	Question/Prompt	Notes
A	Introduction: Thank you for meeting with me today to discuss collaboration in educational leadership. Although this is an opportunity for me to practice interviewing skills, I hope that it also feels like a conversation about learning and leadingfor both of us.	
В	Before we start, would you be open to me recording (audio/video)? If there is an opportunity where I see that your experiences might benefit the professional growth of others, may I contact you to discuss the possibility of sharing some details from this interview?	

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-What attributes have you found/believe to be key to collaborating with others?

The key to effective collaboration is LISTENING. When we listen we're working to create spaces for others to think and to share without being judged. Effective listening can provide a space where several voices are heard. Being heard is an essential component to deriving a sense of ownership over one's work/role in a process.

Listening deeply, for the purpose of understanding, includes the use of all of our senses--e.g., including observation.

-Tell me about a time where you experienced collaboration that you perceived as being effective--that is, consistent or nearly-consistent with your expectations. Explain/Why?

E.g., Professional Learning Community (PLC)

One recollection of working with a particular group of educators was their 'energy'--it expressed to me an authentic interest in learning...a joy to working together. Even though the collaborative processes of studying together was difficult, the members of this group made evident, and expressed value in their students' learning (i.e., as a product of their collaboration). The educators were truly benefiting from the vicarious experience of being able to hear and see their colleagues' students' thinking.

I noted that through the process of working together, educators grew in their openness to take on risks. They began to moderate and study the work of various students together. And as a result, this supported them in moving collectively towards the next step of being in classroom spaces to study together.

During the course of this process, I positioned myself to being "beside" the educators and their students. Typically, I would bring in resources,

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-What role did others play in this success?

-What role did you play in this success?

Additional Question/Prompt:

You mentioned several moves that you would/do make re: your role in the process of facilitating professional learning. I'm curious to know if there is a "first" best

other information, and/or an artefact that had been something from the group's work. I would also take notes and prompt the group to continue thinking: "I heard.../noticed that..." Taking notes is important so that tracks or traces of their thinking are made visible...allowing others to think beyond/outside the space they're in currently.

By exercising effective listening, each of us is better able to contribute to the DECISION-MAKING process--helping the group NAVIGATE the variety of perspectives being shared in service of reaching the common goal. To reach the common goal, my observations are that is is necessary to agree to the goal as well as to the different "roads" that can be taken. How we interact is dependent upon the norms that we pre-establish.

As far as decision-making/navigating are concerned, I take on the role of facilitating experiences that allow for groups to collaborate.

It's important to understand that sometimes we need to help or support a group towards making connections. These connections arise out of the contributions made by the various members in a group. This is part of the experience as a facilitator, and we often do this as positioning ourselves as LEARNERS. Through observation and conversation (i.e., paying attention to HOW the learning is happening) we are able to help others see the value ('feeling' connection to the heart as well as the head in the work, in the process of learning.)

	"move." For instance, can we expect collaboration to result in something tangible that moves the group forward or does something need to be provided in order to inspire collaboration?	For this group of educators, it was important that I (we) gave something of value and that we valued each teacher's assignment (role and where they were in their professional learning journey). Once group members understood that this was the context of the opportunity to work together, their collaboration soared.
D	You mentioned your role in the success. Tell me more about some of the qualities that allows you to be effective in your collaboration with others/teams.	It's helpful to support a groupto consciously create the conditions for the groupin order for monitoring the impact of their interventions and their decisions to be effective. To do this, you must treat it as a studysomething that individuals can come to on their own. Currently, this PLC is working towards this. And to do so, they require, in part, the support of an individual who can help facilitate consistency in studying. This means that we work to develop a frame (for monitoring) through student experiencesi.e., to see the growth in their effortsto see objectively what is/isn't working.
E	According to "Collaborative Professionalism (PPM 159)", "professionals – at all levels of the education system – [are] working together, sharing knowledge, skills and experience to improve student achievement and well-being of both students and staff. How do you see professionals developing their awareness to this collaboration?	Mentioned earlier, emotion is being aware of both the feeling and the thinking response as getting a sense of a whole person. We can do this in a classroom spacei.e., making visible what is/could be happening in these spaces. By doing this, teachers and students can then be in a learning zonelearning from and with each other. To do so, requires being in the space togetherbeing together with the purpose of learning and learning through collaboration, honouring the work that is also inherent in that process.

F	Do you have any questions for me?	I don't have any questions at this time, but I thought that I'd share some suggestions for further reading. Based on the work that we're doing in the Province of Ontario and with respect to our conversation today, you might like to consider Coherence-making (Michael Fullan) and Growing Success: The Kindergarten Addendum (2016) .
G	How might we relate the conversation we've had today to our work in the coming 2018-19 year?	Coherence-making calls us to develop our understanding about continuous improvement in our own context. It really does present us with a unique opportunity to work collaborativelyespecially here in Eastern Ontario (i.e., since we already have well-established goals and processes for school improvement).
		With respect to our roles, as Student Achievement Officers (SAOs), our "place" is for coherence-making. We are continuously helping bring various groups of stakeholders into alignment with Ministry visions for learners (students)i.e., nothing is done in isolation.
		Stakeholders are now seeing the value to alignment. We can attribute this to the sense-making that is occurring, as stakeholders engage in using the resources that are being provided. They can take something provided, go deep with it in their own context, "feel" that they are learning on behalf of others (important), and see results. It's amazing to see curriculum being expressed/representing a culture of learning.
		For example, our understanding of evaluation (student) is changing due to how our thinking is evolving (Chris Suurtamm, Ottawa University - Faculty of Education). In the context of the PLC mentioned earlier, educators came to a place where they were not only able to share their

		students' learning along a continuum, they grew in their comfort to truly focusing on understanding the content on behalf of their studentsall of this done through the lens of the curriculum.
	Closing:	
	Thank you so much for taking time today to sharing	
	your experiences with collaboration in educational leadership.	
Н	I'll share a copy of today's notes with you.	
	If you have other comments, or suggestions, to make, please don't hesitate to contact me (provide phone/email).	
	Again, I might try to reach out to you, in the future, to see if I can repurpose some of our conversations for other professional development.	