

12:02:31 From Heather Oxman : Mary, you are awesome. Tech perfection  
12:04:36 From Mary : aw, thanks!  
12:05:37 From Jeannette Raymond to All Panelists : Training, coaching and technical assistance around community engagement and health equity  
12:05:37 From Heather Oxman : informal as board member mentor to others  
12:05:38 From neeraj to All Panelists : was formerly teaching, now learning in philanthropy.  
12:05:45 From lucillechrisman : I am a coach and consultant.  
12:05:49 From Chris : always a learner. have been higher ed teacher. now an informal leader-teacher in orgs.  
12:05:52 From annkirbymcgill : Learner, always. Coach, mostly. Space provider, emerging.  
12:05:56 From M to All Panelists : Teach informally  
12:06:03 From Eunice : I am a learner. I do training and particularly on collaboration.  
12:06:05 From Christine Capra : I do a lot of informal teaching, and I have a TON to learn about teaching.  
12:06:05 From Freya to All Panelists : I am the Director of Strategy & Learning at a foundation that is moving into supporting systems change  
12:06:06 From brenda : I teach/coach all day long with my patients in family practice. I formally teach other physicians – how to teach (faculty development), and develop curriculum for this. I also teach doctors in training.  
12:06:13 From Jodi braun : I'm starting a healthcare consultant business in post-acute. I foresee applying learning to my practice.  
12:06:16 From thandie to All Panelists : I'm involved in more informal teaching and coaching and I'm always learning from the people I'm informally teaching and coaching.  
12:06:16 From katewebster : A recovering “one who needs to know” who also helps others learn formally and informally and is trying to keep learning... especially about learning and leadership  
12:06:26 From Webinars : Formal development of collaborative learning sessions and workshops.  
12:06:56 From Tonya to All Panelists : I am here as a teacher and a learner. Currently, I teach 6th grade LA, and I learn through many sources, one of which is North Star Writing Project.  
12:07:06 From Deborah.edwards : I oversee the learning and wanting to help others explore non-traditional learning and to challenge their own patterns. I want me and my team to demonstrate what we are asking others to do.  
12:08:27 From Janice Fingler : solopreneur/learner looking to blend coaching/training to help build the project leader's (mining industry) capacity to make better decisions in uncertainty. Here to learn better approaches to facilitate that !  
12:08:41 From Liz Coenen : Teacher and learner in formal and informal roles, most often within collective and cross-sector spaces.  
12:08:42 From Jeannette Raymond to All Panelists : People want the

comfort of answers.

12:11:28 From Jennifer Jones-Patulli to All Panelists : no questions on FB

12:12:24 From katewebster : Myth 2 is EXACTLY what I have been struggling with in last week...unbeknownst to me until now! Thanks for a lens, yet again, that I can use to adapt

12:12:26 From thandie to All Panelists : It sounds like we need to practice forward thinking as we prepare to teach others....anticipating questions, concerns, etc.

12:12:43 From Stephen Bosacker to All Panelists : Consult small schools to improve many aspects of the school systems and staff abilities.

12:13:46 From katewebster : Challenging to balance larger scale "training programs" which must be standardized and consistent over time, with a design that allows for adaptability..

12:14:37 From thandie to All Panelists : This is a workable approach. It makes perfect sense.

12:14:58 From Eunice : My lesson plan has lots of space where I can write down where we are and where I might go..

12:15:05 From Stephen Bosacker to All Panelists : Challenge of federal and state requirements for student performance (learning) with realities of students, community contexts and approach of school mission.

12:15:09 From brenda : Myth 2 - Since there is the collection of tensions that may not be visible, is it possible that there are some key bits of learning that are needed in order to learn the next thing? The adaptive teaching may be just the need to adapt to the learner's previous experience/skills/behaviours/attitudes and find the zone of proximal learning, rather than that sequential learning is a myth?

12:15:50 From Janice Fingler : industry obsession with "proof" as certification - without considering when and where it matters.

12:16:59 From Marietjie De Villiers to All Panelists : this myth of mastery is not the goal, but confidence is, is perfect for golfers!

12:17:14 From Heather Oxman : as a board member volunteer, it really is true that readiness of the "learners" or members really does matter. As a sometimes impatient goal oriented person, getting things done is not possible until all questions are attended to, trust is built and confidence in the possible future takes time

12:17:34 From Stephen Bosacker to All Panelists : What about colleagues' skills and orientation to communicate, collaborate, learn and adjust together?

12:17:49 From Eunice : Confidence breeds courage ... to explore and innovate

12:17:59 From katewebster : Eunice... nice

12:18:02 From Janice Fingler : Confidence rather than mastery ! I like that. Becoming confident in both certainty and uncertainty.

12:18:21 From Jennifer Jones-Patulli : Beautiful!

12:18:38 From Jennifer Jones-Patulli : Thanks Glenda!

12:18:51 From katewebster : I love the quote that a hero is now braver than anyone else... they are jut brave 5 minutes longer... those 5 minutes

take confidence to hang in there!

