

QUICK TIPS ON EFFECTIVELY WORKING WITH “RESISTERS” WHEN USING PROTOCOLS

Use an audible timer with a bell ... and let it ring

When beginning to work with NSRF protocols, we often think that if we watch the timer count down and then turn it off before it rings, that our voice will be less intrusive to those speaking. The opposite is actually true: if you, as coach, interrupt someone speaking, it’s seen as “personal,” but if the timer’s bell or chime interrupts, that’s just part of the protocol.

If the person speaking doesn’t stop upon hearing the bell ...

Say, “I really value your time, and don’t want to take more of it than this protocol demands. Let’s continue with the next step now. We can always talk more after the meeting is over.” (Thanks to Abigail Newport, new CFG Coach in Connecticut, for the phrasing!)

SHARE YOUR SHORT TIPS WITH US SO WE CAN PASS THEM ALONG!

Please email them to luci@nsrfharmony.org so we can share them with everyone!

NSRF protocols used in diversity training for Leadership Lancaster

Tony Hernandez, CFG coach in Lancaster, Pennsylvania, uses NSRF protocols in the classroom and also within a leadership development program in his city

For the last three years I’ve been involved in diversity work both within my classroom at Lancaster Country Day School (LCDS) as a Pre-K and Second Grade Teacher and as a community leader in Lancaster, PA. During my time as a Pre-K Teacher at LCDS, most of my diversity work involved sharing my personal story with my Pre-K students and building a cohesive classroom community by acknowledging our similarities and differences. Since February, I was asked to take over a Second Grade classroom which presented a new opportunity for both personal and professional growth. Creating ground rules



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and bonding together through Connections were very instrumental in establishing a new relationship between myself and the students to end the year on a positive note. I also have been advising the Upper School’s Student Diversity Council.

Since attending CFG training last summer, I have integrated community building protocols such as Forming

Ground Rules  and Connections  in my work with second grade students. I hope to continue refining my practice in using protocols particularly in the area of teacher practice by getting better at looking at assessments and student work to guide and inform the way I deliver instruction.

I’ve also begun to use NSRF protocols as a diversity practitioner within a citywide leadership development program called Leadership Lancaster (LL). The LL Core Class is one of the programs offered which brings a cohort of diverse adult learners together challenging them to become more active volunteers and leaders to address local community needs. Participants work together for nine months to learn more about the city and how, as developing leaders, they may increase their abilities to impact it positively. I was so moved by my participation in the 2013 LL Core Class that I accepted when I was asked to join the LL board. Working with the executive director and program director, I realized I could incorporate NSRF protocols within the Core Class Curriculum with success.

This past October I had the opportunity to blend my passion for diversity work and facilitation together when Deb Rohrer, the Executive Director for Leadership Lancaster, and her partner Kate Zimmerman asked me to lead participants in a session on Understanding Differences. The objective of this day long session was for LL Core Class

participants to demonstrate the importance of diversity by understanding and appreciating differences through mutual respect. The skills that needed to be incorporated throughout the day were:

1. Inclusion: having an understanding and openness to similarities and differences.
2. Consensus Building: creating “win-win” situations that ensure all have been listened to and honored for their expertise, experiences and feelings.
3. Conflict Mediation and Resolution: being open to and improving dialogue to help reach an agreement.

With this information in hand, my co-facilitators Shayna Watson, Angelique Arroyo and I got together to begin drafting and creating a possible framework for the day. While each of us had experience facilitating, our backgrounds made us approach facilitating quite differently. Shayna is an Executive Officer with NAACP Lancaster Chapter and a Chaplain Associate at Penn State Hershey Medical Center and Angelique is a personal life coach and

the growth and development of participants because of its placement during the nine month program. “Understanding Differences” is the third session in Leadership Lancaster after the Opening Retreat and County Tour. Up to this point, participants have only had congenial interactions with each other. After listening to Kate’s suggestions we knew it would be important to provide a safe space for identity development.

