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Engaging Staff Meetings: Professional Conversations that Foster Continuous Quality Improvement



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Thanks for Coming!

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Poll Who has joined us today?

- a. Director/Supervisor/Manager/Owner
- b. Education Specialist or Coordinator
- c. Coach/Specialist/Mentor
- d. Teacher/Provider/Caregiver/Assistant Teacher
- e. Home Visitor/Family Outreach Counselor
- f. Consultant/Higher Ed Faculty

● ● ● Today's Conversation

- > Engagement: What does it look like?
- > Your role
- > The Substance of meetings
- > Making time

● ● ● STAFF MEETINGS



"I can't wait until tomorrow's staff meeting, * said no teacher ever."

● ● ● VISUALIZE...

- > An engaging staff meeting.
- > What might it ...
 - look like?
 - sound like?
- > Jot down some thoughts.

● ● ● | **An Engaging Staff Meeting...**

<p>Looks like:</p> <ul style="list-style-type: none"> > People look comfortable and relaxed. > People are sitting at tables or standing in clusters. > People are talking with each other. > You see smiles on faces and eyes that are lit up. > There are snacks and beverages on tables. 	<p>Sounds like:</p> <ul style="list-style-type: none"> > You hear back and forth conversation. > You hear laughter. > You hear people moving around from place to place interacting with each other and/or with materials.
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● ● ● | **Show of hands...**

For me, engagement in a meeting means...

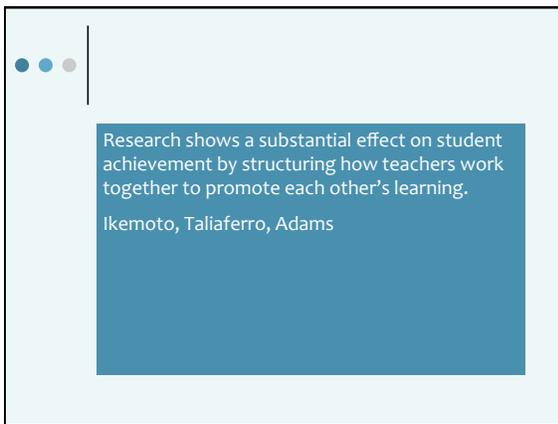
- a. I'm able to talk to colleagues about content that interests me.
- b. I learn something new.
- c. I'm encouraged to think about ideas in new ways.
- d. I can readily apply the discussion to my work.

● ● ● | **Why?????**

- > Does engagement matter when gathering your staff for a meeting?









● ● ● Engagement and Collaboration

- Build trust
- Strengthen relationships
- Foster learning

● ● ● Boring Models Boring



A cartoon illustration of three stick figures sitting at a table. One figure holds a sign that says "SOS". A speech bubble from another figure says, "CAN WE BRAINSTORM SOME IDEAS WHY THIS MEETING SHOULD BE OVER?".

● ● ● To shape the meeting you visualized, think about your shadow.



A photograph showing a dark shadow of a person with their arms outstretched horizontally, cast onto a light-colored, slightly textured surface.

● ● ● | **What does it mean to cast a shadow?**

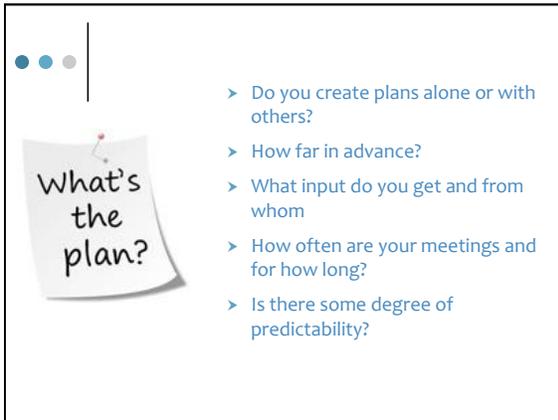


● ● ● | **Apply Powerful Interactions to Staff Meetings**

- Effective adult-adult interactions are more likely to lead to better teacher-child interactions.
- Think about the 5 principles of a PI stance.
 - Use a strengths-based approach
 - Promote articulation
 - Allow for individualization
 - Encourage learning partnerships
 - Be a model!

● ● ● | **YOU influence meetings.**

1. Plans
2. Content and Process
3. Logistics



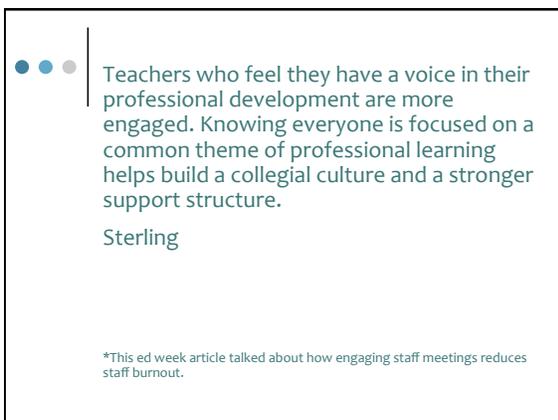
What's the plan?

