

	Question/Prompt	Notes
A	<p><i>Introduction:</i></p> <p>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 leading--for both of us.</p>	
B	<p>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?</p>	

C	<p><i>So...let's get started.</i></p> <p><i>-What attributes have you found/believe to be key to collaborating with others?</i></p> <p><i>-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?</i></p>	<p><i>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.</i></p> <p><i>Listening deeply, for the purpose of understanding, includes the use of all of our senses--e.g., including observation.</i></p> <p><i>E.g., Professional Learning Community (PLC)</i> <i>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></p> <p><i>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.</i></p> <p><i>During the course of this process, I positioned myself to being "beside" the educators and their students. Typically, I would bring in resources,</i></p>
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	<p>"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?</p>	<p><i>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.</i></p>
D	<p>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.</p>	<p><i>It's helpful to support a group--to consciously create the conditions for the group--in order for monitoring the impact of their interventions and their decisions to be effective. To do this, you must treat it as a study...something 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 experiences--i.e., to see the growth in their efforts--to see objectively what is/isn't working.</i></p>
E	<p>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.</p> <p>How do you see professionals developing their awareness to this collaboration?</p>	<p><i>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 space--i.e., making visible what is/could be happening in these spaces. By doing this, teachers and students can then be in a learning zone--learning from and with each other. To do so, requires being in the space together...being together with the purpose of learning and learning through collaboration, honouring the work that is also inherent in that process.</i></p>

F	Do you have any questions for me?	<p><i>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).</i></p>
G	How might we relate the conversation we've had today to our work in the coming 2018-19 year?	<p><i>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 collaboratively--especially here in Eastern Ontario (i.e., since we already have well-established goals and processes for school improvement).</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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</i></p>

		<i>students' learning along a continuum, they grew in their comfort to truly focusing on understanding the content on behalf of their students--all of this done through the lens of the curriculum.</i>
H	<p><i>Closing:</i></p> <p>Thank you so much for taking time today to sharing your experiences with collaboration in educational leadership.</p> <p>I'll share a copy of today's notes with you.</p> <p>If you have other comments, or suggestions, to make, please don't hesitate to contact me (provide phone/email).</p> <p>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.</p>	