#CPDConnectUp: Leading for effective communication during hybrid teaching:
Bridging the gap between in-person and online teamwork, **20th January 2021**

Slides

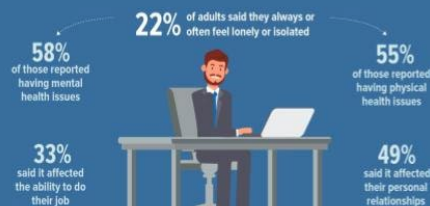# Leading for effective communication

> Empathy is a skill, like any other human skill. If you get a chance to practice, you can get better at it.
>
> ~ Professor Simon Baron Cohen

Concerns?

SOCIAL ISOLATION AND ITS CONSEQUENCES

22% of adults said they always or often feel lonely or isolated

58% of those reported having mental health issues

55% of those reported having physical health issues

33% said it affected the ability to do their job

49% said it affected their personal relationships

Source: Kaiser Family Foundation/The Economist, Survey on Loneliness and Social Isolation in the United States, the United Kingdom and Japan (2018)

What can we do?

Pity: I acknowledge your suffering.

Sympathy: I care about your suffering.

Empathy: I feel your suffering.

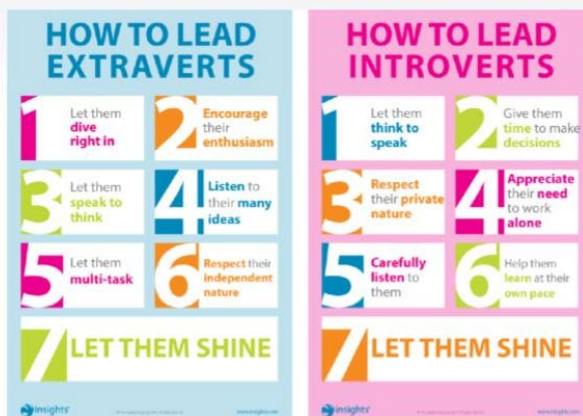**Compassion:** I want to relieve your suffering.

Engagement →

The Six Traits of Inclusive Leadership

The Inclusive Leader Continuum

1. **UNAWARE** — Thinks diversity is compliance-related and tolerates it
2. **AWARE** — Know that you have a role to play and educate yourself
3. **ACTIVE** — Shifting priorities and using voice to take meaningful action
4. **ADVOCATE** — Proactively confronting discrimination on a systematic level

The Six Signature Traits of an Inclusive Leader

- **COGNIZANCE** — Because bias is a leader's Achilles' heel
- **CURIOSITY** — Because different ideas and experiences enable growth
- **CULTURAL INTELLIGENCE** — Because not everyone sees the world through the same cultural frame
- **COLLABORATION** — Because a diverse-thinking team is greater than the sum of its parts
- **COMMITMENT** — Because staying the course is hard
- **COURAGE** — Because talking about imperfections involves personal risk-taking

Inclusive leadership begins with awareness followed by action and change.

CAMBER OUTDOORS

Understanding introverts and extraverts

MalCPD

HOW TO LEAD EXTRAVERTS

1. Let them **dive right in**
2. **Encourage** their **enthusiasm**
3. Let them **speak to think**
4. **Listen** to their **many ideas**
5. Let them **multi-task**
6. **Respect** their **independent nature**
7. **LET THEM SHINE**

HOW TO LEAD INTROVERTS

1. Let them **think to speak**
2. Give them **time to make decisions**
3. **Respect** their **private nature**
4. **Appreciate** their **need to work alone**
5. **Carefully listen** to them
6. Help them **learn at their own pace**
7. **LET THEM SHINE**

insights

How do different people respond to stress?

MalCPD

BODY
- Headaches
- Frequent infections
- Muscular tension
- Fatigue
- Skin irritations
- Breathlessness

MIND
- Worrying
- Muddled thinking
- Inability to concentrate
- Nightmares
- Indecisions
- Negativity
- Hasty decisions

STRESS

EMOTIONS
- Loss of confidence
- More fussy
- Irritability
- Depression
- Anger
- Anxiousness
- Apprehension

BEHAVIOUR
- Accident prone
- Over- / under-eating
- Loss of sex drive
- Drinking more
- Sleeplessness
- Restlessness
- Smoking more

How do people cope with change?

