

M7-S2: Resilient Design for Leading

GK	<p>Hi Christina, and hello listeners! Welcome to Session 2 of TALE Academy Module 7, Resilient Design for Leading.</p> <p>In this session, we will directly reference learning from Module 1, Sessions 1 and 2. We encourage you to review those sessions before you begin.</p> <p>So, Christina. There are those who say that resilience was a silver lining of emergency remote teaching.</p>
CLH	<p>As a matter of fact, Gina, I have a quote here from Jeremy, a superintendent. He was quoted in the article Resilience, Reorientation, and Reinvention: School Leadership During the Early Months of the COVID-19 Pandemic. This is what he said: "I think if we come out of this experience and fall back on traditional ways of doing things, shame on us. We cannot unlearn what we are learning right now. If anything, the silver lining here is that... [it] is pretty exciting to think about what could be. I know our teachers and students, and families are living that alongside us. That is probably one of the highlights we have seen."</p>
GK	<p>Very on point! I've got one, too. Donna Slawson, a social studies teacher in the Genesee Valley Central School District, was quoted in the article "How one rural district became a case study in resilience," stating, "What has amazed me most about this experience is how everyone in the Genesee Valley community came together. I see students supporting each other — responding to questions, motivating each other. I see other teachers lifting each other up and learning from each other, and our support staff feeding and delivering items to students each and every day. The presence of our community members online, participating in conversations and sharing ideas, has been inspiring. If nothing else, this crisis has shown what can be done when a whole community works towards one goal. I hope that it continues long after things have returned to normal."</p> <p>In this session, we will explore how school leaders can adopt a resilient design for leading that can help teachers and students thrive across learning environments.</p>
CLH	<p>Module 7 is designed for school leaders, including principals, assistant principals, instructional leaders, lead teachers, and others who support the development of effective learning environments. Each session in this module is an extension of the professional development provided in prior modules, all of which are designed for the general education classroom teacher. Therefore, we will begin the session with a review of prior learning from the teacher's perspective, then shift to the leader's perspective, and conclude by exploring how to connect those two perspectives for a holistic, schoolwide approach to resilient teaching across learning environments.</p>

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GK	In the last session, we asked you to consider making a mindset shift in leadership from “emergency school management” to “leading for teaching across learning environments.”
CLH	Similarly, in Module 1, Session 1, we encouraged teachers to make a mindset shift from emergency remote teaching, or ERT, to teaching across learning environments, referred to as TALE. Whereas ERT – also described as “pandemic pedagogy” – was responsive to crises, TALE is an intentional teaching approach in which teachers design instruction that is portable across in-person, remote, and hybrid learning environments, as well as integrative, meaning drawing from best practices from different modalities, regardless of learning environment.
GK	<p>Teachers can implement TALE by adopting resilient design for learning, or RDL, which Drs. Rebecca Quintana and James DeVaney defined as “the ability to facilitate learning experiences that are designed to be adaptable to fluctuating conditions and disruptions.” Let’s look at the three components of RDL.</p> <p>Christina, do you remember the three components of RDL from way back in Module 1?</p>
CLH	Sure do! They were extensibility, flexibility and redundancy. And something about a vacuum cleaner, if I’m not mistaken.
GK	<p>Gold star. Yes, building in extensibility, flexibility and redundancy are the keys to resilience.</p> <p>Extensibility focuses on first designing the most basic format of a learning experience to achieve the core learning objectives and then extending the lesson in various formats and with various tools to address additional learning objectives, as well as the various learning styles and needs of students. Clum, Wicks, Ebersole, and Shea provide a useful analogy: “Consider the metaphor of a vacuum designed to work with several different attachments. When using a vacuum with different attachment heads, the overall purpose of removing dust and dirt remains the same, but using various attachments allows the vacuum to work differently and more effectively on varied surfaces.”</p>
CLH	So, the next one. Flexibility involves anticipating and responding to changes in a learning environment. This might include providing choice among learning activities. The analogy here? A suit with wiggle room: “Consider the metaphor of a tailor constructing a suit. The tailor follows a pattern and makes cuts to construct a suit ahead of time but makes sure to include enough extra fabric and loose stitching in the initial construction to be able to adjust the suit to fit the individual needs of the person who will be wearing it in the future.”
GK	And that third one, redundancy. Redundancy involves creating backup plans. The final analogy is to a power failure: “In this instance, a metaphor for redundancy might

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	be the act of having a backup generator, a flashlight, and candles on hand in case the lights go out.”
CLH	In Module 1, Session 5, we mapped the three elements of RDL to specific teaching practices that teachers have long used in traditional classrooms but that can be “supercharged” to make TALE more effective. Shall we run through those quickly?
GK	Yes! Extensibility means to start with the basic lesson and extend to address various learning styles and needs. The concept of extensibility can be mapped to the practice of developing essential questions, or identifying the essence of a lesson with a single question that sparks student learning.
CLH	Flexibility allows us to respond to changes in the learning environment and adapt to individual needs. This maps to the research-based practice of backward design, which is the practice of setting learning goals and identifying evidence that students have met those goals, then tailoring instructional content to help students meet those goals.
GK	Redundancy means having substitutes, reserves, and alternatives in case things don’t work out the way we planned. This maps to the research-based practice of Universal Design for Learning which provides students with multiple means of engagement, representation, action, and expression.
CLH	In the first session of this module, we borrowed a concept from the military and business sectors to frame our exploration of educational leadership in the post-COVID era: VUCA, which stands for volatility, uncertainty, complexity, and ambiguity. During emergency school management, leaders had to focus on responding to the crises caused by VUCA, specifically, the pandemic. Coming out of the crises, school leaders can leverage what they learned to plan for TALE. TALE leadership is an intentional approach in which leaders design safe and supportive schools that are defined by shared mission, vision, and practices rather than learning modality. This revised mindset and approach can help mitigate the negative impacts of VUCA, many of which affected our students and teachers during the pandemic. According to Mindtools.com, VUCA environments can do the following. Do any of these sound familiar to you?
GK	Lay it on me.
CLH	<ul style="list-style-type: none"> ● Destabilize people and make them anxious ● Sap their motivation ● Thwart their career moves ● Make constant retraining and reshaping a necessity

