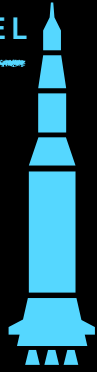## TAKING PD TO THE NEXT LEVEL

PLEASE ARRANGE YOURSELVES IN GROUPS OF THREE AS YOU ARRIVE. NUMBER YOURSELVES 1, 2 AND 3. IN ORDER TO BENEFIT MOST FROM THIS SESSION, PLEASE JOIN UP WITH PEOPLE YOU DON'T KNOW.

INTRO

WHO AM I? BB FANBOY

MY ROLE AT SAC

INTERACTIVE SESSION - WE'RE HERE TO LEARN FROM EACH OTHER

SHARING OUR JOURNEY

SHAME CULTURES IN SCHOOLS AND HOW THEY KILL INNOVATION

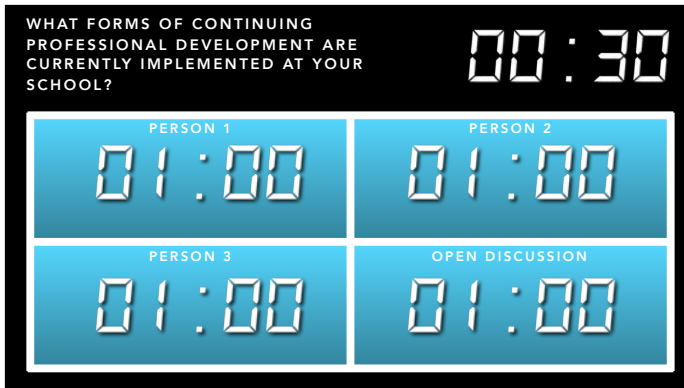POWER OF VULNERABILITY in releasing creativity and innovation

Shifting culture before focusing on the what.

DISCUSSION
PROTOCOL

DISCUSSION
PROTOCOL

- Members number themselves 1, 2 and 3
- Step 1: Bruce Poses Question
- Step 2: 30 seconds to think about question
- Step 3: #1 speaks for 1 minute
- Step 4: #2 speaks for 1 minute
- Step 5: #3 speaks for 1 minute
- Step 6: Open discussion for 1 minute

WHAT FORMS OF CONTINUING PROFESSIONAL DEVELOPMENT ARE CURRENTLY IMPLEMENTED AT YOUR SCHOOL?

00:30

PERSON 1
01:00

PERSON 2
01:00

PERSON 3
01:00

OPEN DISCUSSION
01:00

THE ST ALBAN'S PD JOURNEY

- last 3 years more intentional about PD
- regular tuesday mornings
- other opportunities
- better tracking of investment and opportunities
- equity
- engaging with some incredible ideas
- there was a vibrancy and excitement
- elephant in the room…

THE ELEPHANT IN THE ROOM:

There existed a framework for innovation.
There existed opportunities for innovation
But, we were finding little evidence of this translating into real change in classroom practice.
The deeper I dug and researched, the more I realised that we were dealing with shame culture…

"*The secret killer of innovation is shame.* You can't measure it, but it is there. Every time someone holds back on a new idea, fails to give their manager much needed feedback, and is afraid to speak up in front of a client you can be sure shame played a part."

–PETER SHEAHAN

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"*That deep fear we all have of being wrong,* of being belittled and of feeling less than, is what stops us taking the very risks required to move our companies forward."

–PETER SHEAHAN

"That deep fear we all have of being wrong, of being belittled and of feeling less than, is what stops us taking the very risks required to move our companies forward."

"If you want a culture of creativity and innovation, where sensible risks are embraced on both a market and individual level, start by developing the ability of managers to cultivate an openness to vulnerability in their teams, And this, paradoxically perhaps, requires first that they are vulnerable themselves."

"This notion that the leader needs to be "in charge" and to "know all the answers" is both dated and destructive. Its Impact on others is the sense that they know less, and that they are less than. A recipe for risk aversion if ever I have heard it. Shame becomes fear. Fear leads to risk aversion. Risk aversion kills innovation."

"Blaming, gossiping, favoritism, name-calling, and harassment are all behavior cues that shame has permeated a culture. A more obvious sign is when shame becomes an outright management tool. Is there evidence of people in leadership roles bullying others, criticizing subordinates in front of colleagues, delivering public reprimands, or setting up reward systems that intentionally belittle, shame, or humiliate people?"

IN FACT, BRENÉ RECKONS SHE HASN'T FOUND A SCHOOL YET THAT DOESN'T HAVE SOME LEVEL OF SHAME CULTURE.