MalCPD

- How do people cope with change and are you making sure you are acting in the best way possible for each individual? Kubler-Ross' model is a good way to think about this:
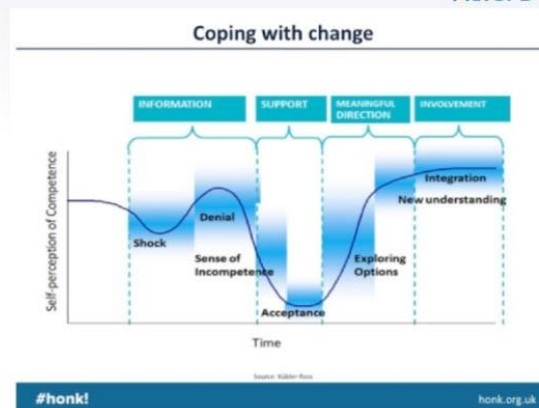
Inclusive Leadership- TIPS

MalCPD

- Agenda in advance
- Brainstorm sessions only good if everyone has topic in advance
- **Use technology like Mentimeter**
- Slack for discussions, update on projects
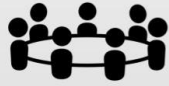- Teams can carry on chat after the meeting

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Empathetic Leadership- TIPS

MalCPD

- Zoom Lunches
- Benches outside (staff only)
- See attached resources

THREE MODES

TEACHER DEVELOPMENT TRUST

In-person
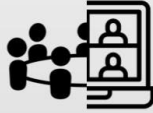
Hybrid

Online

ISSUES ARE AMPLIFIED ONLINE

TEACHER DEVELOPMENT TRUST

- *Distraction & mind-wandering*
- *Disengagement & Boredom*
- *Irrelevance*
- *Fatigue*

NEW TOOLS

TEACHER DEVELOPMENT TRUST

Shared Documents

Surveys

Breakout Rooms

Can be pre-tasks
(estimate timings where possible)

ASYNCHRONOUS 'MEETINGS'

TEACHER DEVELOPMENT TRUST

Shared
Documents

Recorded
inputs

Supplement
with one-to-ones

EFFICIENT USE OF TIME

TEACHER DEVELOPMENT TRUST

- *Shorter meetings*
- *Pre-reading & pre-discussion:*
  - *Simple summaries*
  - *Chance to comment (or prepare comments)*
  - *One-to-ones & survey summaries*
- *Follow-up reading & commenting*
- *Record meetings... but written notes can be even better*
- *Breaks*
- *Avoid non-shared issues ☐ use asynchronous*
- *Avoid meeting creep – find time for no meetings*

BEWARE MESSAGING

TEACHER DEVELOPMENT TRUST

- *Watercooler ☐ forced to be there all the time*
- *Mixed importance – everything from urgent operational to social ☐ everyone has to watch everything*
- *Attention stealer, stops deep concentration*
- *Doesn't work for part-time*
- *Confusions about work-life boundaries*

PICK THE RIGHT MODE

	Keyboard	Phone	Video
Verbal	✔	✔	✔
Paraverbal		✔	✔
Nonverbal			✔

DISCUSSION Qs

1. How can we apply these ideas now?
2. How can we apply and sustain these ideas for the future?

COMING UP

Register: tdtrust.org/cpdconnectup

Tuesday 26th January, 4.30pm-5.30pm (UK time)
Leading for morale and resilience: Maintaining team and individual wellbeing:
Maintaining team and individual wellbeing

Sinéad Mc Brearty
CEO
Education Support UK

Ben Parnell
Regional Director
Greenshaw Learning Trust

#CPDConnectUP Free Video Conferences
Connect with other CPD professionals, leaders and enthusiasts during these unusual times
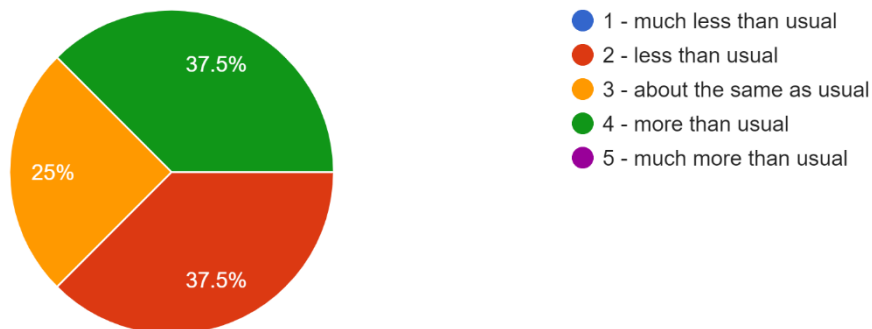
COMING UP

