

Norms for Participating in Metamorphosis Teaching Learning Communities

We are honored that you will be participating in our Teaching Learning Community. We are eager to explore professional perspectives and practices that result in robust student learning. We trust that you chose to come to these sessions and want very much to engage in fruitful professional dialogue, examine the instructional core and refine your practice in the service of improving student learning.

Please allow the following to serve as a friendly invitation to co-create a learning environment that serves both you and the collective and feel free to offer suggestions and requests that would enhance our capacity to learn together.

Professional Behaviors:

- 1) Complete all reading and other assignments prior to the start of the session.
- 2) Come prepared with all of the necessary materials (e.g. articles, notes for discussion, questions, student work and observations) when applicable.
- 3) Bring a notebook and pen or laptop for note taking and be willing to write when asked to do so.
- 4) During the session, turn off your cell phone. Please wait until break time / lunch time to use your phone. We promise to provide cell phone breaks ☺.
- 5) Engage in reflective listening. Listen with an ear towards understanding each person's perspective. Reflect on the contributions, ideas, and questions of all participants. (See Listening Pitfalls and Active Listening handouts).
- 6) Participate fully in conversations and activities, keep a journal of your reflections and provide feedback to the group and the facilitator. Your voice matters! Your input is essential!

Take A Learning Stance:

- 1) Be willing to make your practice public. We are in this work together and are here to learn from our successes as well as our challenges.
- 2) Be open and non-defensive when receiving feedback. It is not personal—it's about the work. We are about learning—not performing or competing.
- 3) Practice giving specific, evidenced based feedback focused on the work not the person performing the work. Practice giving honest, frank and courageous feedback. Ask genuine, provocative questions; as well as offer encouragement and advice.
- 4) Notice when you are blocking your own learning by either judging others; thinking "I already know/do this"; trying to prove you are capable; insisting on holding on to an opinion or belief rather than question it. (See Obstacles to Learning handout for more suggestions.)

- 5) Be willing to wonder and stay open to new possibilities. (See Self-Management of Learning or Habits of Mind handouts for more suggestions.)
- 6) Be willing to slow down and reflect deeply about teaching and learning and to keep our own learning as the central focus of our study together. This implies a willingness to experiment, admit mistakes, and change our minds.
- 7) Question the obvious; the status quo; the mandates; the practices that are in vogue; the way we have always done things—to create space for something new and more complex to emerge.

Our purpose is to collaborate—really collaborate--for the benefit of all.

This is a Teacher Leader Model, which means someone is investing in you as a professional and at some point you will be asked to support others in their professional growth. This is NOT a Turn Key model of professional learning, meaning you should not expect to go back after each session and do a workshop or facilitate a learning community at your school, at least not initially.