

Training of Champions for Leading Learning Circles for educators engaged in study

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Overview

- *Project – Role of Champions*
- *Process of Reflection*
 - *Circles of Change Revisited*
 - *Model of Critical Thinking*
- *Conversations*
- *The Guide*

Leading Learning Circles for educators engaged in study

- 'Resource' to support pedagogical leaders support the staff in their service who are studying
- Available on web
- 10 conversations linking theory and practice
- Helpful hints about process of guiding conversations

The Resource

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INTRODUCTION

The PROCESS

Critical Reflection

The CONVERSATIONS

- CONVERSATION 1 - Building a team
- CONVERSATION 2 - What makes a good listener?
- CONVERSATION 3 - Critical Reflection - What is it?

The resource

- CONVERSATION 4 - Understanding Policies and Procedures
- CONVERSATION 5 - Supporting Children's Wellbeing
- CONVERSATION 6 - Providing Care
- CONVERSATION 7- Routines
- CONVERSATION 8 - Duty of Care
- CONVERSATION 9 - Building relationships with parents

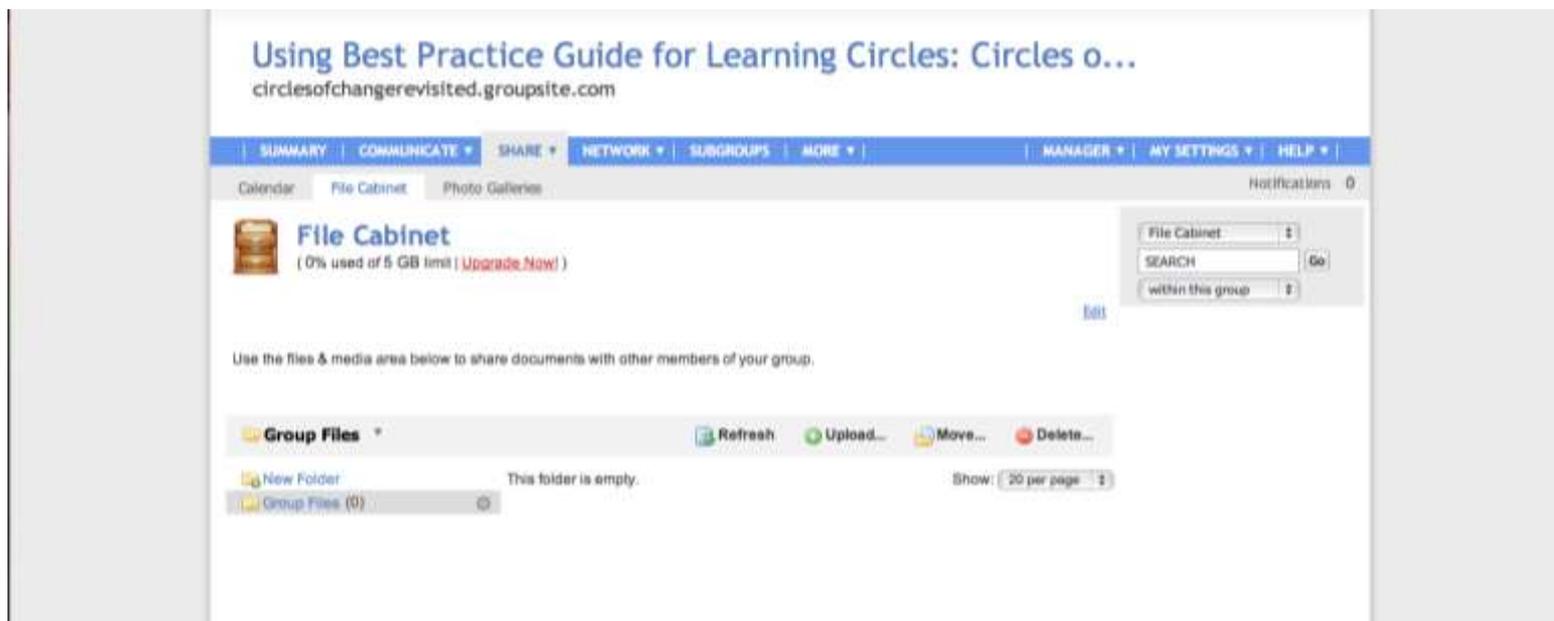
The Resource

- CONVERSATION 10 - Creating inclusive programmes for Aboriginal and Torres Strait Islander Children and their Families
- CONVERSATION 11 - Structuring targeted conversations