COMING UP

Key thoughts from the Survey

Meetings at the moment in your school
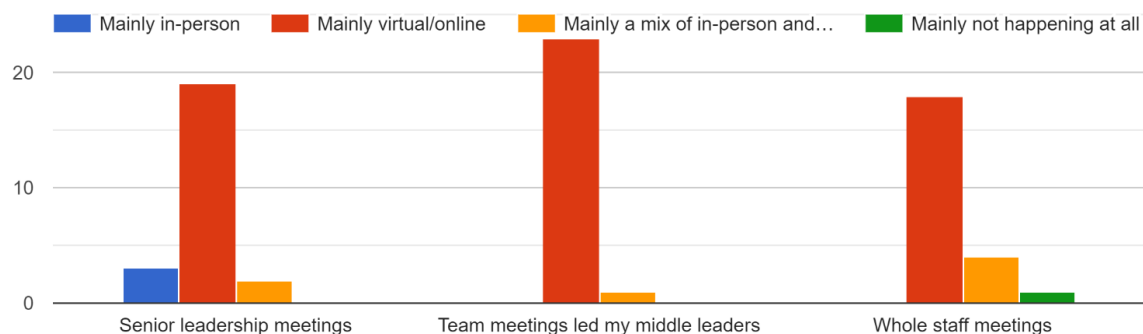
How effective is team communication at the moment?

24 responses

- 1 - much less than usual
- 2 - less than usual
- 3 - about the same as usual
- 4 - more than usual
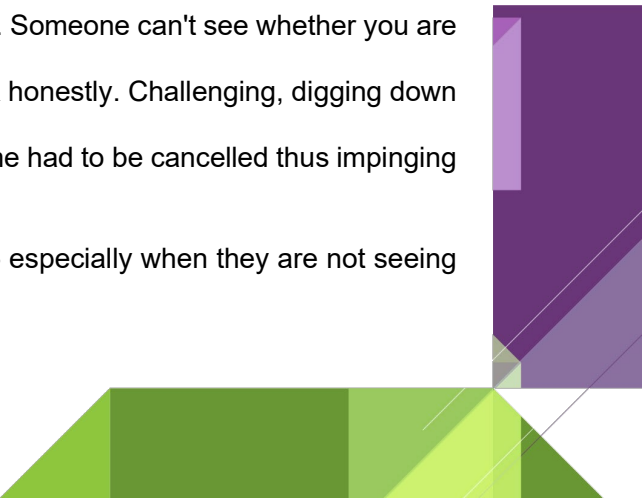- 5 - much more than usual

37.5%
25%
37.5%

What insights and learning can you share about effective staff communication during remote schooling and lockdown?

- You make a plan to meet more regularly because you can do a quick Teams chat.
- Make sure that all colleagues are counted in the communications. Set up a whole school (cleaners/kitchen/office etc) email to distribute to all. Make a point at least once a week to talk to everyone and thank them.
- There are opportunities to model teaching, e.g. using Google Classroom for CPD... both asynchronous (so better accessible) and demonstrating effective use.
- The use of shared documents where everyone can add to it live,
- Make the agenda clear. If working from home, it is very difficult to not feel resentful when last minute meetings are planned in. One meeting (last week) I was notified 30 minutes prior to a meeting beginning. This was our usual meeting time, but I would prefer to have the notice beforehand so that I am able to plan my time better.
- Patience and showing grace resolves miscommunication issues. Better talk than chat. Respecting everyone's opinion is a must.
- Seize any moments you get!
- Exactly as you said, channels getting muddled (e.g. Whatsapp work vs personal).
- Designated times for meetings so that people can't get double booked, but also with the understanding that a meeting is to take place only if needed.
- Only communicating with staff who need to be directly involved.
- Make sure meetings are not full hours so people have breaks. Consider the most effective type of communication for what you wish to communicate about.
- Set clear channels of communication, possibly one.
- Fatigue, hard to read the room.
- To make sure everyone is involved, sometimes people are included who shouldn't be. But I guess we will get used to this with time.
- Making participants active and not passengers in meetings-asking for responses throughout.
- More regular shorter meetings with specific focus.

- Sharing information in more ways than usual e.g. noticeboard, text and email for important information. Giving information more in advance if possible.
- Meetings shorter and more efficient. Have just introduced Wellbeing Wednesday for staff to establish a weekly wellbeing idea.
- As with verbal face to face meetings, people can veer off the key agenda - really annoying and time wasting. However, a ban on emails at the weekend is brilliant - with only those who need to know being copied in, so a huge reduction of irrelevant info.
- Communication tree - we have a large staff so this way everybody gets a weekly check in (at least).
- Some components have been streamlined by applications and things that I think will be kept after we switch back to "normal" mode - Teams, briefings remotely rather than in the Common Room etc., and asynchronous training approaches (e.g. CPD with pre-prepared videos etc.).
- We have switched to a "bulletin" style information delivery for SL to ML, for example - once per week comms streamlining.
- In terms of management, we seem to be able to function relatively effectively even in that virtual world. However, in the sense of "community" - the thing that builds discretionary effort, makes you feel familiar and personal - these things are lost. When working on SDP etc, a very short meeting then splitting off into much smaller teams to allow for easier discussion.