REFLECT

Add to that, Patriarchy and limited views of masculinity…

REFLECT

- PEOPLE HOLD BACK ON IDEAS
- **PEOPLE FAIL TO GIVE MANAGERS MUCH NEEDED FEEDBACK**
- PEOPLE ARE AFRAID TO SPEAK UP IN FRONT OF PARENTS
- **PEOPLE HAVE A DEEP FEAR OF BEING WRONG**
- PEOPLE HAVE A DEEP FEAR OF BEING BELITTLED
- **PEOPLE HAVE A DEEP FEAR OF FEELING LESS THAN**

- BLAMING, GOSSIPING AND FAVOURITISM ARE MARKERS OF YOUR CULTURE
- **IS THERE EVIDENCE OF BULLYING BY LEADERS?**
- **ARE PUBLIC CRITICISM AND REPRIMANDS EVIDENT?**
- **DO YOU HAVE REWARD SYSTEMS THAT BELITTLE, SHAME, OR HUMILIATE PEOPLE?**

02:00

DO YOUR COLLEAGUES HAVE...

PERMISSION
...THE PERMISSON TO PERSUE NEW IDEAS?

FREEDOM
...THE FREEDOM TO FAIL WHILE TRYING?

TOOLS
...THE TOOLS TO SUCCEED IN IMPLEMENTING THIS NEW IDEAS?

SUPPORT
...THE SUPPORT TO GET BACK UP AND TRY AGAIN?

DO YOUR COLLEAGUES HAVE PERMISSION, FREEDOM, TOOLS AND SUPPORT TO INNOVATE?

00:30

PERSON 2	PERSON 3
01:00	01:00

PERSON 1	OPEN DISCUSSION
01:00	01:00

"I believe you have to be willing to be misunderstood if you are going to innovate"

–JEFF BEZOS

Traditional PD has been about the What, not the Why (or culture)

> "It often takes a single brave person to change the trajectory of any system"
>
> -BRENÉ BROWN

STATUS QUO

PD STATUS QUO IN many schools:

- whats are we doing?
    - what tech are we integrating?
    - what new global trends are we following?
    - what fads are we implementing?
    - what are we doing?

Perpetuates shame culture in schools:

What do we want to develop in our schools?

"Vulnerability is the birthplace of innovation, creativity and change."

–BRENÉ BROWN

Being an organisation that celebrates (or wants to prepare boys) to master these competencies needs to be a progressive environment that is creative, innovative and inventive. Schools like ours have to model the skills that we require our boys to master.

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena…"

– THEODORE ROOSEVELT

"…whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds…"

– THEODORE ROOSEVELT

> "…who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while **daring greatly**"
>
> – THEODORE ROOSEVELT

BE BRAVE; SHOW UP

Trying, failing, striving valiantly, getting up again, effort, enthusiasm, devotion…

We see some of those things, but not all. Especially not the failing part… Teachers wear perfection like a badge, when - in fact - it's just a mask. None of us can be perfect. Perfectionism, is in fact destructive…

IN THE ARENA TOGETHER

As Teddy R said, Let's not be the person who points out how others stumble, or where they could have done better. We have to be in the arena together.

TEACHERS are notoriously bad at this. We're either the ones wearing the badge of exhaustion, or we are the ones judging others for not being exhausted

Truth is, if we are all in the arena together, we can do amazing things.

"A lot of cheap seats in the arena are filled with people who never venture onto the floor. They just hurl mean-spirited criticisms and put-downs from a safe distance. The problem is, when we stop caring what people think and stop feeling hurt by cruelty, we lose our ability to connect. But when we're defined by what people think, we lose the courage to be vulnerable. Therefore, we need to be selective about the feedback we let into our lives. For me, if you're not in the arena getting your ass kicked, I'm not interested in your feedback."

–BRENÉ BROWN

WIRED FOR CONNECTION

BEING VULNERABLE

- Vulnerability is not weakness
- Uncertainty, risk and emotional exposure are not optional
- The depth of our courage and and clarity of our purpose is determined by our willingness to engage with our vulnerability.
- Waiting to be perfect or bulletproof?
    - Nice concepts but they don't exist in human experience
    - We must dare to show up and let ourselves be seen

- What drives our fear of being vulnerable?
- How are we protecting ourselves from being vulnerable?
- What price are we paying when we shut down and disengage?
- How do we own and engage with vulnerability so we can transform the way we live, love, parent and lead?

ENOUGH

We have to realise, and know that we're enough…

Our culture sends the message that an ordinary life is a meaningless life.

Children who are "raised" by reality TV, celebrity culture and unsupervised social media develop a skewed sense of the world:

"I am only as good as the number of "likes" I get on Instagram…"

Many of us have a fear of being ordinary - this is a powerful cultural influence that we have to acknowledge.

