

Open to Learning

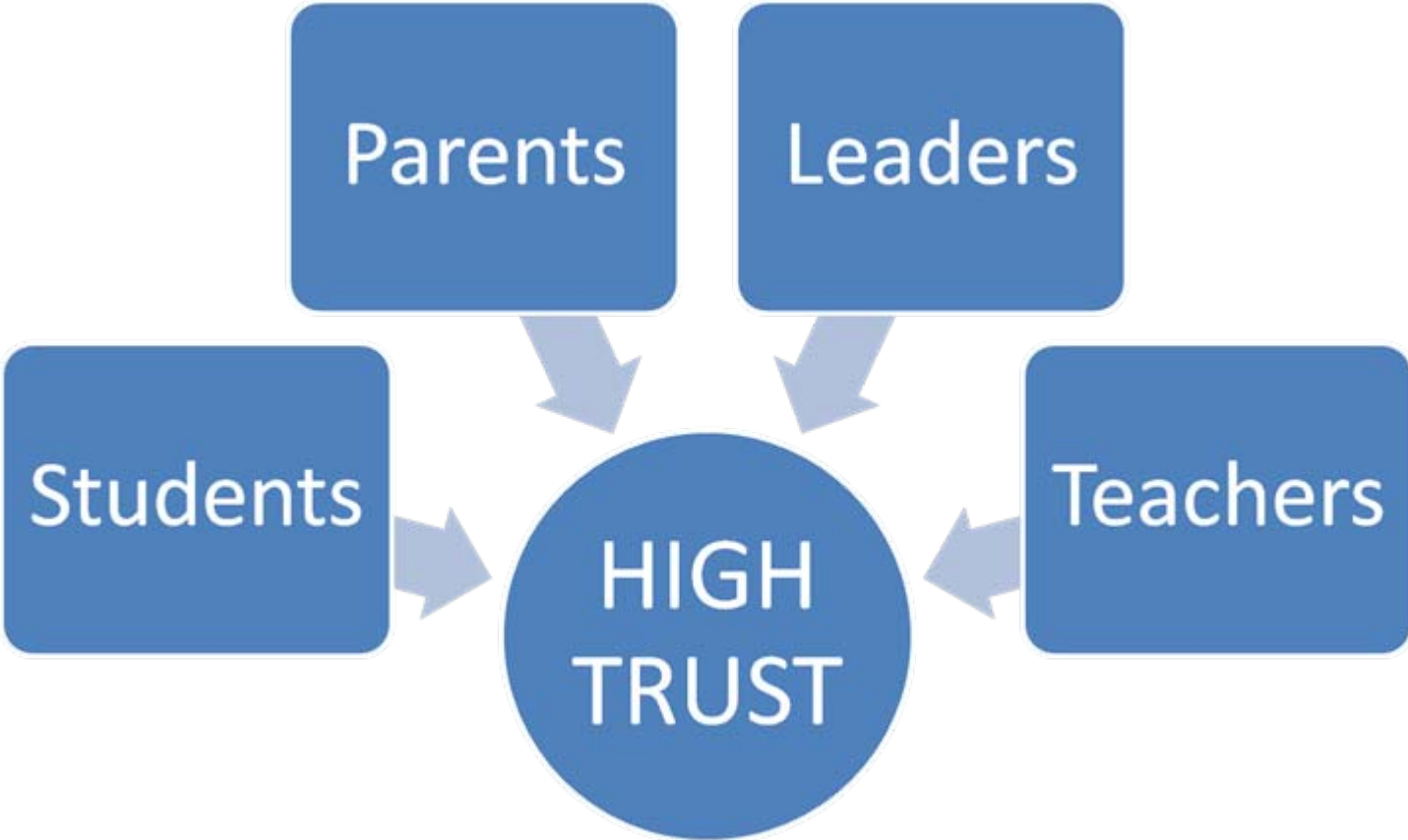
Conversations: Building the trust needed to improve teaching and learning



