

Learning to work with protocols



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ALMADAFORMA

CENTRO DE FORMAÇÃO DE ESCOLAS DE ALMADA

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www.linpilcare.eu

Objectives

- Establishing the group
- Introduction of the concept of the protocol
- Experience two protocols: *World Café/What?*, *So what?, Now what?*
- Debriefing : reflection on the workshop

What is a protocol?

- It's **a tool** which helps **working** in a PLC.
- It's **an agreement** about the way we are going to communicate.
- It contributes to **justice** in communication.
- It keeps the process **focused** and helps in clear division of **roles**.
- It's **time efficient**.
- It helps to **deprivatize** of one's own practice.
- It contributes to **the culture of collaboration**.
- It provides space for **reflection**.
- It represents **the opposite of** the type of communication usually used at school.



GROUP FORMATION,
GOOD CONNECTIONS,
ENCOURAGEMENT OF
GROUP PROCESSES

MANAGING THE
GROUP, MAKE SURE
THAT EVERYBODY
PARTICIPATES, STAY
FOCUSED, TIME
MANAGEMENT
„WHAT? SO WHAT?
NOW WHAT“, World Café

ROUNDING UP THE
GROUP PROCESS
Tools: reflection,
celebration, saying good-
bye ...

World Café



Description of the protocol

- *World Café* is about networking and dialogue about important questions in everyday situations.
- It's a provocative metaphor.
- When creating our lives, we work in our organisations and communities, we actually move „among discussion tables of the *World Café* “.

(adapted from The World Café Resource Guide)

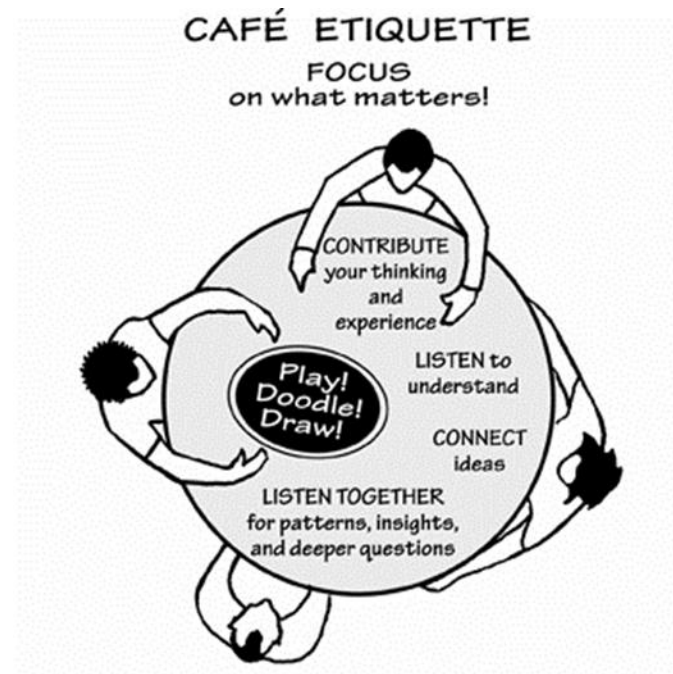
PURPOSE

- *World Café is a way to cultivate dialogue in different groups. It is especially efficient in big groups of different individuals where it helps to discover the „group wisdom“..*
- Its form is flexible and adaptable to different purposes:
 - **Information exchange**
 - **Establishing relationships**
 - **Research**
 - **Deeper thinking**
 - **Planning**