12:18:59 From brenda : If a person has confidence they can do what they need to do, but actually don't have the skills/behaviours/attitudes to do the thing, then that could be a problem. Confidence is needed. Is it sufficient? (ie - what if someone is unconsciously incompetent?)

12:19:05 From katewebster : \*no braver, not now braver

12:19:07 From annkirbymcgill : Confidence is a great gift to others. If you know what you can be relied upon to bring to solving the problem, others will understand that, rather than worry about whether or not what you can bring will be available.

12:19:30 From Eunice : I like what Senge says about Theory - the "theater" where we can play - with roles we are confident to play.

12:20:00 From Janice Fingler : haha Myth 4 resonates as I have shadow laughter around my own pattern of retreat into pursuit of knowledge when things become uncertain !

12:20:06 From annkirbymcgill : Thanks for pointing to this Senge idea, Eunice.

12:20:37 From annkirbymcgill : Haha, Jani. That's the underbelly of my "Input" strength.

12:20:50 From katewebster : Janice...me too

12:20:52 From Eunice : Teaching seems to be a "planned improv" as well.

12:21:35 From Stephen Bosacker to All Panelists : So taking risks is necessary to learn and shift thinking!

12:21:45 From brenda : To me this is about relevance. The teaching and learning needs to be about what the learner needs and wants. I am not sure however about what comes 'first'. the timing issue seems a bit of a false dichotomy.

12:21:56 From Tonya to All Panelists : Yes, improv is a good analogy. I love the freedom of student-led discovery which is different.

12:22:05 From Jennifer Jones-Patulli to All Panelists : no questions on fb

12:22:59 From FITUC01 to All Panelists : Kolb suggest you need to experience the content first, then reflect upon it, then act on the reflection and then you can generalize the learning. While his model may be closed, it does suggest practice comes first and there is no word regarding theory. Huh... This is an experiential model. Dynamical? Barb Tuckner

12:23:21 From thandie to All Panelists : This method mirrors the way I choose to learn in my personal and professional life. It sometimes contrasts what others expect from me as I attempt to teach others at work. I enjoy surprising people with your approach because people love aha moments.

12:25:12 From Jeannette Raymond to All Panelists : Can glenda give an example of the response to the question?

12:25:44 From Eunice : sometimes it takes time to discern the patterns that will help us respond to questions and needs.

12:26:21 From brenda : Bring on the deep learning ecology!

12:26:50 From Janice Fingler : interesting comment brenda, re: timing. I think about fighter pilots, who can learn, operate and respond in very short, "compressed" time. OODA loop ?

12:27:00 From katewebster : Eunice... agreed... I often don't see the patterns as they emerge, but when I am sitting with a cup of tea after the sessions!

12:28:49 From Eunice : Kate, we need to schedule more coffee breaks.

12:28:49 From Mary : ha - you all just saw me grappling with patterns I could see and wondering whether to offer more info to Glenda or to move ahead - which choice would help the tension?!

12:29:00 From Freya to All Panelists : This sounds very similar to the Montessori method - setting the conditions for learning, teachers as guides in a prepared environment (speaking as a Montessori parent, not a practitioner)

12:29:17 From John Murray : Good example Mary :)

12:29:28 From John Murray : You're doing well!

12:31:19 From Eunice : Mary, sometimes, just do it and be ready to retract. :-)

12:31:57 From Mary : ;)

12:33:16 From Mary : Eunice, that sounds like "Confidence rather than mastery"!

12:33:45 From Eunice : It could be, thanks Mary.

12:35:31 From Jennifer Jones-Patulli to All Panelists : no questions on fb

12:35:54 From Eunice : I also find it helpful and useful to follow where the energy has come to a center,.. focus helps me go back to the larger landscape where we are aiming to learn.

12:36:09 From Janice Fingler : Those examples of learning focus in various situations make me wonder - how effective are boards of directors in operating as DLE's, when they need to be ?

12:36:54 From Mary : DLE is ?

12:36:57 From John Murray : Good Question

12:37:00 From John Murray : Deep Learning Ecology?

12:37:21 From Eunice : Could that be that we learn the "scale" as in music and then learn to write a sonata, a symphony later as the pattern emerge?

12:37:38 From John Murray : the HSD Institute has a good resource on Generative Boards - which I think touches on a lot of these points

12:39:44 From brenda : As a teacher, the more aware I am of the complexities of the learning focus the better able I am to facilitate learning about it. When the relevant distinctions become clear while in a teaching/learning experience, and I haven't thought of them before, I find I don't always have the capacity to adjust in the moment and leverage that new ideas for learning. What works best in this moment?

12:40:06 From Heather Oxman : As a board member for non-profits, there could also be a DLE awareness for themselves and their audiences/clients... how do boards learn to do better? by using DLE

12:40:52 From Mary to John Murray, All Panelists : do you have a link for the generative board?