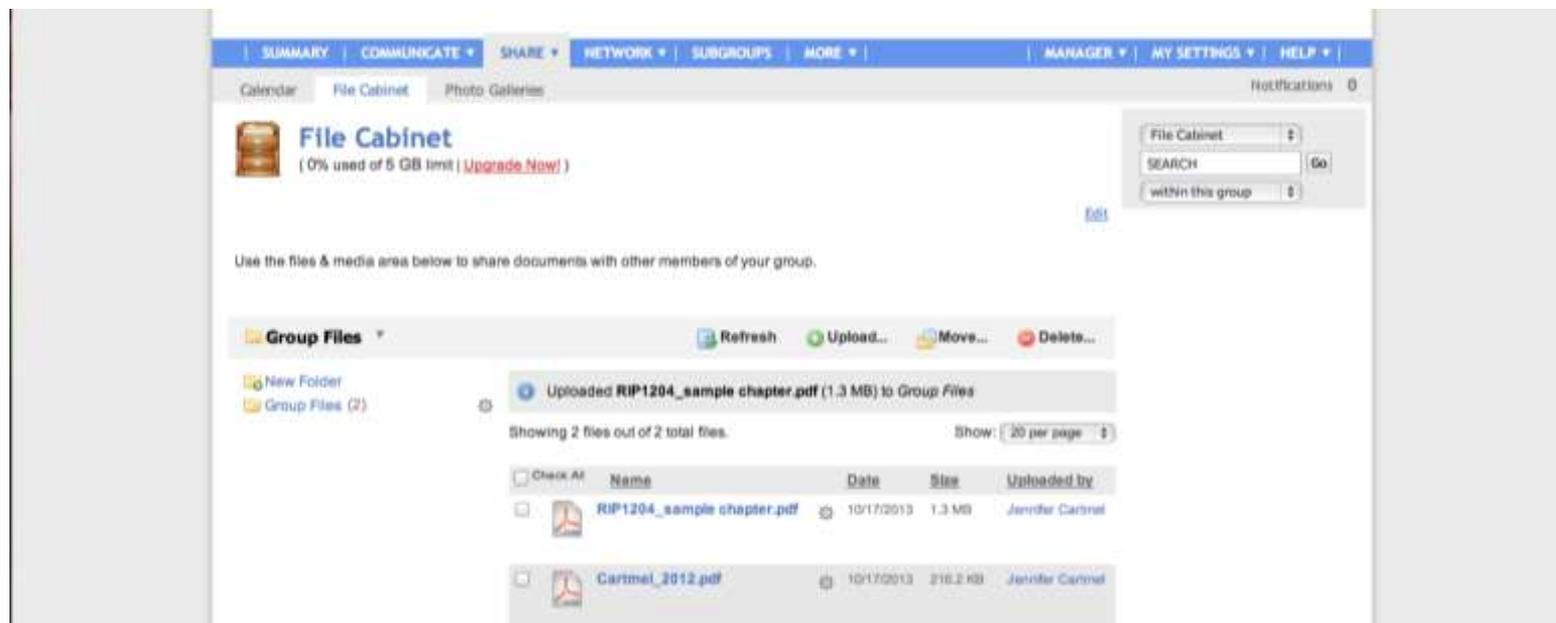
Role of Champions

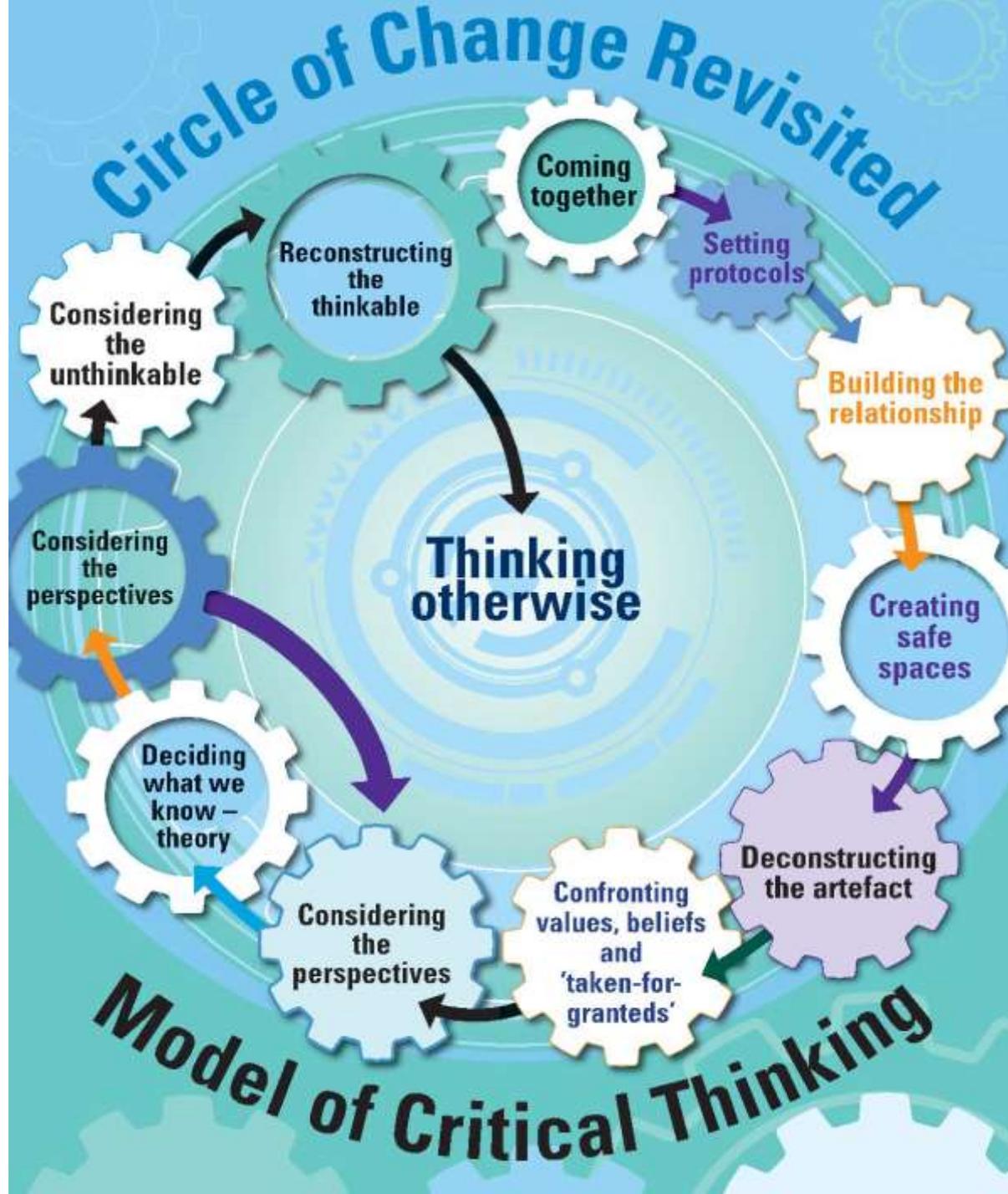
- Provide support to pedagogical leaders
- Network and share with each other about using the model
- Contribute to research about the impact of the model

Group site



The screenshot displays a web interface for a group site. At the top, the title is "Using Best Practice Guide for Learning Circles: Circles o..." with the URL "circlesofchangerevisited.groupsite.com". Below the title is a navigation bar with tabs: SUMMARY, COMMUNICATE, SHARE, NETWORK, SUBGROUPS, MORE, MANAGER, MY SETTINGS, and HELP. Underneath the navigation bar are links for Calendar, File Cabinet, and Photo Galleries, along with a Notifications icon showing 0. The main content area features a "File Cabinet" section with a sub-header "(0% used of 5 GB limit | Upgrade Now)". To the right of this section is a search box with a "Go" button and a dropdown menu set to "within this group". Below the search box is a "Group Files" section with a sub-header "Group Files *". This section includes buttons for Refresh, Upload, Move, and Delete. Below these buttons, there is a "New Folder" button and a message "This folder is empty." followed by a "Show: 20 per page" dropdown menu. The "Group Files (0)" section is currently empty.





