



POWERED-UP PODCASTS

FACILITATION GUIDES RAMP UP THE LEARNING

Podcasts are one of the fastest-growing media platforms for sharing content to meet both personal and professional interests. According to a 2019 survey in the U.S., an estimated 62 million Americans had listened to podcasts in the prior week and more than half of survey respondents had ever listened to a podcast. The most frequent reason for listening, the survey found, was to learn new things (Edison Research & Triton Digital, 2019).

myPD Unplugged is a podcast about professional learning that is leveraging this popular platform to create “anywhere, anytime” professional learning for educators. The Office of Curriculum, Instruction, and Professional Development in the Long Beach (California) Unified School District launched the podcast in 2018. As leaders from that office explain in the article on p. 57, they were driven by the dual goals of expanding the scope and depth of professional learning for their own district staff and sharing

WHERE TO FIND MYPD UNPLUGGED

The myPD Unplugged podcast is hosted by the Office of Curriculum, Instruction, and Professional Development in the Long Beach Unified School District.

To listen, you can find the episodes on major podcast platforms such as Apple Podcasts, podcasts.com, and iHeartRadio. There are currently 25 episodes available.

Facilitation guides are available by following the link on each episode’s webpage.

their learning more widely.

The podcast team partnered with Learning Forward at our 2019 Annual Conference to interview expert conference speakers for an eight-part Thought Leader Series. The eight episodes are available for free download.

But the Long Beach team didn’t want the learning to stop with listeners hearing the experts’ voices and stories. To extend and deepen the learning, they created a facilitation guide for each episode, containing questions for reflection and discussion, learning activities, and additional resources.

The tool we feature here is an adaptation of the guide the team designed to accompany an interview with expert Andy Hargreaves about collaborative professionalism (Episode 3.5). All the guides are available for free download.

To learn more about the podcast series and the role it plays in the Long Beach professional learning strategy, see the article on p. 57.

REFERENCE

Edison Research & Triton Digital. (2019). *The podcast consumer 2019.* <http://www.edisonresearch.com/wp-content/uploads/2019/04/Edison-Research-Podcast-Consumer-2019.pdf>

myPD UNPLUGGED FACILITATION GUIDE

<p>Listen to the podcast</p>	<p><i>Collaborative Professionalism: When Teaching Together Means Learning for All</i></p> <p>myPD Unplugged episode 3.5</p> <p>Recorded 12/9/19</p> <p>Posted 2/6/20</p>
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<p>Questions posed during interview</p>	<ol style="list-style-type: none"> 1. Why should teachers collaborate? 2. How might educators begin to navigate the tension associated with big changes? 3. What is the difference between collaborative professionalism and professional collaboration? Why do you make that distinction? 4. How does collaboration continue to bring value to the work that the teacher is doing in his or her classroom? 5. Some teams are well-established, and some have new members. What happens when a high-functioning team is reconstituted? How does this process support the growth of all types of teams?

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<p>Reflect on what you heard</p> <p>15 minutes</p>	<p>After listening to the podcast, initiate a conversation using two or three of the following questions as prompts:</p> <ul style="list-style-type: none"> • What parts of the podcast most resonated with or challenged you? Why? • Hargreaves discusses how teaching was originally designed as an isolated profession. Where do you still see examples of isolation within your system? What ideas within the podcast might spark ways to dismantle this system of “silos”? • Define “culture of collaboration” in your own words. How has your definition changed from what you originally thought about collaboration? • Hargreaves said we are often inclined to either “blame people or wait for people” but instead challenges us to “lead” people. Think of a time when you were inclined to blame or wait. How might you have led, through better collaboration, in that situation? • Think about new team members. How might you deliberately induct new team members? How can you ensure that the hidden curriculum of collaboration is visible and transparent to new members while also remaining open to the ideas new members contribute?
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<p>Consider high-functioning teams</p> <p>20 minutes</p>	<p>Think about a high-functioning team (inside or outside of your education context) to which you belonged where the collaboration was motivating and led to a change in your practice.</p> <ul style="list-style-type: none"> • On sticky notes, with one idea per note, list the conditions or circumstances that made it a rich experience of collaborative professionalism. • Take turns sharing and, as each person shares, group similar ideas in an affinity map (see gamestorming.com/affinity-map for information and guidance). • Classify the groupings of sticky notes into categories (conditions that created rich collaboration). • After everyone has had an opportunity to share, discuss: <ul style="list-style-type: none"> • What do you notice? What do you wonder? • What patterns emerge from the data of your experience? • Which of the attributes you identified would you describe as nonnegotiables? Why?
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<p>Conduct a forced analogy exercise</p> <p>15 minutes</p>	<p>Hargreaves uses analogies and metaphors when describing collaboration. These techniques can be helpful for learning. To stretch your thinking, try the forced analogy activity described at gamestorming.com/forced-analogy.</p> <ol style="list-style-type: none"> 1. Go to the link above and review the Object of Play and How to Play sections <ul style="list-style-type: none"> • Adaptation: If preferred, the facilitator can provide a list of objects/items from which to draw for this activity. 2. Randomly select from the list of things generated to answer the following questions: <ul style="list-style-type: none"> • How is high-quality collaboration like [random object from list]? • How could we improve the quality of our collaboration with [random object from list]? 3. Discuss: <ul style="list-style-type: none"> • What might you add to your list of attributes/categories for high-quality collaboration?
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<p>Engage with additional materials</p> <p>45 minutes</p>	<p>Assign each of the following resources to a different person in your group:</p> <ul style="list-style-type: none"> • Watch the video: “Where Good Ideas Come From” by Steven Johnson (https://bit.ly/2xvzIWn). • Read and annotate “The collaborative compact” by Robert Garmston and Diane Zimmerman (https://bit.ly/337xS4a). • Read and, if possible, annotate “The keys to collaboration” by Tracy Crow (https://bit.ly/2IBQGPp). • Read and, if possible, annotate “Solidarity with solidarity: The case for collaborative professionalism” by Andy Hargreaves and Michael T. O’Connor (https://bit.ly/3cLHE0i). <p>Individually, take a moment to synthesize your high-level noticings and wonderings. Then discuss your observations from the reading and video content. The following questions may be helpful:</p> <ul style="list-style-type: none"> • What words or phrases describing high-quality collaboration resonate with you? • What does high-quality collaboration look like? • What behaviors would you expect to observe in a collaborative context? <p>As a group, based on your affinity mapping work earlier and using the reading to enhance your thinking, come to consensus on a definition for high-quality collaboration in your setting. Identify three to five key adult behaviors or observable characteristics/attributes of collaborative groups. Challenge one another’s assumptions and thinking as you work through this.</p>
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<p>Learn from Long Beach</p> <p>20 minutes</p>	<p>In LBUSD, an interdepartmental group of teacher leaders created a reflection tool to help build a team’s collective efficacy. Based on research, it is organized into three team practices, organized on a continuum, so that teams can identify their current state in relation to a growth area and take next learning steps.</p> <ul style="list-style-type: none">• Take a moment to review the document the group created: (https://bit.ly/33aRILZ). • How do the contents of this document confirm, contest, or extend your thinking about the conditions, cycles, and culture that power team learning and collaborative professionalism? • Using a highlighter, indicate which of the bullets best describe your team’s current practice. Note the level, or step, at which you are currently working. • What might you and your team need to learn to grow to the next level on this continuum?
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