



## **Need:**

The need is the compelling reason for doing anything. Sensing the need is the first step to designing an organizational structure or change initiative that is relevant. The need is outside of our work. It is what is served by the work we are doing.

- What time is it in New Jersey for public education?
  - What are the challenges and opportunities we are facing?
  - What do I really need to be able to understand and work in this world?
  - What is the need that teacher leaders can uniquely meet?
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## **Purpose:**

From the need flows the purpose. Purpose statements are clear and compelling and they guide us in doing our best possible work.

- If this work should live up to its fullest potential, what do you dream is possible?
  - What is the purpose we can adopt that will best meet the need?
  - What could this work of teacher leaders do/create/inspire?
  - What is the next level for teacher leaders? Where should we be heading?
  - What is the simplest and most powerful question we could keep at the core of our work?
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## Principles:

Principles of cooperation help us to know how we will work together. It is very important that these principles be simple, co-owned and well understood. These are not principles that are platitudes or that lie on a page somewhere. They are crisp statements of who we agree to operate together so that over the long term we can sustain the relationships that make this work possible.

- What are the principles we want to enact for our learning networks?
  - What is important to remember about how we want to work with teacher leaders?
  - What do we think is most important to remember as we design to meet the need and purpose?
  - What unique ways of doing work and being together can we bring to this work?
  - If we live up to our fullest potential, what do you dream is possible for the teacher leader initiative in New Jersey?
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## **People:**

Once the need and the purpose are in place, and we have agreed on our principles of cooperation, we can begin to identify the people who are involved in our work. Mapping the network helps us to see who is in this work and who will have an interest in what we are doing.

- When designing the work of teacher leaders at the district or school level, who is traditionally in the room?
  - Who is not in the room, but should be?
  - How do we bring them in?
  - How do we leverage relationships to propagate the ideas generated by our work together?
  - Who will be interested in the results of our work?
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## Concept:

As we move to a more concrete idea of what our structures are, we begin to explore the concepts that will be useful. This is a high-level look at the shape of our endeavor. For example, if our need was to design a way to cross a body of water, we would choose a bridge, a causeway, or a ferry. The concept is important because it gives form to very different structures for doing our work.

In our work together, we might explore the different kinds of structures including circles and networks, and really understand what these are, how they operate, how they are embedded with various contexts and cultures, and what implications each has for our work.

- What are the shapes we might choose for our work?
  - What is the deeper pattern of our work, and what organizational forms are in alignment with that?
  - How might we activate our principles to best do our work?
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## **Limiting Beliefs:**

So much of what we do when we organize ourselves is based on the unquestioned models of behavior. These patterns can be helpful, but they can also limit us in fulfilling our true potential. We cannot create innovation in the world using old models and approaches. It pays to examine ways in which we assume work gets done in order to discover the new ways that might serve work with new results. Engaging in this work together brings us into a co-creative working relationship, where we can help each other into new and powerful ways of working together, alleviating the fear and anxiety of the unknown.

- What makes us tremble, and what do we fear about new ways of working together?
  - Who would we be without our stories of old ways of working?
  - What will it take for us to fully enter into working in new and unfamiliar ways?
  - What is our own learning edge in working together?
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## Open Space

*Harvest Notes*

Topic/ Question:

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Please record the themes/ important points in your conversation:



## NJEA Teacher Leader Summit

Program Schedule:

“What is the potential for teacher leadership in New Jersey public schools?”

### Friday Evening

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5:30pm -7:00pm	Buffet Dinner <i>(In the Gratella banquet area, down the stairs in the lobby)</i>	
7:00pm -9:00pm	Opening Session <i>(Please bring your artifact of teacher leader)</i> Welcome Introductions and Check-In Setting the Stage	Alexander Ballroom

### Saturday

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8:00am - 9:00am	Breakfast Buffet <i>(In the Gratella banquet area, down the stairs in the lobby)</i>	
9:00 am - Noon	Morning Session <i>World Cafe</i>	Carnahan Room
Noon-1:00 pm	Lunch <i>(In the Gratella banquet area, down the stairs in the lobby)</i>	
1:00-5:00 pm	Afternoon Session <i>World Cafe</i> <i>Open Space</i>	Carnahan Room
5:30-7:00 pm	Dinner <i>(In the Gratella banquet area, down the stairs in the lobby)</i>	
7:00-???	Informal Conversations and Networking	

### Sunday

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8:00am - 9:00 am	Breakfast Buffet <i>(In the Gratella banquet area, down the stairs in the lobby)</i>	
9:00am -11:00	Morning Session <i>Gallery Walk</i> <i>Final Thoughts</i> <i>Closing Out</i>	Alexander Ballroom

\* Check out time at the hotel is noon. On Sunday, you can check out of the hotel before or after the morning session.