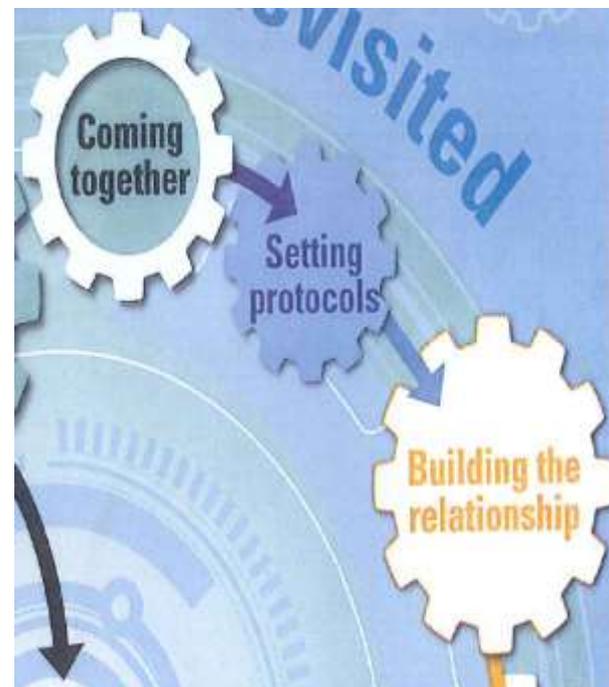
Circle of Change Revisited

Key features

- Self Awareness
- Building Relationships
- Building Knowledge

- Conscious of why we do what we do
- Aware of our own beliefs and values
- Habitual ways of thinking – *‘continuing to see the world within the familiar categories we are comfortable with and discount other options that are different from those we know and trust’*
(Senge, et al. 2005)

‘Personal relationships are the fertile soil from which all advancement, all success, all achievement in real life grows’



Listening

Downloading

Debating

Reflective Listening

Generative Listening

Downloading

- Talking politely, saying what is expected
- Repeating what we already know without noticing anything new
- Upholding existing rules and ways of doing things
- Everything you listen to confirms what you already know

Cartmel (2013)

Debating

- Actively listening to multiple perspectives and alternatives facts/ ideas
- Open discussion/argument
- Questioning and carefully listening to response
- Focusing on what is different
- Listening with an open mind

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Reflective Listening

- Seeing through others eyes and ears
- Listening to self reflectively and hear ourselves through others eyes and ears
- Feeling a shift in how we think about something
- Listening with an open heart

Generative Listening

- Fully present to what is emerging from the 'whole' the 'collective'
- Now connected to something larger than yourself
- Listening from the space of future possibilities
- Listening with open will

*‘To achieve, you need thought. You
have to know what you are doing
and that's real power.’*

- To examine new possibilities that are unconstrained by our own beliefs and habitual ways of thinking we need to be informed by contemporary theory, research and practice.
- Hearing multiple perspectives helps to inform a professional inquiry resulting in ‘thinking otherwise’ about our practice. This assists us in decision-making, problem solving and trying out new ideas.

- Care and education which sustains ethical, democratic lives with children
- Recognises the political processes and effects of privileging one form of knowledge of children and school age care over another
- Everyday language, ethics, routines, rituals, practices, expectations, ideas, documents and invocations of quality

Model of Critical Reflection

Deconstruct

- Pull apart the main tenants and examine practices that have been enshrined as normal and proper

Confront

- Examining difficult or untouchable topics

Theorise

- Link to theory to practice

Think
otherwise

- Challenge oneself to think outside the dominant frameworks and ideas

Handy Tips

Allow sufficient time – at least one hour per week

Be a good listener

Make sure everyone participates

Engage with an Open Mind – the capacity for hopeful imagination

Provide a safe space in which everyone feels the freedom to contribute

Use Mindfulness – listening with all your senses

Participation must not be tokenistic

Suspend judgement

Learn how to ask questions

Information flows in every direction, be prepared to keep the ideas on the focus topic

(adapted from, Casley & Cartmel, 2009; Macfarlane & Cartmel, 2007; Macfarlane, Cartmel & Nolan, 2010; Rinaldi, 2007; Scharmar, 2009, Stanfield, 2000)