These were the focus points we developed:

- We devoted time for participants to share their hopes and concerns for the day.
- We worked together creating group norms and agreements. We adapted NSRF’s Forming Ground Rules  activity for this.
- We relied on the Zones of Comfort, Risk and Danger   to set up the day and to consider accommodations and issues we would need to address.
- We built in moments of silence and check-ins for participants.
 - Each of us led portions of the day we felt most comfortable with and highlighted our backgrounds in diversity work.

I asked Deb, LL’s Executive Director, to add to this article. Here’s her perspective:

Understanding Differences holds a very important place in the curriculum of Leadership Lancaster’s Core program. It is held in the beginning of the year so that participants are provided an opportunity to share their stories as well as be exposed to different perspectives. It gives the cohort an opportunity to build trust among the group.

In past years, Leadership Lancaster has, I believe, fallen short of this goal. Often we are hesitant to put individuals in uncomfortable situations. We walk a fine line between providing a safe environment in which to share our experiences and pushing individuals out of their comfort zones. As leaders, we need to recognize that stepping outside ourselves and seeking to truly understand others and honoring their experiences is part of leadership. It is perhaps the most important attribute a leader must demonstrate to be fully aware of the impact they have on others.

With the implementation of this year’s curriculum



Barriers or Bridges Activity

a Racial Justice Facilitator for the YWCA. With my experience in preschool and elementary classrooms, we made quite the trio! But, as so many of us have found attending Open Trainings for New CFG Coaches, the differences in perspective turn out to be much more fruitful than one might expect!

Once we formulated a plan, we took it to Kate, LL’s Program Director. She was able to give us pertinent feedback and also provide us with logistical details that we would need to keep in mind as we fine-tuned our workshop. Kate really stressed that this day is vital to

PROTOCOLS IN THE CLASSROOM

I'm excited to use Text Rendering   with my senior English classes as they compose their college-application essays. This protocol will allow students a safe framework for receiving feedback, as their classmates won't make direct value judgments or critiques of the essays. Rather, readers will highlight what resonated for them in each essay, in effect giving writers a realistic sense of the image of them the admissions committees will likely draw from their reading.

*~ Laura Johnson,
new CFG Coach in Utah*

Click on the [O] or [M] icon above to download the protocol. Please email your own tips to luci@nsrfharmony.org for future issues.

provided by Tony Hernandez and his co-facilitators, I believe that we are giant leaps closer to meeting the goals and outcomes we desire with this session. The session evaluations reflected that 87% of the participants felt the session and its contents were very effective or effective and their knowledge of the topic increased.

One participant appreciated Tony's ability as a facilitator to personally relate to the topic. When asked for additional comments about the session, this participant said, "Respect and honor over charity – it is better to stand in solidarity with, not over others. I really appreciated hearing Antonio's story. He was a vulnerable leader in action."

Another participant appreciated the authentic facilitation style, stating, "This was a great session, and I'm surprised it was the first time presented by these facilitators in this format. They were genuine in their approach, and I think that increased everyone's comfort level in terms of sharing openly. Amazing what you can learn about an individual when you listen to them!"

As we look to planning the 2015 session of Understanding Differences, Leadership Lancaster has a great foundation on which to build because of the style of facilitation used last year.

(Back to Tony:)

This experience came from a collective effort and I have gained so much from the people who have helped me in my endeavor for continued growth and development. First, to NSRF National Facilitator Ursina Hastings-Heinz



and NSRF intern Jim McKean for a dynamic CFG New Coaches Open Training. To Kate Zimmerman and Deb Rohrer for their support and encouragement. Finally, to my co-facilitators, Shayna Watson and Angelique Arroyo, for the beauty of our synergy together. 🍃

ENLIGHTENMENT AT THE HEART OF WHAT WE DO



In early 2014, the logo for the National School Reform Faculty underwent a redesign to make it more contemporary and useful at small scale. The leaf in the NSRF logo is now more stylized, but the original was based on an actual, heart-shaped leaf from a Bodhi tree.

"Bodhi" is both a Sanskrit (ancient Indian language) and Pali (Ancient

Thai language) word that translates as "enlightenment" or, more accurately, "awakened."

It is our hope that by working under the shade and structure of NSRF protocols and activities, we all achieve greater wisdom and clarity that we can share with other learners of all ages.