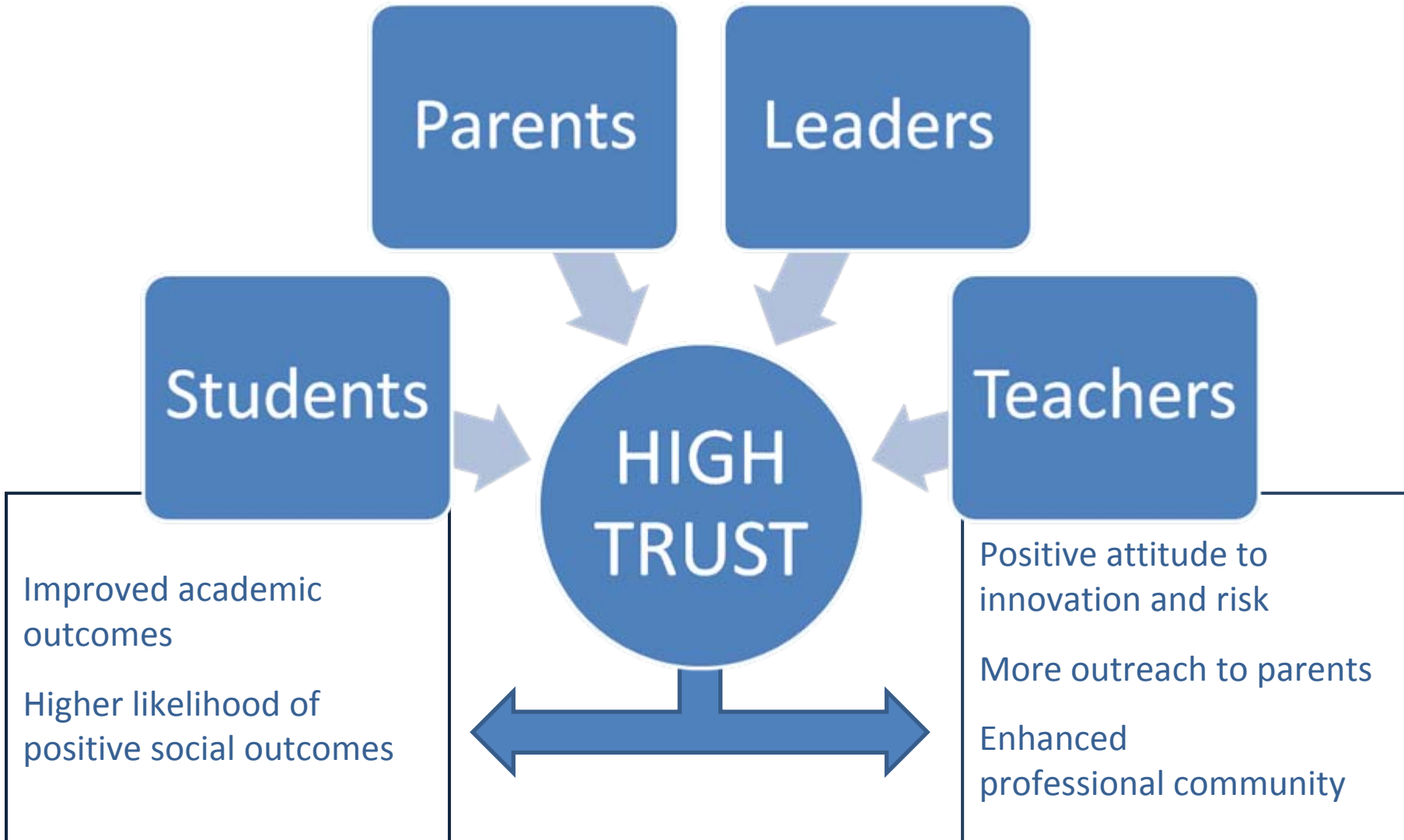
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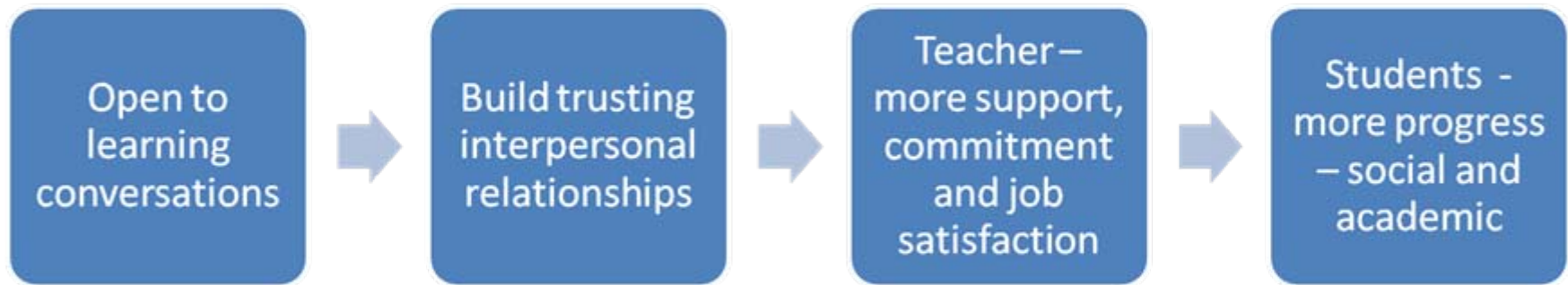
Building trust matters



