Leading with Intention

Facilitating Engaging and Productive Meetings
Welcome

Explore adult learning theory
Examine our own practices
Set goals and next steps

What brought you here? What is a challenge you are wanting to take on and work through?

Nicole Marie Ortiz       NicoleO@cmdenver.org
Mira Killmeyer
           Mira_Killmeyer@dpsk12.org
Lisa Matter
       Lisa.Matter@state.co.us

- Adults need to be involved in the planning and evaluation of their instruction.
- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in learning subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.
Chalk Talk
A silent brainstorming experience.

Think about the challenge you named in your first conversation.

Walk around the room and add your thoughts about your challenge as they relate to the principles of *Andragogy*.

You can add sentences, phrases, words or pictures.

Build off the ideas of those added before you.
Peeling the Onion

The opportunity to share a challenge with the group and explore the topic further through questioning and reflection

- Make a group of 4-6 people
- Select one person who will share their problem/dilemma
Describe the Problem (3 Min)

- Provide as many details as possible and share questions or wonderings related to the dilemma.
- All other group members are silent and listening.
Clarifying Questions (2 Min)

- Asked by the group, purely informational.
What I heard was... (3 min)

Group takes turns sharing what they heard the presenter say.
Presenter of the problem silently takes notes.
One assumption that seems to be part of the problem is... (3 min)

- Group takes turns discussing probable assumptions. Presenter silently takes notes.
A question this raises for me is...(2 min)

- Group takes turns sharing questions that came up based on the discussion so far. Presenter silently takes notes.
What if..? Have we thought about...? I wonder... (2 min)

- Group digs deep for more questions and wonderings. Presenter silently takes notes.
Having heard these comments and questions, now I think... (3 min)

- Presenter of the problem shares thoughts/notes on thoughts about the problem now. Group remains silent.
Now what? (3 min)

- Presenter and group discuss the possibilities and options that surfaced together.
Protocol Reflection (2 min)

On your own, reflect on how this process was like peeling an onion.

What about the process was useful?

Frustrating?

Is this something you would like to try with your team? Why or Why not?
Setting Goals and Debriefing
The Power of Visualization and Communication Styles
Mental Models
reflection
Scaffolding
power of relations
babies & families
Encompass
Map as Process

Teacher

Family

CCE + Belonging + Reflection

Initial + ongoing
training + support

Communities

Active Supervision

Parallel | Process
Mental Modeling: Take 3-5 minutes to draw or represent how you “see” your problem of practice solved
Conversation Moves
Conversation Moves: While sharing mental models, enact the listening/speaking behavior described on your card
Thank you