

Speaking up for learning team work



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Purpose	Develop strong messages to share with all stakeholders about the value of professional learning teams.	
Recommended time	60–90 minutes	
Materials	Tool 10.2 • Copies of questions, page 8	
Process	1. Discuss the importance of advocating for learning teams and developing messaging to help all stakeholders see the value of professional learning.	5 minutes
	2. As a team, explore past and current stakeholder communications that have been helpful in securing support for district or school initiatives. Record examples on chart paper, whiteboard, or electronic shared document for all to see.	15 minutes
	3. What made those examples effective or not effective? Highlight aspects of the communications that seem to be essential to how well they worked.	10 minutes
	4. If the team is large enough, break into small groups of 2-4 to answer the questions in the worksheet. Otherwise discuss the questions as a full group and agree on answers that can inform future communications.	30 minutes
	5. If time permits, small groups can use the answers to develop a draft of a communication to share with the larger group.	30 minutes

Speaking up for learning team work, continued

Message development worksheet

Those educators who support school-based learning teams have a responsibility to advocate for and protect professional learning resources. They communicate not only with educators and leaders within the school and district but also with parents, community members, and policy makers. The messages they share are essential to maintaining funding and other resources, sustaining a learning culture, and influencing policy in ways that create conditions supportive of effective professional learning. In developing these messages, they consider what is important to communicate with stakeholders about school learning teams.

1. Which audiences most need to hear about this work?

2. What is most important to these audiences related to this work?

3. What triumphs and challenges does it make sense to highlight and why?

4. What specific details about the learning teams will most resonate with our stakeholders?

5. Which educators and which students would be valuable to highlight as we share information about learning teams?

6. In what ways does it make sense to share this communication? (Examples include social media, local news outlets, video, district or school website, community newsletters, etc.)

7. If audiences only remember one line from our communication, what do we want that line to be?