Building trust matters



Open to Learning Conversations



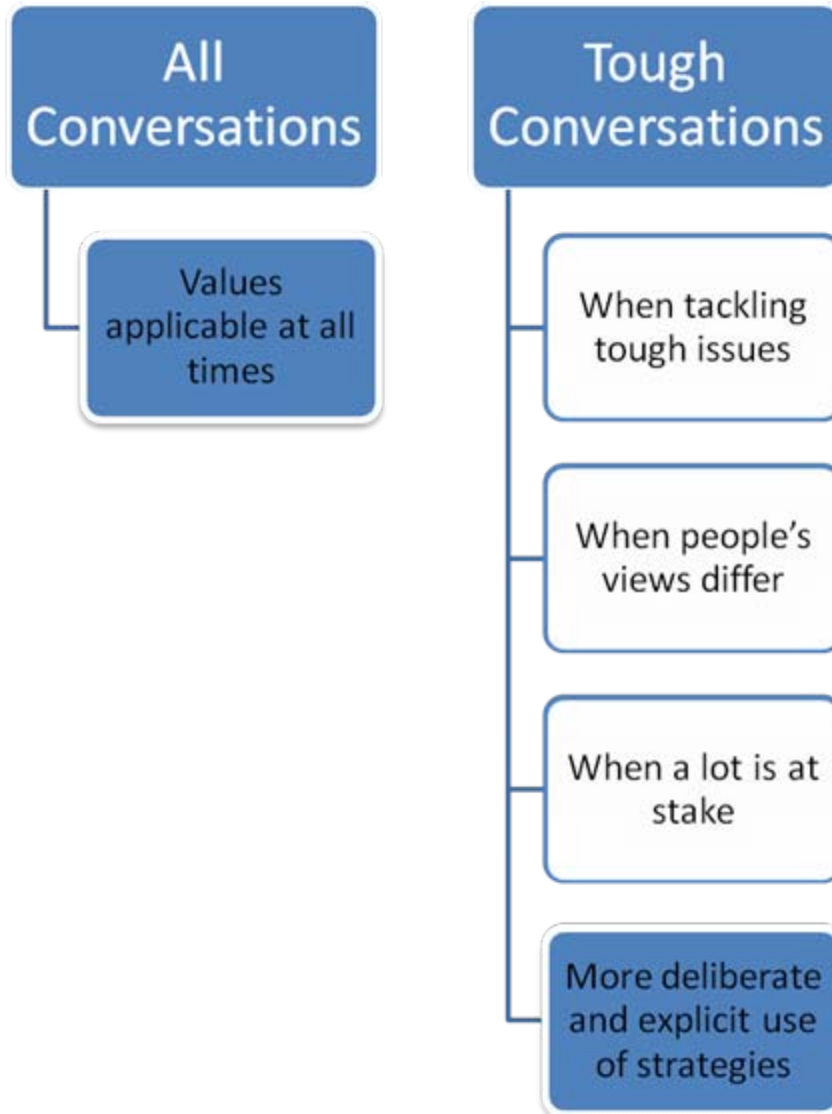
Key values in open to learning conversations

Respect for self and others

Valid information

Internal commitment to decisions

When do I use an OLC?



Examples of tough issues

An Administrator...

