

Learning Forward 2018 Preconference Facilitator's Agenda

From Doing Protocols to Using Them

Using protocols in schools isn't a new concept, but it has become more commonplace in the past few years. Unfortunately, many users of protocols have been protocoled in a district or school gathering and the residual effect isn't positive or productive. Experience well-facilitated protocols and leave with the necessary skills to match the purpose with the protocol to better serve the group's needs.

Theory of Action for today:
 If we take risks together, bringing our draft thinking and work products, and apply the constraints found in many discussion protocols, then our shared experiences can give us insight into other's resistance giving us a refined lens and a set of new tools to design even better learning.

9-4 lunch

Why	When	What/How
	before	Make representative anchor charts (Tuning, 3 Levels, Microlabs, Text Rendering, URL posters, norms) Find space and set up Zones Figure out breakout spaces
<p>To build a risky space</p> <p><i>Priya Parker (The Art of Gathering: How We Meet and Why it Matters) beseeches us to ponder the initial moments of meetings. She posits the most important moment is the first facilitation move. Thus, our logistics and agenda review can wait.</i></p>	9 AM	<p>Who Am I? (in packet) Debrief:</p> <ul style="list-style-type: none"> • Add purpose about doing it today (start laying groundwork each protocol has a purpose) • Point out resource page on website: www.vansoelenassociates.com/resources.html <p><i>Why protocols do not always "sing:" why they sometimes fall flat.</i></p> <ol style="list-style-type: none"> 1. <i>Wimpy norms</i> <p><i>Using protocols without knowing the inherent risk</i></p> <p>945 Quick Logistics Agenda Review Make sure to have copies of facilitator's agenda for everyone</p>

		<p>Norms <i>Due to the duration of this session, pose the following, including thinking about why they may be pushier than some they may be currently using somewhere else.</i></p> <ul style="list-style-type: none"> • <i>Stay engaged (instead of be on time be respectful)</i> • <i>Experience discomfort (instead of be respectful)</i> • <i>Think and speak in drafts</i> • <i>Pay attention to patterns of participation (instead of step up/back)</i> • <i>Speak your truth and look for other's truths (instead of assume best intentions)</i> • <i>Look for learning (instead of devil's advocate)</i> <p>Start the chart on the wall: <i>Why protocols do not always "sing:" why they sometimes fall flat.</i></p> <ol style="list-style-type: none"> 1. <i>Wimpy norms</i> <p><i>So now let's experience some of that risk by using a protocol (time to define it: structured conversation) designed to problematize exactly that: Zones.</i></p> <p>945 Zones of Comfort, Risk, Danger (in packet) Make sure to have yarn Facilitative notes in Resources page on website (in packet)</p>
<p>To listen and practice equity</p> <p><i>Microlabs is a perfect protocol to use as a launch for our day's inquiry re: protocol use. It's simple structure has much to teach us.</i></p>	<p>1015</p>	<p>Microlabs (in packet)</p> <ol style="list-style-type: none"> 1. What does resistance mean to you? 2. When have you experienced resistance in using discussion protocols - from whom? 3. When have you resisted using discussion protocols? Why? <p><i>Why protocols do not always "sing:" why they sometimes fall flat.</i></p> <ol style="list-style-type: none"> 1. <i>Wimpy norms</i> 2. <i>Using protocols without the inherent risk</i> 3. <p><i>(add any of these if they come up in the debrief:</i></p> <ul style="list-style-type: none"> • <i>Underestimate the risk</i> • <i>Weak match between purpose and protocol</i> • <i>Facilitator does not have deep enough knowledge about the specific protocol steps</i> • <i>Feels more like "modeling" rather than "real" work the group needs to accomplish</i> • <i>Agenda is out of balance loose/tight)</i>

		<p>Microlab debrief</p> <ul style="list-style-type: none"> • Facilitative notes (in packet) • Include regular debrief plus how to write microlab questions <ul style="list-style-type: none"> ○ +, Δ, action ○ DEP: Describe, Extend, Personalize (our M-lab questions today were this method) 				
<p>To design microlab questions</p> <p><i>Microlabs is a very portable, highly-applicable structure each person could immediately use, if given time to choose a context and craft some questions.</i></p>	1040	<p>Break and Some unstructured microlab question writing time using the question compilation resource (in packet) (while also taking a break)</p>				
<p>To refine a product</p> <p><i>Seeing high-quality facilitation demonstrating a deep understanding of a protocol's function, form, and flexibility is potentially powerful.</i></p>	1050	<p>1050 Large Group Tuning metaphor set up</p> <p>1100 Small Group Tunings (in packet)</p> <p>Debrief</p> <ul style="list-style-type: none"> • include the facilitative notes on www.vansoelenassociates.com/resources.html (in packet) • Meta learning in 4 columns: <table border="1" data-bbox="669 951 1881 1013"> <tr> <td>you</td> <td>content</td> <td>facilitation</td> <td>Protocol itself</td> </tr> </table> <p>More possible additions to why protocols don't "sing"</p> <ul style="list-style-type: none"> • Weak match between purpose and protocol • Thinking the printed protocol is enough for facilitators to prepare • What made this experience "sing"?, possibly adding the converse statements to the running chart 	you	content	facilitation	Protocol itself
you	content	facilitation	Protocol itself			
	1200	lunch				
<p>To learn from play</p> <p><i>Post-lunch is complicated time for (adult) learners</i></p>	100	<p>Change Activity (in packet)</p> <p><i>Include in debrief: reason for today is to render an idea that protocols are meant to be the floor, not the ceiling. Protocol use can teach the dispositions so educators interact differently, both <u>in</u> and <u>out</u> of the protocol, sustaining the new ways of "being."</i></p>				

		<i>These are your accountability partners for the afternoon's work.</i>			
<p>To bring purpose to the fore</p> <p><i>We don't often question the very inclusion of content on an agenda - unless we are in a meeting and we ask ourselves, "Why are we talking about this? Now? With this group of people?"</i></p>	120	<p><i>One of the reasons protocols are "done" more often than "used" is related to purpose.</i></p> <p>120 Text Rendering (in packet): Agenda Building Using infinitives (in packet)</p> <ul style="list-style-type: none"> • Steps two and three in small groups • Step four word: either on post-its or index cards taped to wall • Step five discussion prompt: <i>So what are the barriers standing in our way of having even more explicit purpose in our agendas?</i> • Debrief: Point toward Facilitative notes <p>145 Small work time on an agenda creating infinitives</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Why</td> <td style="width: 33%; text-align: center;">When</td> <td style="width: 33%; text-align: center;">What/How</td> </tr> </table>	Why	When	What/How
Why	When	What/How			
<p>To match protocol to purpose</p> <p><i>Andragogy informs us that application is a key component for adult learning.</i></p>	200	<p><i>So, there are tools/resources which may prove helpful as you take your agenda from purpose to process.</i></p> <p>Direct teaching about Protocol Families (in packet) Protocol Synopses (in packet) Text Protocol Resource List (in packet)</p>			
	230	break			
To act on tangible connections	300	Accountability partners meet for feedback			
To match protocol to purpose	315	<p>Partner or small group time to work more on an agenda</p> <ul style="list-style-type: none"> • conferences with any facilitator welcome, in a fishbowl format if individuals are willing 			
To hold ourselves accountable	345	<p>Closing</p> <p>Creating Metaphors (in packet)</p>			