Creating an iTeam
Meet Kim

Superpower: Energy!

Background: Elem Ed (3-6), urban-multicultural ed, psychology, educational equity & diversity

Year 7 at Agnes Irwin

Passions: supporting equity & inclusion in schools, shopping (w/o my children), spending time with my family
Meet Maggie

Superpower: Systems Thinking

Background: psychology & education, international education, Reggio-inspired practice, ed tech and social media

Year 1 at Agnes Irwin

Passions: Design thinking, ed tech, global travel, mindfulness, ECE, baking, color-coding, making a good playlist
Meet Julie

Superpower: Cultural Compass

Background: College and school libraries, corporate customer education and UX

Year 15 at Agnes Irwin

Passions: making useful and delicious things, mountain towns, reading...
What’s Your Superpower
And how can you use it to further innovation?
How We Work
Interactions & Supporting Tools

○ Mix of **formal** and **informal**

○ Tools make a big difference
  ◦ Slack
  ◦ Trello
  ◦ G Suite

○ Self-Defined Structures
  ◦ Weekly Reflection & Task Meetings
Tools for Keeping Track of Tasks: Trello
It’s All About Relationships!

Start by Building Trust & Openness

- Retreats
- Learning (& Struggling) Together
  - Conferences
  - School visits
  - Tools
- Leading Together
What is Distributed Leadership?
Distributed Leadership

- Creates a New Narrative
- Improvisational

Traditional

- Hierarchical
- Bottlenecks & Roadblocks to Innovation

Relationship Map
Activity
Who is on your team?
iTeam Origins
Our AIS iTTeam Journey: Confetti and Tears
Our AIS iTeam Journey: *Innovation is Messy*
1. Defining Our Roles
Job Description
AIS Innovation Directors

Responsible for leading the Lower, Middle & Upper Schools’ programmatic and instructional design toward a dynamic, creative, student--centered model, aligned with the School’s strategic vision and the teaching and learning pillar of the Center for the Advancement for Girls.
2. Constructing a Manifesto

Dream, Believe, Commit
We dream of...

a school where innovation, creativity, curiosity, and entrepreneurship are a part of everyday student-teacher interactions.
We believe...

that students and faculty should curate their own learning and be encouraged to explore pathways to personalized learning experiences for personal and professional growth.
iTeam Manifesto

We are committed to... supporting faculty members and students through coaching, co-teaching, and collaboration, and to creating and sustaining an environment of curiosity and joy in learning.
3. Creating a Success Plan

We will have been successful when...
We will have been successful when:

iTeam Success Plan

- We have provided innovation updates (fest: faculty, students) at least once a month.
- AIS leads
- We show that we have expanded opportunities for independent study.
- We have conducted a design challenge in each division.
- One teacher (TV) commits to student-led parent/teacher conferences.
- Two teachers from each division have developed a coaching relationship with an iTeam member.
- Five teachers implement a new strategy learned from a pop-up PD experience.
- We have created a menu of options for engaging in the iTeam (can be made available to faculty members - how can we help you?)
- We have been the vehicle for bringing a PLC goal to practice in the classroom.
- The Wonder Lab + the STEAM Studio are used regularly by faculty + students for both planned + spontaneous activities.
- We have plans for embracing the spirit of celebration!

#JoyBringers
Our Success Plan

Key Aspects

- **Supporting teachers** in the acquisition & implementation of new curriculum & strategies
- **Expanding opportunities** for personalized learning for students
- Operating our iWonder Lab & STEAM Studio
- Embracing the spirit of celebration #JoyBringers
Activity
What’s Your WHY?
Our AIS iTeam Journey: iTeam Adventures
...the role of a leader of innovation is not to set a vision and motivate others to follow it. It’s to create a community that is willing and able to generate new ideas.

The Work of the iTeam
The Work of the iTeam
The Work of the iTeeam
What’s in a Culture?

Culture of (Innovative) Thinking
○ Behaviors, Mindsets, and Routines

Our Strategic Plan
○ Energize Educators
○ Ignite Curiosity & Creativity

EE Ford Grant
○ Legacy through Leadership
○ Scaling Innovation & Distributing Leadership
8 Cultural Forces that Define our Classrooms

- **Opportunities**: Providing purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom.
- **Time**: Allocating time for thinking by providing time for exploring topics more in depth as well as time to formulate thoughtful responses.
- **Modeling**: Modeling of who we are as thinkers and making sure that the process of our thinking is discussed, shared, and made visible.
- **Language**: Using language of thinking that provides students with the vocabulary for describing and reflecting on thinking.
- **Environment**: Making thinking visible by displaying the process of thinking and development of ideas. Arranging the space to facilitate thoughtful interactions.
- **Interactions**: Showing a respect for and valuing of one another’s contributions of ideas and thinking in a spirit of ongoing collaborative inquiry.
- **Routines**: Scaffold students’ thinking in the moment as well as providing tools and patterns of thinking that can be used independently.
- **Expectations**: Setting an agenda for understanding and conveying clear expectations focusing on the value for thinking and learning as outcomes opposed to mere completion of tasks.
8 Cultural Forces that Define our Classrooms

- **Expectations**: Setting an agenda for understanding and conveying clear expectations. Focusing on the value for thinking and learning as a skill as opposed to mere completion of tasks.

- **Opportunities**: Providing purposeful activities that require students to engage in thinking and the development of understanding as part of their ongoing experience of the classroom.

- **Time**: Allocating time for thinking by providing time for exploring ideas more in depth as well as time to formulate thoughtful responses.

- **Modeling**: Modeling “who we are as thinkers” by showing learners that the process of thinking is visible, shared, and made visible.

- **Language**: Using language of thinking that provides students with the vocabulary for describing and reflecting on thinking.

- **Routines**: Scaffold students’ thinking in the moment as well as providing tools and patterns of thinking that can be used independently.

- **Interactions**: Showing a respect for and valuing of one another’s thinking, sharing of ideas, and the learning potential of ongoing collective inquiry.

- **Environment**: Making thinking visible by displaying the process of thinking and developing ideas. Arranging the space to facilitate the flow of ideas.

- **Project Zero**: Cultures of Thinking | pz.harvard.edu/projects/cultures-of-thinking
8 Cultural Forces that Define our Classrooms

- **EXPECTATIONS**: Setting an agenda for understanding and communicating clear expectations. Focusing on the value of thinking and learning as social processes opposed to mere completion of tasks.

- **OPPORTUNITIES**: Providing opportunities and exploratory thinking time. Enabling students to engage in thinking and developmentally oriented talk as part of their ongoing experience of the classroom.

- **ROUTINES**: Scaffolded thinking in the moment as well as promoting tools and patterns of thinking that can be used independently.

- **MODELING**: Shaping who we are as thinkers and exploring who the processes of thinking is to be, how it is shared, and how it is visible.

- **TIME**: Locating time for thinking by providing time for exploratory processes in dialectical relationships, to formulate thoughtful responses.

- **LANGUAGE**: Using language to drive thinking that provides students with the vocabulary for describing and reflecting on thinking.

- **INTERACTIONS**: Making thinking visible by displaying the process of thinking and demonstrating ideas, allowing the space to facilitate thoughtful conversations.

- **ENVIRONMENT**: Showing respect for and valuing one another’s thinking, respecting ideas and the role of ongoing collaborative inquiry.
Activity
Survey Your Culture
Visible Thinking Routine

Reflection and Wrap-Up

Connect

Extend

Challenge
Thanks!

Any questions?

Link to google slides: goo.gl/s7mbs9

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Start Building Your Team:
https://goo.gl/BT5Dqs
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