- ...whose standard of work goes up after you've spoken to them and then two weeks later, the complaints start again

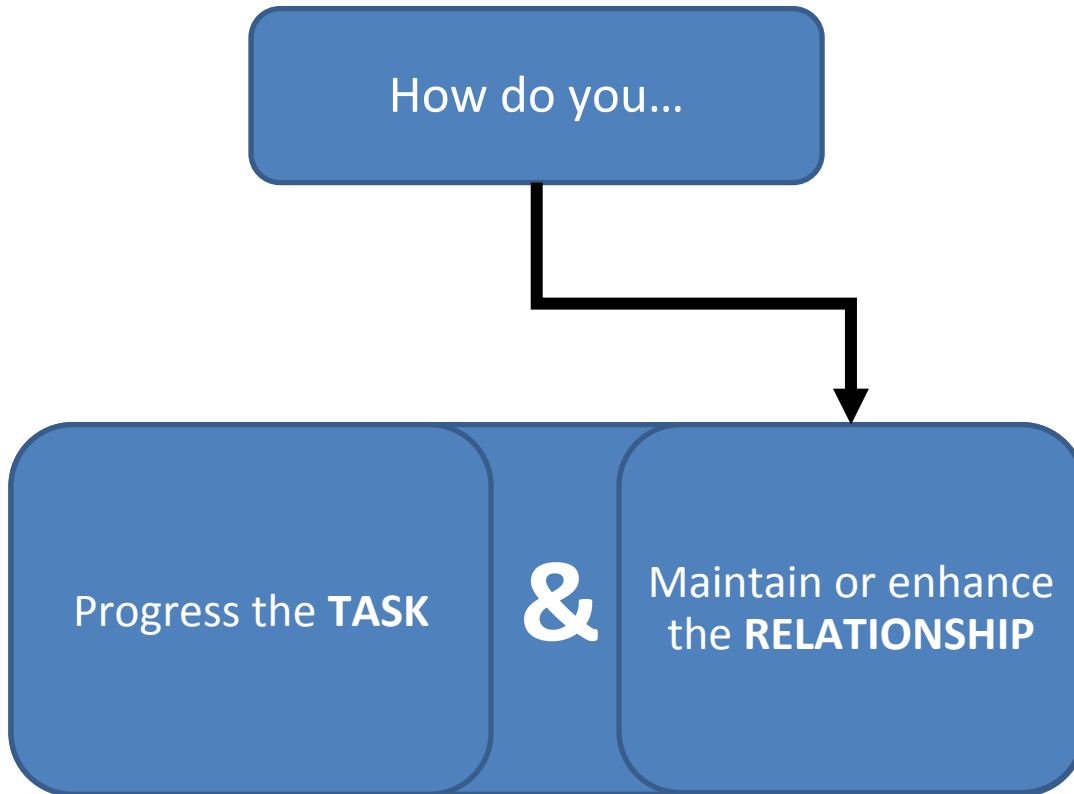
A Team Leader...

- ...who is impervious to feedback from her colleagues

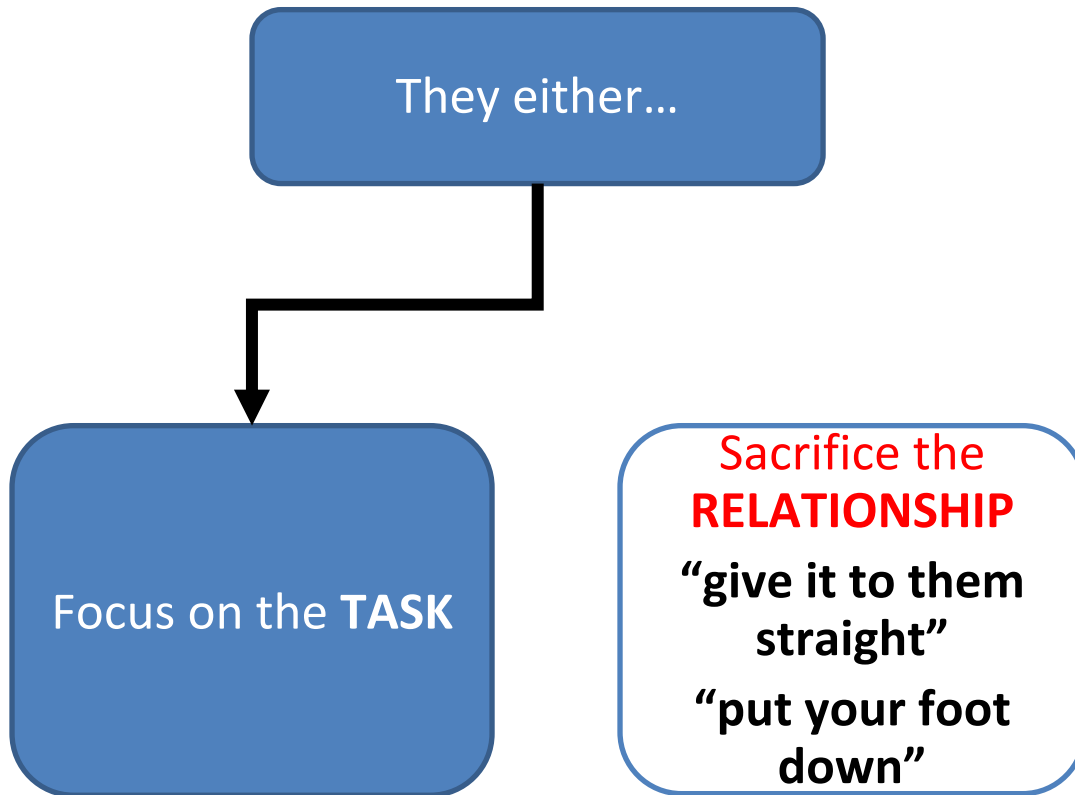
A teacher...