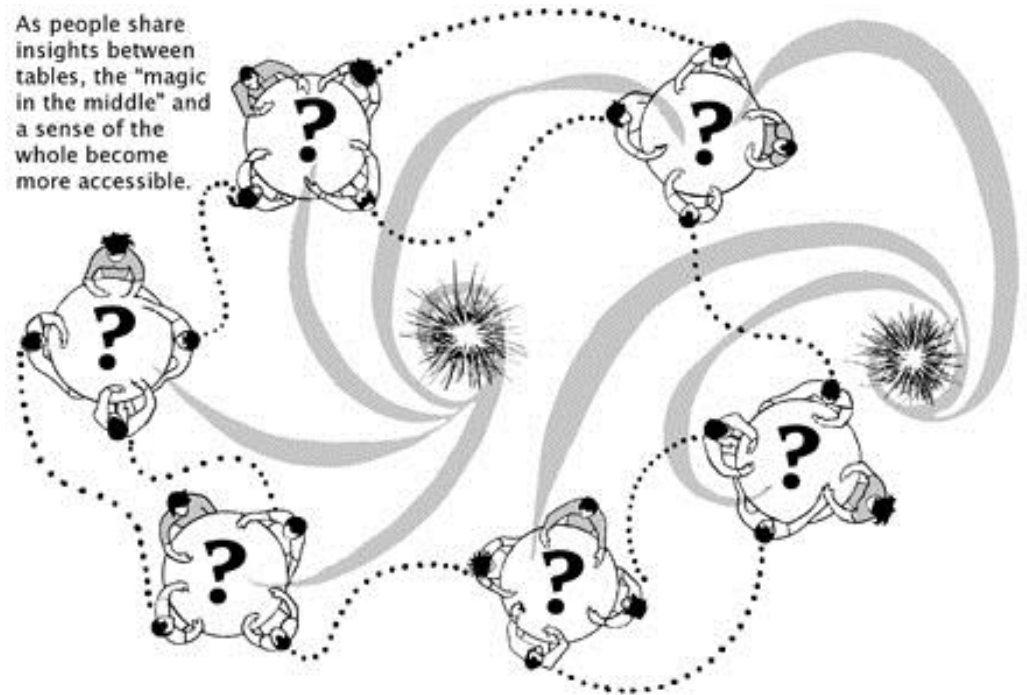
Principles

- Create positive environment.
- Set research questions which are important for the group as a whole.
- **Encourage active participation of each group member:**
 - the collaboration is based on diversity,
 - mutual engagement,
 - visual memory of collective knowledge.



World Café assumptions

- The knowledge and wisdom we need are within our **reach?**.
- Common understanding is developed when everybody's contribution is seen as important and on condition that we are able to listen and dig deeper.
- Understanding exists in case the system creates various and creative connections.



Using the *World Café* protocol

- A group of 4/5 persons sits together.
- There are two to three rounds. Each round is prefaced with a question specially created for the specific context. Each round takes 20-30 min.
- In the next round one person stays at the table as the host, others change places and share their ideas with other groups.
- The host briefly introduces the findings of the previous group, the participants are invited to choose a different group for each question.
- After the small groups individuals are invited to share insights or other results from their conversations with the rest of the large group.

1. How can **I** add to the culture of collaboration and critical friendship in a PLC?
2. How can **my PLC** contribute to the development of the school community?
3. How can **I** learn in a group?



The What?, So what?, Now what? protocol



Common issue for all, today

- We will use this protocol today given the following central and individual question/wondering:

“ Explain what element/issue in your daily practice, in your educational context in general annoys you a lot/ you want to improve/ you want your colleagues’ opinion about? “

Purpose of the protocol

- This protocol allows participants **to connect** to one another and **to each other's work**, while at the same time allowing all group members to get useful feedback.
- The purpose of this protocol is to give each person in the group an **opportunity to have their ideas, understandings, and perspective enhanced by hearing from others**. The group can explore each other's thinking, looking for clarifications, and have each other's assumptions and beliefs questioned in order to gain a deeper understanding of the issue.
- In Linpilcare we can use it to discuss the inquiry question of each member of the group, the inquiry plan, the kind of data planned to gather or the conclusions.



Roles and process

- One facilitator/timekeeper and his colleagues, 4 ps.
- Participants individually outline a current question/challenge, related to what they learned today. – given today
They answer 2 questions:
 - **What** question/challenge do I have?
 - **So what**, why is this important for me?+ they provide a central issue in the form of a focus question
Everybody has max 5 minutes to prepare “his” case
- In rounds:
 - The first presenter explains their question/challenge, ending with a focus question. Participants in the group take notes, write questions AND DO NOT INTERRUPT. Max 3 min.
 - Group asks clarifying questions: max 1 min. (only factual Q.)

- Individuals in the group talk amongst themselves, while the presenter **listens to the conversation, taking notes** and considering new insights and possible next steps. **The presenter is silent** during this step. The group takes up the presenters' question, and each of the following questions in some way,
 - 'What I heard the presenter say was...'
 - 'Why this seems important to the presenter is...'
 - 'What I wonder is...' or 'The questions this raises for me are...'
 - 'What this means to me is...'
 - 'What I might suggest is...'They talk for max 5 min among each other.
- Reflection by the presenter to the group – **Now what? Max 2 min**
- Repeat for each participant in the group. (approximately 12 minutes per person)

Assumptions

- There is trust among the members of the group
- They speak with an open mind on the case.
- They keep the focus on the presenter's issue, not on own stories or priorities
- They make sure the presenter gets useful feedback

Look at these two pictures: garden-field



Small scale, individual learning small scaled groups, diverse subjects, many focuses, colorful, personal truth



Large scale, one subject, one focus, uniform, academic truth

Keeping in mind the previous discussion, think about the following questions

- **How** were the activities aimed at my individual needs?
- **How** did I feel/the role of the individual in the group?
- **How** could I use my personal experience in the learning of the group?
- **Give one example** of what you have learnt here that can be usable in your daily practice
 - ...

Thank you!

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