- > Do you create plans alone or with others?
- > How far in advance?
- > What input do you get and from whom?
- > How often are your meetings and for how long?
- > Is there some degree of predictability?



What's the plan?

- > Collaboration and engagement begins with planning.
 - What's our purpose and what do we want to accomplish?
 - How will what we do help us achieve better outcomes for our children and families?
 - Who are the best people to come together to design the plan?



Teachers who feel they have a voice in their professional development are more engaged. Knowing everyone is focused on a common theme of professional learning helps build a collegial culture and a stronger support structure.

Sterling

*This ed week article talked about how engaging staff meetings reduces staff burnout.

● ● ● **What's the content?**

- Can we begin with deep thinking about teaching and learning?
- Are there related policies and procedures we need to address?



● ● ● **What's the process?**

- What will they learn?
- What will they do?
- What will they take away?
- How can we revisit it?
- How will we know that what we did is making a difference?



Let's have a staff meeting and discuss the things that must happen but will never actually end up happening.



● ● ● Content and Process Ideas

- > Build fluency about child outcomes.
- > Have each teacher bring a photo that shows a decision they made about the environment.
- > Invite them to annotate the photo with this statement:
- > I decided to _____ because it helps children learn _____.



I decided to use library pockets, popsicle sticks with each child's photo at each interest area. This helps children learn to make a choice and it also reinforces one-on-one correspondence.

● ● ● Content and Process Ideas

- > Continue photo study with links to child outcomes
 - Take pictures of teacher child interactions.
 - Use "I notice" statements to invite examination of teacher actions that lead to child outcomes.



I notice _____ and this helps children learn _____.

● ● ● Content and Process Ideas

- > Explore and "unpack" learning outcomes for children.
- > Brainstorm materials and opportunities to provide that support the development of this skill.
- > Teachers return to classrooms and set up an experience/invitation to explore.
- > Do a gallery walk of classrooms to see how different teachers set up experiences to promote learning/development of the same skill.

● ● ● **Content and Process Ideas**

- Study video clips to go deeper into teacher child interactions, listening for vocabulary, back and forth exchanges, questions that elicit children's thinking.
 - Choose short snippets.
 - Focus on strengths.



● ● ● **Content and Process Ideas**

- Consider aspects of your program you want to enhance.
- Invite teachers to bring photos that reflect this program component.
- Be sure to link to child outcomes.



● ● ● **Content and Process Ideas**

- Examine examples of children's learning.
 - What learning does this example show?
 - What "indicators" does it link to?
 - What might you have documented to learn more about the child's thinking?



● ● ● | **Content and Process Ideas**

- Consider new ways to use a material.
 - Each teacher brings one material from her classroom.
 - Brainstorm and chart many different ways children can use the material.
 - Brainstorm and chart the learning that is possible for children while using this material in varied ways.

● ● ● | **Content and Process Ideas**

- Visit classrooms using trip sheets and cameras.
 - Find examples of how teachers help children learn self-regulation.
 - Find examples of mathematical thinking in the environment.
 - Find examples of how families are included in the classroom.

● ● ● | **Content and Process Ideas**

Use materials to reflect on teaching and learning

- For example: Block building
 - BUILD!
 - Think about concepts that children are learning
 - Reflect on vocabulary you can use
 - Consider questions that invite description, explanation, hypthesizing

● ● ● | **Content and Process Ideas**

Use materials to reflect on teaching and learning.

- > For example: Collage
 - Use a wide range of materials.
 - Consider torn paper
 - Fabrics
 - Textures
 - Think about concepts that children are learning.
 - Reflect on vocabulary you can use.
 - Consider questions that invite description, explanation, hypothesizing

● ● ● | **To address administrivia...**

- > Consider an email or screencast in advance.
 - Housekeeping issues
 - Prep work for the “content”

● ● ● | **What about logistics?**

- > Provide the agenda (and a reflective question or assignment) in advance.
- > Be sure to start and finish on time.
- > Try to stick to the agenda.

● ● ● **The logistics make a difference!**

- The physical environment
 - Seating arrangements
 - Aesthetics
- Snacks and beverages
 - Brought by you
 - Brought by others
- Opening and closing
 - To set the tone
 - To ensure follow up

● ● ● **A few research-based tips...**

1. Adequate preplanning
2. Communication that encourages different perspectives and interpretations
3. Shared decision-making
4. Establishment of safe and nurturing environment
5. Collectively-designed ground rules
6. Effective use of time and punctuality
7. Appropriate meeting space
8. Selective invitation when necessary

● ● ● **Questions**



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Thank you
Stay in touch!

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