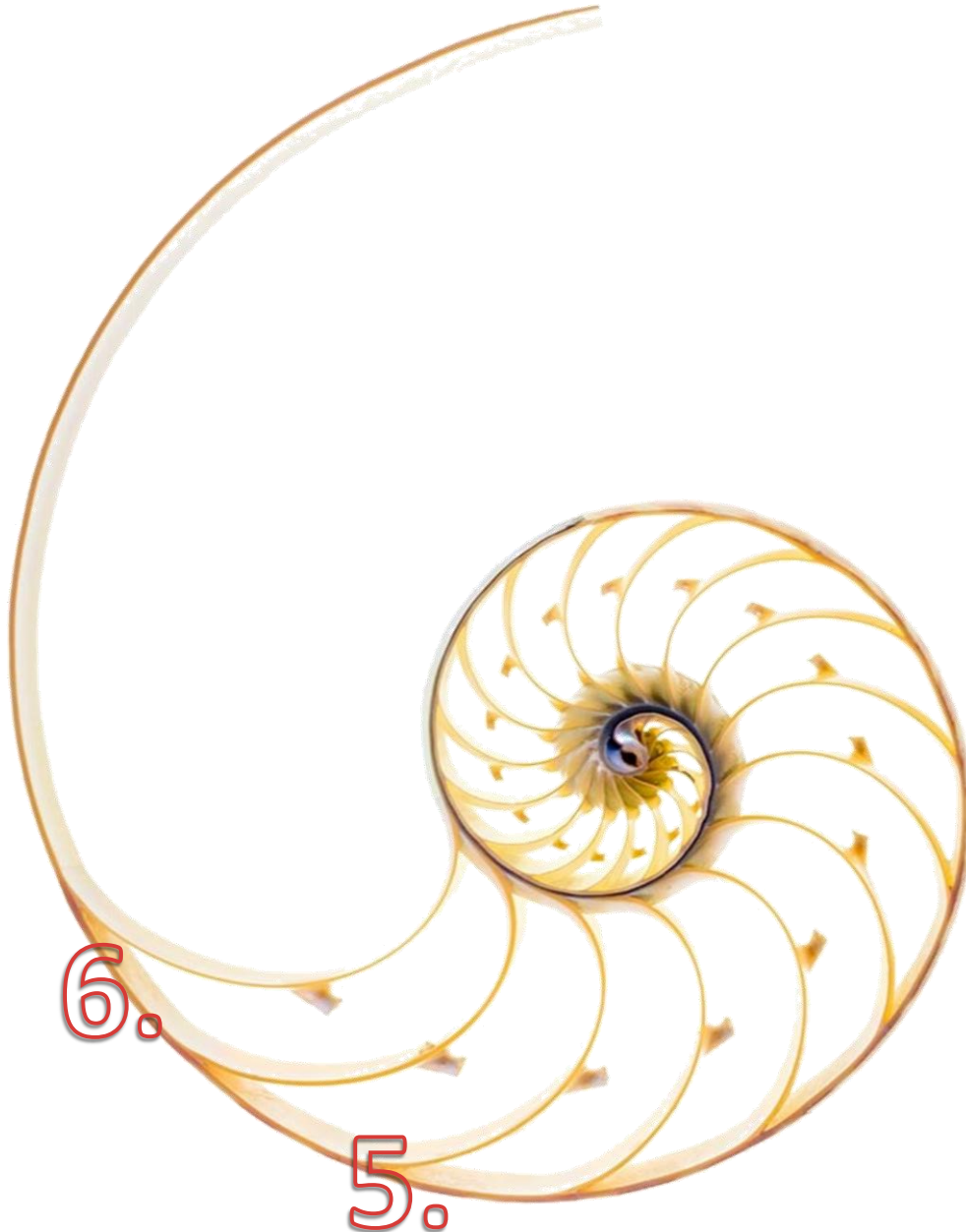
Our work thus far is yielding results...and breakdowns. What is the collective experience, and how can we begin to make sense of it with everyone involved?

The history of our system and its future

Shared aspiration

Generative inquiry: Tracking the underlying causes

Means of intervention (facilitate, name, engage)



Embracing Complexity

Is our work yielding results?

How does our individual experience shape our collective vision?



Do you hear evidence of:

Teacher Reflection?

Collaboration?

Learning?

Risk Taking?



Sub-systems

- Other faculty
- Board of Education
- Support staff
- Principals

Suspend Complexity

- Embedding technology in “what we do”
- Writing project
- APPR (observations)
- Projects for APPR



Your Reflection

Sponsorship & Local Action

1. Can you define the constituencies of your school system?
2. What strategies can you use to engage the subsystems in the conversation?



Define the history of your system...and its future

History Map (The Story of How We Got Here)

	1990	2000	2010	2020
The World at Large				
Our School System				
Our Team & Project				
Myself & My Life				



7. Synthesis

8. Differentiation, Broadening the Agreement

We create a theory about the organization and its potential and plot the course of change going forward

Bringing together different answers from the system

The theory of the thing: what is our school system

The theory of change: what kinds of development are feasible

The theory of practice: what next?



Listen to the people – be open to the possibilities

What is the underlying energy?



Synthesis

- Year 1: 10 members
- Year 2: 13 members
- Year 3: 16 members
 - Self-selected in Y2 & 3

Differentiation

- Inquiry
- Pockets of innovation
- Individualization
 - Chromebooks
 - Apps & extensions
 - Multimedia Lab
 - Google Classroom
 - Class Dojo
 - Screencastify
 - BeeBots
 - MakerSpace

9.