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	<ul style="list-style-type: none"> ● Take huge amounts of time and effort ● Increase the chances of people making bad decisions ● Paralyze decision-making processes ● Jeopardize long-term projects, developments, and innovations ● Overwhelm individuals and organizations ● Take its toll on internal culture ● “Bleed” inward and create VUCA environments within organizations
GK	Yikes
CLH	<p>Bob Johansen, author of <i>Leaders Make the Future</i>, suggests a series of shifts that leaders can make in mindset and practice to mitigate the threats posed by VUCA. We have adapted his concepts – which are designed primarily for the business sector – to the world of school leadership. We are calling this adaptation resilient design for leading to reflect its alignment with the teaching practices related to resilient design for learning.</p>
GK	<p>You can counter volatility with vision. V goes to V. I see what we’re doing here. Accept change as a constant, unpredictable feature of teaching and learning. Don’t resist it; plan for it.</p> <p>One practice you can use is to turn your school’s vision into an educational framework that clearly establishes non-negotiables and identifies spaces for flexibility.</p>
CLH	<p>You can also meet uncertainty with understanding. U goes to U! Learn by looking back <u>and</u> projecting forward.</p> <p>To do this you can use the plan, do, study, act cycle to look back with teams at prior responses to change. Help them identify what they did well, what came as a surprise, and what they could do differently next time. Use simulations and experiments to project forward. Simulate situations through game theory, scenario planning, and role playing, so that you can explore how they might play out and how you might react to them in the future.</p>
GK	<p>You can react to complexity with collaboration. C to C. Access the expertise and experiences of all to drive leadership.</p> <p>One practice you can use is to adopt a distributed leadership approach that includes practices such as professional learning communities.</p>

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CLH	<p>Finally, you can address ambiguity with agility. A with A. Foster a culture of ideas in which team members think outside of their usual functional areas to increase knowledge, experience, and shared undertaking.</p> <p>One practice you can use is to invite team members to share their ideas for innovation, including high-risk ideas, and collaborate to act on ideas that gain consensus. Provide time and opportunities for cross-training so that staff can become more agile within both their roles and teams.</p>
GK	<p>At first glance, TALE seems to be a daunting, completely new way of teaching and learning. But when we break it down, we can see that TALE is simply an evolution of existing practices that require a series of shifts. While we discuss many more specific shifts to teaching and leading throughout the modules, let's look at the big picture first.</p>
CLH	<p>To move beyond surviving to thriving in the "new normal," students, teachers, and school leaders need resilience. Teachers can adapt existing practices to embrace resilient design for learning while school leaders can adapt existing practices to embrace resilient design for leading. Together, these practices can provide students with what they need to be resilient as well:</p> <ul style="list-style-type: none">• Predictability• Flexibility• Connection• Empowerment <p>We call these the four horsemen of the apocalypse.</p>
GK	<p>We do not. What's wrong with you? We call these the "four constants across learning environments," meaning that regardless of where learning takes place, these four conditions need to remain constant in order to support resiliency among learners. Just like us, our students are living in a VUCA world that, along with the list of impacts we described earlier, can cause dramatic and sometimes sudden disparities related to access and equity. It can most certainly cause trauma. The four constants are built upon research-based approaches for establishing equity-centered, trauma-informed learning environments. By building TALE around those four constants, we are helping our students become resilient across all learning environments.</p>
CLH	<p>So let's do a visualization. Image a Venn diagram for a sec.</p> <p>On the left side of our Venn diagram, we have our teacher practices of:</p> <ul style="list-style-type: none">• Essential Questions

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	<ul style="list-style-type: none">● Backwards Design and● Universal Design for Learning <p>On the right side, we have our school leader practices of the:</p> <ul style="list-style-type: none">● Educational Framework● PDSA Cycle Simulations● Distributed Leadership● Professional Learning Communities● Culture of Ideas and● Cross Training <p>At the center, we have student experiences grounded in:</p> <ul style="list-style-type: none">● Predictability● Flexibility● Connection and● Empowerment <p>Using resilient design for learning, we can move from the context of unpredictable fluctuations and disruptions to extensibility, flexibility, and redundancy.</p>
GK	<p>In future sessions, we will dig into a number of the teacher and school leader practices outlined here, as well as other related practices. But now, it's your turn to explore resilient design for leading!</p>
CLH	<p>The goal of the TALE Academy is to help teachers rethink education so that everyone—students, families, educators, school leaders, and communities—all have the opportunity to succeed. You've just added another tool to your toolbox when you use resilient design for leading across learning environments.</p> <p>Thanks for listening.</p>