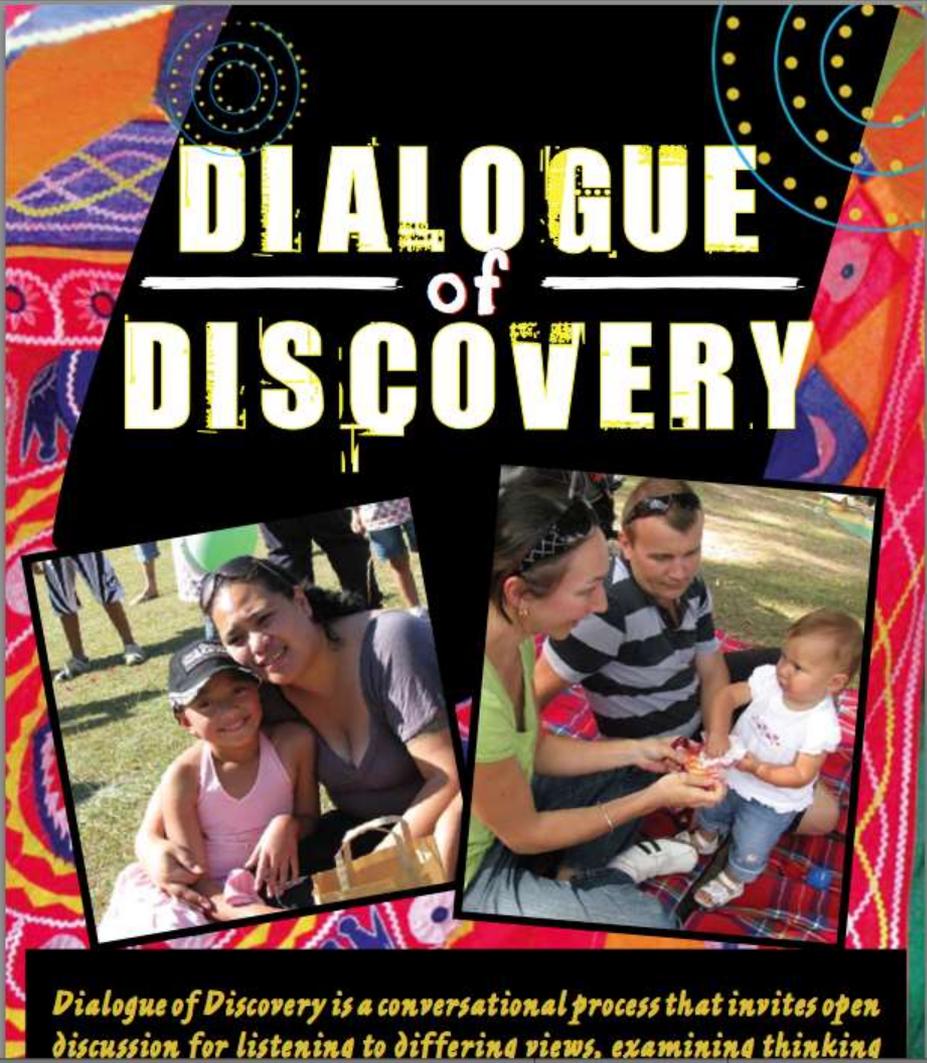
Learning Circles for educators engaged in study

- Conversations include topics
 - Critical reflection
 - Building a team
 - Being a good listener
 - Duty of care
 - ...



Reflection as a tool for quality: Working with the NQS

A Research in Practice Series title
Jennifer Cartmel, Kym Macfarlane and Marilyn Casley



A surprising but important element of conversation is a willingness to be disturbed, to allow our beliefs and ideas to be challenged by what others think. We have to be willing to let go of our certainty and be confused for a time.

Most of us weren't trained to admit what we don't know. We haven't been rewarded for being confused, or for asking questions rather than giving quick answers. We were taught to sound certain and confident. But the only way to understand the world in its complexity is to spend more time in the state of not knowing.

It is very difficult to give up our certainties - the positions, beliefs and explanations that lie at the heart of our personal identities. And I am not saying we have to give up what we believe. We only need to be curious about what others believe, and to acknowledge that their way of interpreting the world might be essential to us.

Margaret Wheatley