

LEARNING EXCHANGE PROTOCOL Commitments and Action Planning

Note: All protocols have multiple origins. The strength of a protocol is in the ability of facilitators or planners to adjust/revise for use in your context. <http://www.nsrharmony.org/free-resources/protocols/a-z> is a good source of multiple protocols for school, district, community and organizational use.

STEP ONE:
COMMITMENTS FOR ACTION
PRAXIS
Reflection → Responsibility for Action

The power of the learning exchange philosophy and protocols is **PRAXIS**: what we do in practice once we have had experiences and time to reflect. While all of us appreciate a time for retreat and reflection, the experience is tied to a **RESPONSIBILITY FOR ACTION**.

Paolo Freire, the Brazilian educator, said in his famous book *The Pedagogy of the Oppressed*: *It is not enough for people to come together in dialogue in order to gain knowledge of their social reality. They must act together upon their environment in order critically to reflect upon their reality and so transform it through further action and critical reflection.*

He said again in his book *The Pedagogy of Hope*: *The future of which we dream is not inexorable (inevitable). We have to make it, produce it, or it will not come in the form that we would more or less wish it to be. We have to make it...as a project, a dream, for which we struggle.*

You have had experiences to enrich yourself and the people with whom you work; you have told stories, reflected, mapped communities, and thought about what could be different for your schools and communities. In essence, you are poised to **BREATHE JOY AND JUSTICE INTO SCHOOL AND COMMUNITY LEADERSHIP**. Now it is time to reflect and make decisions about action. Again we invoke the power of the narrative to frame what you as an individual and then with your team decide to do: to incorporate the LLE pedagogies in your organization as a way of achieving

STEP TWO:
MAPPING YOUR WAY FORWARD:
SHARED COMMITMENTS, TEAM PLANNING and POSTER

Teams now have the responsibility of making decisions about how the LLE experience, learning, and reflection informs how they as a team or organization engage in their work once they return to their schools and communities.

DISCUSSION

Appoint a notetaker and facilitator so that you document all of your thinking. As a group, discuss these guiding questions:

1. Share your narrative and commitments. Based on the narratives of current understanding and commitments, what are the key ideas you want to share with your team?
2. How did the LLE pedagogies support your reflection and learning?
3. What ideas do you have (large and small) about transforming your organizational reality?
4. Who are critical players (who are not present now) in your change efforts? How will you involve them?
5. How will you do this – what are your action plan steps?

POSTER

After discussion, prepare a poster that offers a diagram, drawing or flow chart of what influenced your reflection and what you intend to do and how you intend to do it (what protocols might you use).

- Decide on a clear outcome or question that guides your action plan
- Decide on protocols that might support your actions
- Include a section in your poster of the kinds of internal and external supports you will need to carry out your action plan and how you will engage those supports.

**STEP THREE:
EQUITY-CENTERED TUNING PROTOCOL**

Acting as a critical (vital or important) friend, your team will meet with another team to engage in a tuning protocol to see how your plan holds up and what you can do to rethink it now before you begin.

See website for Equity-Centered Tuning Protocol

**STEP FOUR:
REFLECTIONS on COMMENTS and RECOMMITMENTS**

REFLECT ON TUNING FEEDBACK: Back in your home team, discuss all suggestions and questions. What is most helpful to your process? Revise your plan based on input from critical friends.

HOME TEAM RE-COMMITMENT STATEMENTS

NOTETAKER SHOULD MAKE NOTES AND SEND TO ALL TEAM MEMBERS. Make a list of specific commitments from each team member and decide on how you will “hold” each other to those commitments. You will share this with your faculty coach and talk once you get home.