Building relationships through conversation
Invitations into dialogue

Invite schools into conversations about “standards-based, job-embedded, and results-driven professional learning... (to establish) a shared understanding of professional learning aligned with these elements.”

Invitations into dialogue

Conversations focused on improving the quality of teaching and learning require high degrees of trust.

Well-designed conversations

“Well-designed conversations are the building blocks to a collaborative culture.”

“They create opportunities to examine assumptions, reflect on practice, solve problems, celebrate successes, and navigate the complexities of change.”

Well-designed conversations

Prioritize opportunities for “teachers to come together to focus on conversations that improve their practice and the learning for students.”

“These types of conversations must be sustained through thoughtful planning, commitment, and clarity of purpose.”

Well-designed conversations

What is a well-designed conversation?

**Purpose:** A well-designed conversation has an end in mind — the reason why the teachers are gathering together.

Designing norms for success

Establishing norms is essential in creating trust within a diverse community.

Example norms

- Confidentiality
- Equity of voice

In our network of Jewish parochial schools in Miami, inconsistent instructional quality was impacting student learning throughout our system. The Center for the Advancement of Jewish Education, the central office and technical assistance agency for these schools, designed an initiative five years ago to change the perception of professional learning from considering it a burdensome cost to creating an understanding that professional learning resources are an investment in student learning. The project successfully built instructional leadership capacity at the top; embedded instructional coaches in the schools to support implementation of teacher professional learning into professional practice; built a leadership team within each school to shepherd these innovations; and documented student improvement as a result. What has sustained the work beyond its initial two years, though, are the relationships between professionals within the schools, across schools, and between our agency and the schools — all developed through strategic conversations.

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