What challenges and worries do you have?

- Engagement, reading people.
- Ensuring that everyone has understood the key points/messages.
- How to induct new members of staff who joined during lockdown in the virtual environment.
- People who can't use tech (like Teams chat) and important info gets lost!.
- When we move to a wider reopening- some staff are shielding. I Like the hybrid meeting idea with in school staff having laptops.
- Balance with communication with staff and parents.
- Ensuring while staff are feeling part of something bigger - especially when they are not seeing people beyond their own teams.
- Rules of engagement in meetings - some people more likely to take over microphone and hard to get a word in.
- important messages getting lost.
- Staff isolation/parent isolation/wellbeing.
- Missing the social capital of face-to-face interaction. Also, every communication takes a lot more effort - we don't get the incidental chats from working in the building.
- Overwhelm, inability to engage in deep thinking / creativity.
- Inclusion, and distraction of people/staff who are not privileged as others.
- I very recently left my school WhatsApp group because it was massively blurring the school life balance and feel it is difficult to know what is now.
- Keeping everyone informed, transparency important with some decisions. Workload and keeping on Toomey of communication.
- Using Teams and it working properly - me knowing how to use it effectively. At home there are often glitches and no-one actually there to assist!
- Opportunity to "drop in" is harder when there's a calendar. Someone can't see whether you are "okay" or if this is a good time... the personal is tricky!
- Recording of meetings - people forget or they don't speak honestly. Challenging, digging down for real scrutiny e.g. at governors meetings.
- Shortage of staff due to the pandemic that non-contact time had to be cancelled thus impinging on the possibility of staff meeting.
- Lack of communication from staff.
- Ensuring while staff are feeling part of something bigger - especially when they are not seeing people beyond their own teams.

Chat Log

00:35:01 **David Weston**: https://www.mentimeter.com/

00:53:40 **Mal Krishnasamy**: School WhatsApp groups do not help work-life balance.

00:59:58 **Richard Holme**: The point about social media for works coms is problematic. I think we should avoid if possible.

01:00:25 **David Preece**: I also think it's inclusive.

01:00:48 **David Preece**: when you've got a blend of people in different places... it's the only way you can get everyone engaged fairly.

01:12:44 **Zack Bassman**: This is going to be a marathon, not a sprint — pace yourself!

01:13:12 **Julie Rimmer**: Different methods of communication for different stakeholders

01:13:14 **Karen Riding**: weekly staff briefing for all staff-teaching, leaders and support staff. Sharing key messages, purpose and community updates

01:13:45 **David Preece**: Key issue: difference between management (and getting things done, technical and standard communication) versus the leadership & community elements. You can't drop by, drop in, have a chat in random - everything is challenging by the calendar on outlook/teams, and the status symbol, rather than being able to read the person's mood/temperature & how that works in availability.

01:13:52 **Bushra Anis Naqvi**: keeping everyone on board and informed is indeed a challenge but the intensity has reduced to 50 percent less than it was in March 2020

01:14:13 **Nathan Jenkins**: Opportunities with pre-reading - building the trust that the reading will be done and that, in return the meeting will be better

01:16:11 **David Preece**: We've tried a virtual crossword club :) Shared visualiser, chatter and conversation, and work our way through a book of crosswords together. We had a little club in the staffroom - they've translated online :)

01:16:33 **Mal Krishnasamy**: That's really cool!

01:17:11 **David Preece**: Love Julie's point here - really important that the technology doesn't drive the outcome... just because Teams means you *can* do something doesn't mean that you *should*! We have to remember and come back to purpose, all the time :)

01:17:37 **David Preece**: I think whole staff CPD - everyone in the hall - that's gone.

01:17:50 **David Preece**: I think the ideas of going to a posh day out in an expensive hotel for CPD - that's gone.

01:17:59 **Julie Rimmer**: I agree David

01:19:18 **Mal Krishnasamy**: https://www.educationsupport.org.uk/

01:19:37 **Bushra Anis Naqvi**: Thank You So much

01:19:41 **David Preece**: Thanks very much Mal & David!

01:19:46 **Nathan Jenkins**: Thank you, very useful!

01:19:47 **Jennifer Davison**: Thank you, David & Mal

01:19:49 **Claire Wilkin**: Thank you

01:19:50 **Julie Rimmer**: Thanks David and Mal