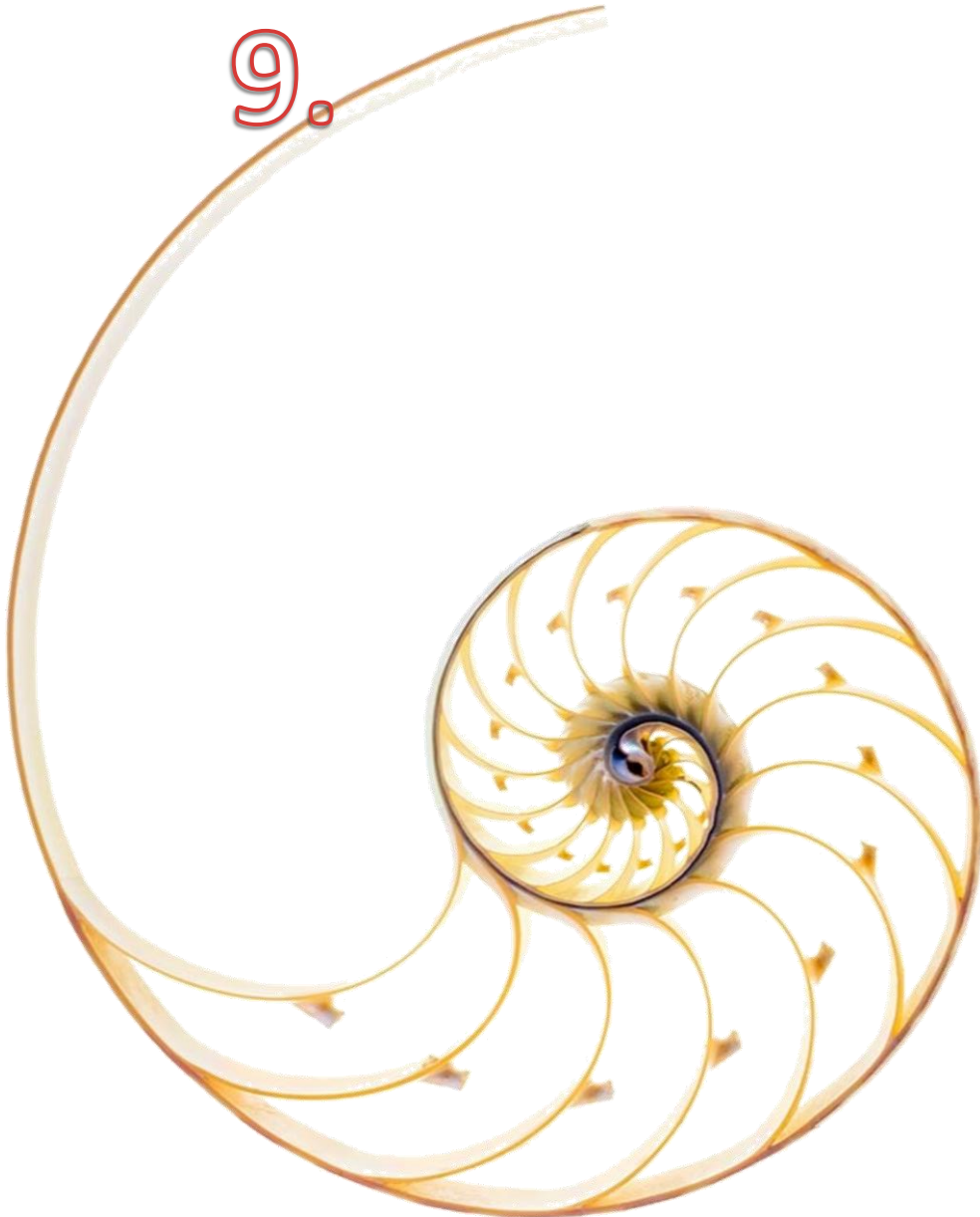
9. Living Design

The nature of some of this work is invisible:

We don't pull up the onion to see if it is growing.

You have to have the audacity to think you can change something.

Most life and creativity starts in moments of silence not in moments of activity.

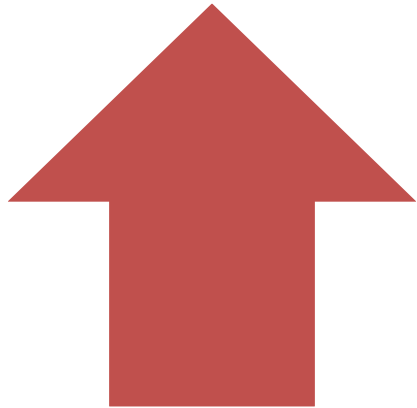




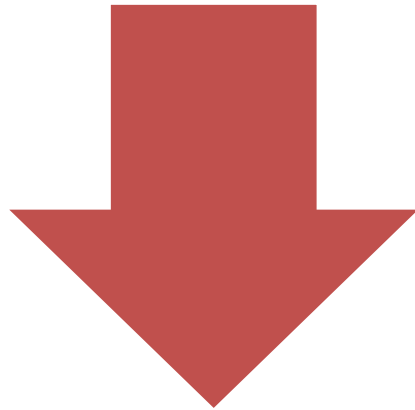
Living Design

- Supporting the innovators
- Cultivating emerging leaders
- Participants asking how they can share
- Providing opportunities for ongoing inquiry

Principle of Creative Tension



Vision



Current
Reality



Your Final Reflection

Synthesis, Differentiation & Living Design

1. The system we are trying to influence is ...
2. Therefore, we need to learn ...
3. As a team of learners, we are bringing ...
4. One next step we might take ...



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