

Reflection Form

Meeting Facilitation Video

I believe I displayed a variety of communicative strengths in the video. One strength I displayed was my ability to engage a wide range of voices in the conversation. I did this by clearly articulating the decision making process we would follow, which specifically laid out times to brainstorm, clarify, and advocate so that voices could be heard at various points in the process. I also purposely waited for members to speak. After a few people offered their ideas during the brainstorming, more and more people spoke up. Additionally, I encouraged them to ‘dream big’ and not feel constrained by district goals. This helped to open up possibilities that may have otherwise stayed unspoken and allowed for many voices, ideas and opinions to be heard. I know this is true not only from previous experiences as a learner and facilitator, but also from the feedback I received from the Director of Elementary Education, as she was a part of this meeting and watched me facilitate.

A second strength I displayed was my ability to use my voice and body posture to project confidence. I spoke clearly and projected my voice so everyone could hear and kept a calm, relaxing, inviting, and at times, humorous, tone. This helped to keep the group at ease and to keep the atmosphere focused and relaxing. Also, I consciously kept my body posture tall and when I gestured with my hands, which I do a lot, I tried to keep my palms facing up. This technique helps to convey openness to discussion, as opposed to palms down, which does not. This use of body posture and tone was brought to my attention from previous leadership academies in which I had participated. I know that my tone and body posture made a difference for a variety of teachers in the meeting. I teacher, in particular, admitted that she was not looking forward to attending this meeting, but that when I started speaking and leading, she was placed

immediately at ease. She remarked that my confidence in front of the group inspired her become a lead teacher again the following year. She is looking forward to developing her leadership skills with my help.

One way I could have conducted the meeting facilitation better that would have improved my communication during the meeting would to have had a chart listing the steps of the decision making protocol visible for everyone to see. If I had this, I could have referred to it as we moved through the protocol so the group would know where we were in the process. I could also have prepared a handout with the steps listed and a brief description of the rationale/purpose for each step. This improvement would have allowed me to spend a bit less time at the beginning of the decision making progress explaining it, and may have moved the meeting along a little more quickly. It would also have allowed all group members to see where we were in the decision making process and helped to ensure that all voices were heard and nobody was left out.

I believe that both of my goals for the meeting were achieved. The information I gathered to help guide the professional development of the Literacy Lead Team was incredibly useful and insightful. After everyone voted, the group determined that curriculum mapping was a very strong priority. They also decided that they wanted to spend time preparing presentations for the teachers at their sites so they could develop their own leadership skills and to help teach their colleagues new strategies and techniques to enhance literacy instruction. Also, I was able to achieve my goal of smiling more when I presented to help project confidence. I know I met this goal based on the feedback that I received from numerous team members present at the meeting. I also was able to see this when I watched the recording myself. My principal also remarked on my ability to use my voice and smile to help keep the mood of the meeting focused and calm.