- ...whose results are consistently lower than those of other teachers

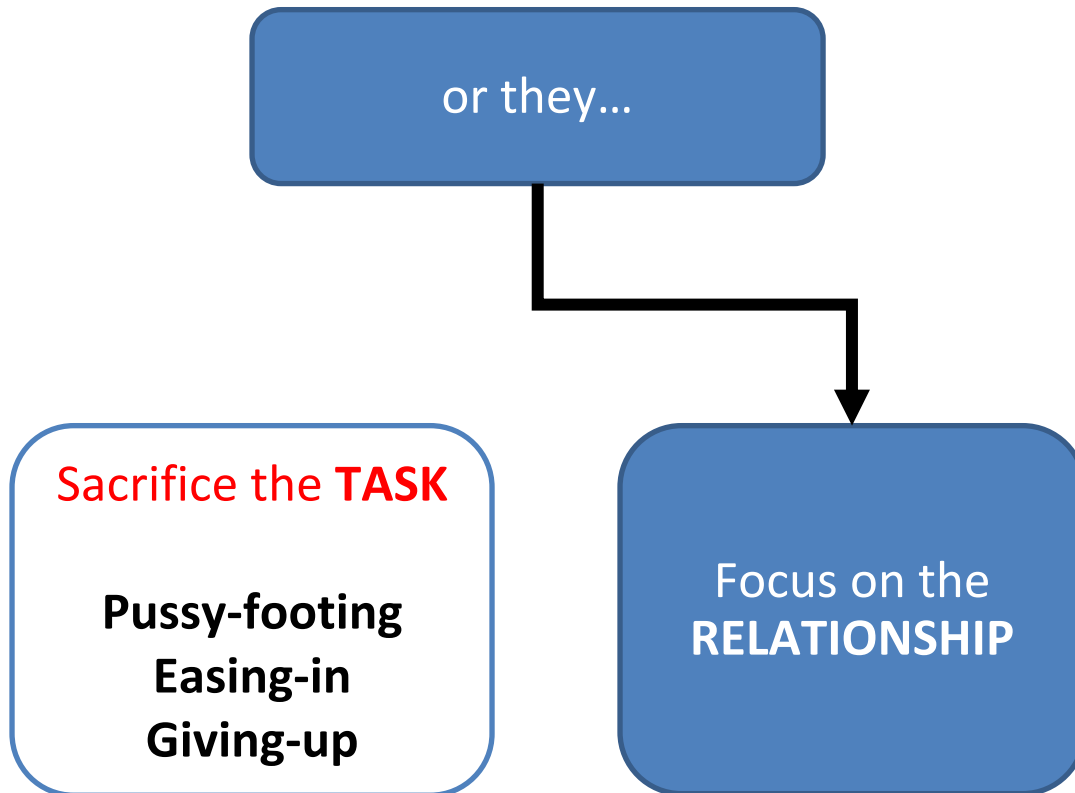
What makes these conversations tough?



