

EXERCISE #1

Trunk: Responsiveness Through Relationships With a Generative Improvement Orientation

What It Is

- ▶ Notice and respond to what matters.
- ▶ Build and maintain relationships of trust, respect, and reciprocity.
- ▶ Be motivated by a relentless focus on improving valued outcomes for learners.
- ▶ Have the capacity to respond to the unknown, uncertain, and unexpected.
- ▶ Continually check if ours and others' actions lead to improvement, and respond in new ways; if not, seek to understand and to problem solve.
- ▶ Be flexible.

Why It Matters

- ▶ Responsiveness throughout an educational system drives decision-making in policy, leading, teaching, and learning for equity.
- ▶ Complex problems require educators to approach problems in flexible and novel ways.
- ▶ The quality of relationships either enables or constrains the ultimate outcomes for learners.
- ▶ Responsiveness enables educators to respond to uncertain and changing demands in their leadership, learning, and teaching.
- ▶ Intentional and focused responsiveness enables coherence and sustainability for improvement.

How I Do It

- ▶ Focus energy and resources on educational priorities.
- ▶ Maintain the focus on improvement for every learner, front and center.

- ▶ Keep all learners (including students, leaders, teachers, policy makers) in focus.
- ▶ Draw on knowledge, experience, and theories to respond differently in different contexts.
- ▶ Make opportunities for others to share their knowledge.
- ▶ Continually engage in inquiry to check if actions are responsive to the challenges faced.
- ▶ Value and respect relationships with others.

Key Challenges for Me

- ▶ Addressing tough issues that would compromise capacity for improvement
- ▶ Balancing responsiveness and flexibility in the moment with intentional planning
- ▶ Navigating task and relationship demands
- ▶ Ensuring the alignment of everyone's efforts to enable responsiveness

What I Should Notice

- ▶ How do my actions support educators to be responsive to prioritized improvement goals?
- ▶ Do my ways of responding support people to address the problem at hand?
- ▶ Which roots influence my actions, and which ones do I need to pay greater attention to?
- ▶ Am I "doing" the DAFs responsively? Which DAFs do I need to learn more about or pay greater attention to?