NEVER _____ ENOUGH:

- Never **GOOD** enough
- Never **PERFECT** enough
- Never **THIN** enough
- Never **POWERFUL** enough
- Never **SUCCESSFUL** enough
- Never **SMART** enough
- Never **CERTAIN** enough
- Never **SAFE** enough
- Never **EXTRAORDINARY** enough

Brené Brown calls this environment a culture of scarcity: The never-enough problem.
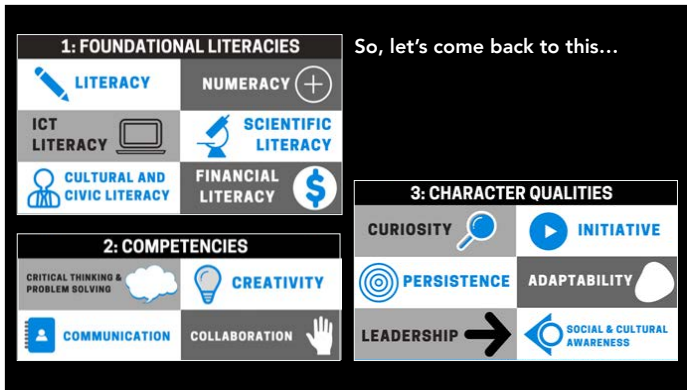
It takes hard work to overcome scarcity culture:

AWARENESS   }
COMMITMENT   }   every single day!
WORK   }

Unless we're willing to push back, and fight for what we believe in, the default becomes a state of scarcity

COLLABORATION

St Alban's teachers must **collaborate** more. A culture of **cooperation** between departments needs to be developed. Furthermore, we need to be actively engaging with innovative educators in other schools in order to cultivate paradigm-challenging **personal learning networks**.

RESEARCH

More St Alban's teachers need to be actively researching current and future global **educational trends**. We need to understand what **best practice** means in our context. We must encourage **action research** (IBSC and internal), and other - more formal - research programmes. **Informed practice** is key

GROWING STAFF

St Alban's needs to work hard at **cultivating innovators**. This must be a strategic investment. Furthermore, we need to **retain** innovative thinkers. Our **recruitment process** needs to celebrate innovation as a key skill. Outside input is key to challenging our paradigms

SETTING TRENDS

St Alban's has always been known as an **educational trendsetter**. We are perceived as an innovative organisation. We have to authentically earn and reclaim this moniker. We have the kind of team that can **lead the way** in South African education and abroad. Ke Nako!

DEFINITION OF SUCCESS

Our definition of success **cannot be narrowly defined** by stereotypical masculinity. Rather, we need to develop a definition of success that is **inclusive** and **affirming** of ALL our boys

If St Alban's College is to meet the challenges of preparing young men for a world that is changing rapidly, we have to embrace new, and innovative ways of educating our students. We must be on the forefront of educational research and innovation. We must understand our boys and the skills they need to thrive in the years after they leave our care.

We have to innovate.

ONE: BUILDING THE FOUNDATION | **BEING VULNERABLE, SHOWING UP AND DARING GREATLY**

ENCOURAGEMENT AND PERMISSION

St Alban's College teachers need to be encouraged to embrace **thinking** and, as a result, become **deep thinkers**. Our team needs permission to pursue and implement **new ideas**.

The biggest barrier to innovation is "the fear of introducing an idea and being ridiculed, laughed at and belittled" -
Kevin Surace

EMPOWERMENT AND PROVISION

*"We need people to be braver, and we need to create a culture that allows for bravery." -*
Brené Brown

We cannot have an **expectation** for innovation without **empowering** our teachers to do so. Furthermore, we have to **provide the tools and training** they need to become instigators, disruptors and innovators.

FREEDOM

Our culture has to celebrate the power of learning from **failure**. Our teachers need the **freedom** to try new things, even if outcomes are far from perfect. If we are to model **resilience** and **growth-mindset**, "failure" needs to be part of our vocabulary
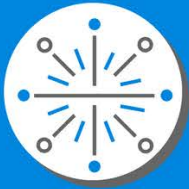
"What did you learn today? What mistake did you make that taught you something? What did you try hard at today?" - ***Carol Dweck***

"I only accept and pay attention to feedback from people who are also in the arena..." - ***Brené Brown***

SUPPORTING EACH OTHER

We have to value our teachers and help them to **"rise strong"** when they've tried, and failed. We must engender a culture of being **together in the arena**. We need to be **safety nets** for and "co-innovators" with our colleagues. Furthermore, we need to start practicing **generative listening**.

CELEBRATING CURIOSITY

A culture needs to be created at St Alban's in which our teachers have a **strong desire to learn**, **solve problems** and **ask penetrating questions**. The **enquiring minds** of our teachers will become one of our most valuable assets

"...a society that believes in progress, innovation and creativity will cultivate [curiosity], recognising that the enquiring minds of its people constitute its most valuable asset."
- *Ian Leslie*

A CULTURAL SHIFT

GIVING AND RECEIVING HELP

GIVING AND RECEIVING AUTHENTIC FEEDBACK

ACTIVELY RESISTING GOSSIP, NAME-CALLING AND FAVOURITISM

ACCOUNTABILITY IN PLACE OF BLAME

INTENTIONALLY BUILDING COMMUNITY

COURAGEOUS LEADERSHIP AND DECISION-MAKING

IMPLICATIONS
FOR PD

CREATE A FOUNDATION TO SHIFT CULTURE

WHAT WE'VE BEEN DOING:

BROWN'S DARING GREATLY
LEADERSHIP HAVE BEEN DOING DARING SCHOOLS…

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