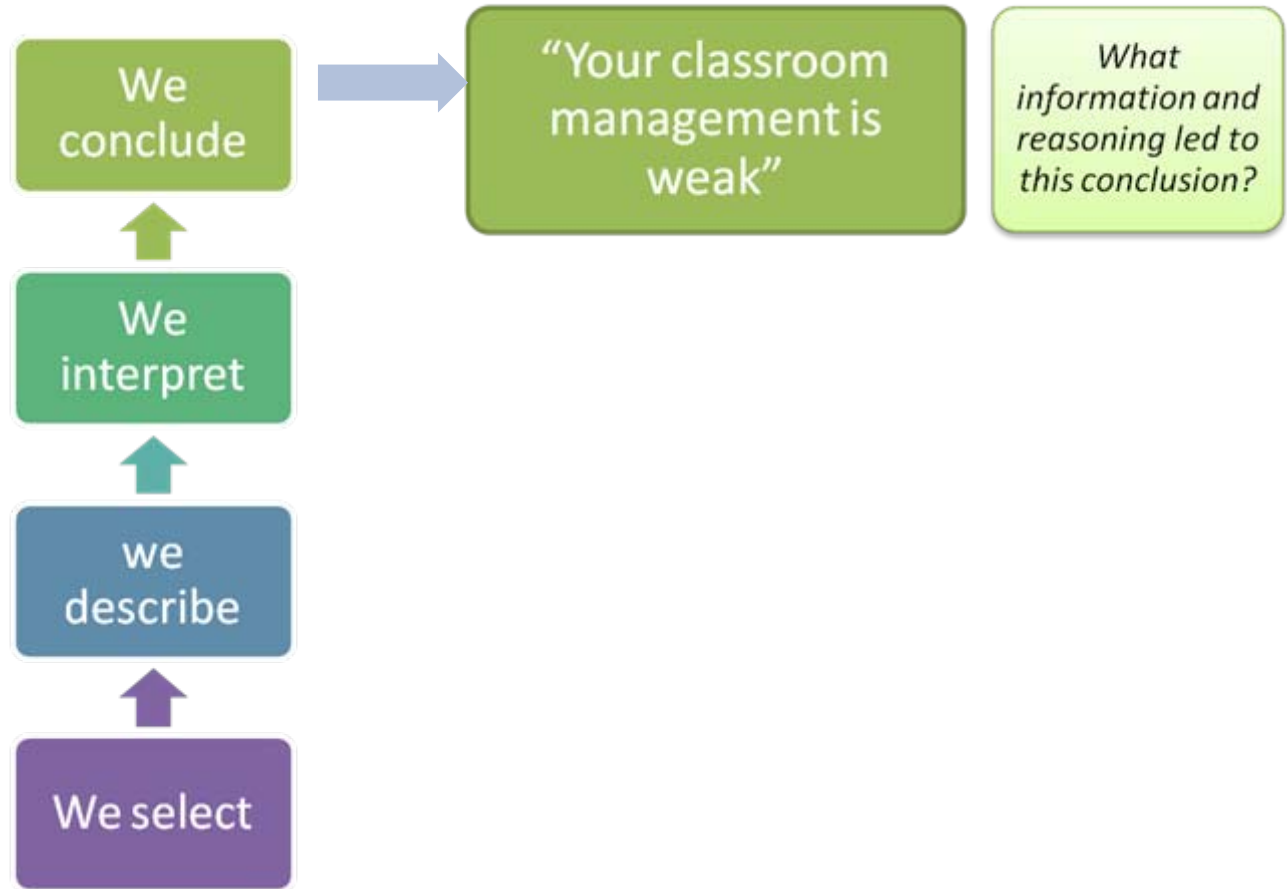
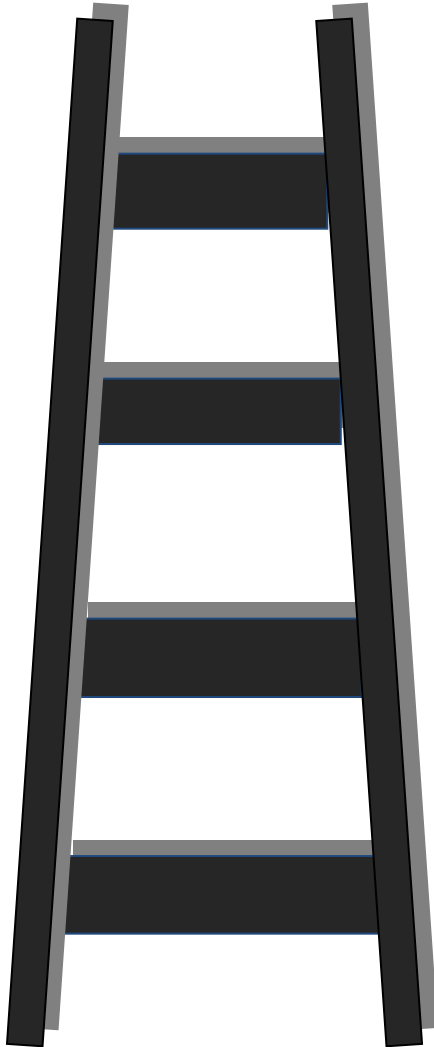
How do people typically deal with this tension?



