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# Invisible Hands: Building the Culture

“What matters is that we develop the culture; and then develop the trust to let the culture do much of the teaching for us.” (Eric Liu, *Guiding Lights*, p. 169)



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“What teacher leaders talk about with their colleagues matters. But *how* they talk—so teachers listen—can matter even more.”

(Lipton and Wellman, *Educational Leadership*, September 2007)

Susan Kardos, Susan Moore Johnson, *et al.*: *Harvard Project on the Next Generation of Teachers*

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- Veteran-oriented professional culture
  - Experienced, well-established practice
  - Isolated
  - Undifferentiated roles
- Novice-oriented professional culture
  - Start-up or low-performing school
  - High energy, limited experience
- Integrated professional culture
  - Sustained support/exchange across experience levels
  - New teachers recognized as novices, differentiated

# “How to Talk So Teachers Listen”

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- Read Lipton/Wellman article. Highlight something that connects the quality of teacher conversations to school culture.
- Discuss at table group: How do these practices support and create integrated professional culture? What pitfalls can these practices prevent?

# Practice the Strategies

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- On your own, identify a dilemma you wish to explore further.
- In pairs, use each other's dilemmas to practice the consulting strategies:
  - Partner A presents the dilemma.
  - Partner B consults, using one of the 8 strategies.
  - Then switch chairs and roles.

# Debrief at the Table

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- How does it feel to use the language of the eight strategies?
- What insights can you share about using the strategies?

# Journal Write

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- On your own, write to consolidate your thinking about the eight consulting strategies. As you return to your workplace, which strategy will you put into practice? How might it help to support your professional growth plan?