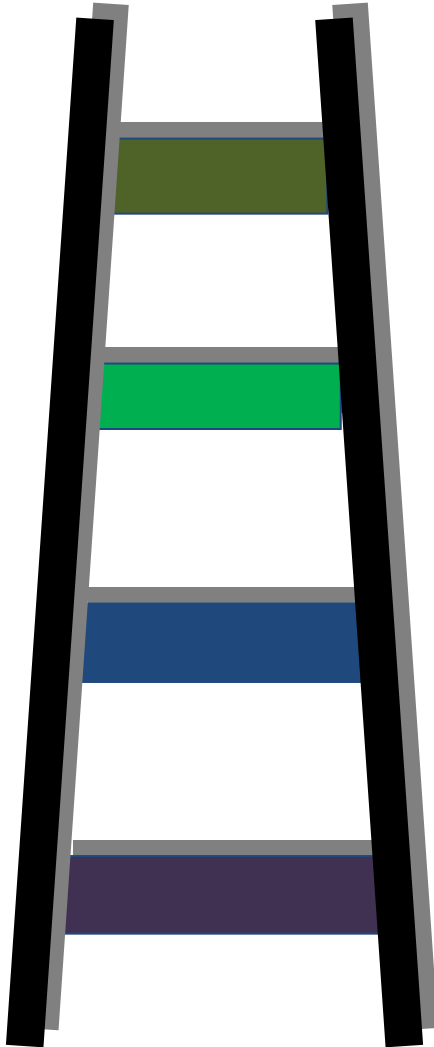
How do people typically deal with this tension?



The Ladder of Inference



Building a stronger ladder



- Interrupt conclusions**
 - What information/logic led me to my conclusion/judgement?
- Interrupt interpretations**
 - What other possible interpretations are there?
- Interrupt descriptions**
 - Am I reporting the situation accurately?
- Interrupt selection**
 - What have I noticed? What might I have missed?



1. Say what you think

- Disclose your **own view**
- Treat your own view as **one possibility**
- Own it as **your view**
- Express view with **clarity**

2. Say why you think it

- Describe the **thinking** and/or **examples** that lead you to your viewpoint
- Disclose **doubts** if viewpoint is not yet well developed or difficult to justify

3. Inquire by inviting others' reactions

- Create space for others by **pausing**
- Explicitly **invite** others' reactions to your thinking where there are power/status differences
- Ask others to tell you what they think you have said

3. Inquire into others' thinking

- Give equal value to both **expressing** own views, and **listening** to those of others in interest of a shared view emerging
- Invite people to express their **doubts** and **disagreements**

3. Inquire: Paraphrase and check

- State in your **own words** what you think others have said
- Summarise **large chunks** of conversation to help give structure and check whether you both agree
- Acknowledge feelings and emotion

4. Evaluate/critique our thinking

- Invite **critique** of own thinking in interest of more valid information and better quality decisions
- Seek **warranted agreement** about important claims
- Model using **evidence** and **examples** to test own and others' important assumptions

5. Establish common ground

- Find out what you have in **common** that is relevant to the conversation
- **Check** your understanding of what you have in common
- Inquire about **what people want** as basis for sorting out differences

6. Make a plan

- The plan might be **to learn** more about the situation
- **Understand the problem** before settling on a solution
- Agree on **next steps** before finishing the conversation
- Ensure **all** parties are **committed** to the plan

Getting started....

Decide

- What conversation do you need to have?
 - One you've been putting off?
 - One you've already had that didn't go so well?

Plan

- Use the steps to plan the conversation
- What language will you use?
- How will you focus on the task **and** the relationship?

Practice

- Say out loud what you will say as you....*state your concern; describe what it is based on; invite other points of view; paraphrase/check; detect/check important assumptions; establish common ground; make a plan*

Record & Reflect

- Which steps did you use most and least effectively?