12:42:09 From Elva Castaneda de Hall to All Panelists : Hello Royce and Glenda and supporting team. Warm greetings from Santa Cruz, CA. I just joined to hear your voices for a bit and in hopes I can get a chance to listen to this recording later. Thanks!

12:45:13 From Mary : Welcome, Elva!

12:46:28 From Elva Castaneda de Hall to All Panelists : Hello Mary! it is so, so nice to hear familiar voices...

12:46:45 From Eunice : Great Brenda. great consciousness of what we can respond right away, and when to wait.

12:47:32 From Eunice : Sometimes, I have my own "parking lot" for things that might become clear later.

12:48:21 From brenda : yes

12:48:28 From Eunice : That is why I love teaching/training... I am part of the exploration – not the wise one on top of the mt. I'd rather be in the market place below.

12:48:41 From atitcomb to All Panelists : Confidence as a learner

12:48:48 From Janice Fingler : It's always interesting to do co-teaching with teachers who have difference capacity wrt uncertainty. How can we set conditions together before hand ? It seems like a long road at times.

12:48:49 From katewebster : That is a great way of thinking about Edmondson's concept of psychological safety and vulnerability building credibility

12:48:55 From lucillechrisman : Teaching at the edge of our capacity is not about being an expert in it creates space for exploration.

12:49:23 From brenda : I think it is a complex cognitive task to both adapt and adjust in the moment while keeping an eye on the process that is happening the room. It's hard to do these at the same time.

12:49:29 From Jennifer Jones-Patulli to All Panelists : Amazing LVW. No questions on FB.

12:49:31 From Eunice : Janice, that is awesome. I don't facilitate alone if I can help it.

12:50:21 From Helena : Teach to learn – great to keep this in mind!

12:50:31 From brenda : Thanks for this. I am taking all that I use to think about teaching at the moment and see how it fits into this learning ecology, and to see if there are beliefs I have had that aren't represented here. It will give me an interesting task for the morning.

12:50:39 From Tonya to All Panelists : Thank you for sharing your knowledge with us today!

12:50:47 From Marietjie De Villiers to All Panelists : Thanks Royce and Glenda, very informative

12:50:48 From crusoe : Thank you to all. I arrived late but still found so much to appreciate, as always.

12:50:57 From lucillechrisman : Thank you all!

12:51:00 From atitcomb to All Panelists : Looking forward to the recording.

12:51:00 From Christine Capra : This was VERY helpful for me – so thanks for all your work!

12:51:01 From Janice Fingler : Thanks everyone !

12:51:03 From John Murray : Thanks all!  
12:51:05 From Deborah.edwards : great insight again ... thanks Glenda and Royce  
12:51:05 From Tonya : Thank you for sharing your knowledge with us today!  
12:51:13 From Shawna Vivant : Hi everyone!  
12:51:16 From Stephen Bosacker to All Panelists : This is very relevant to my adaptive action challenge right now! Thank you!  
12:51:21 From Eunice : Thank you all, again. Awesome and powerful hour with you.  
12:51:22 From Liz Coenen : Thank you! The time went extra fast today. Take care Everyone  
12:51:28 From Shawna Vivant : Thank you!  
12:52:04 From Mary : Janice - I love your question about exploring the uncertainty of co-teaching...which now implies co-learning, right?  
12:52:06 From Royce Holladay : thanks to y'all for being here today.  
12:52:25 From Eunice : Mahjong, that will be a challenge  
12:52:45 From atitcomb to All Panelists : We're planning some workshops on a variety of topics-- always good to have these critical questions that will help us plan well for our participants.  
12:52:56 From Jeannette Raymond to All Panelists : I think setting up the learning/teaching expectations by exploring the myths with the learning community.  
12:53:22 From Janice Fingler to All Panelists : You bet Mary ! taking off the teacher as expert hat is key !  
12:53:59 From Webinars : Developing international, multicultural network leaders  
12:54:20 From Heather Oxman : I am in a MOOC about Activism and Advocacy that is teaching theory... how to expand my learning with experience without creating a revolution!  
12:54:46 From Royce Holladay : Janice Fingler, your question is good one,...How can you engage other teachers in these questions? How can you set conditions for your success together? How do you personally set your own conditions for inquiry and engagement in that conversation? Just some responses off the top of my head when I think of your question.  
12:55:35 From Royce Holladay : Great question, Heather! Practicing activism intentionally w/out creating a revolution  
12:55:59 From Mary : ha, Heather - don't constrain yourself unnecessarily!  
12:56:56 From brenda : I have used traditional learning theory to direct my teaching - (I use SUCRS - Safety, Utilization, Choice, Relevance, Social - pay attention to the need for psychological safety, using a learners expertise and knowledge, make the learning relevant, make learning social, allow the learners to have choice to direct the learning.) I also always ensure that the learning includes practice and that learners leave with the confidence to give this new thing a try. This is pretty close to what I have heard today. I will see if reframing my teaching with deep learning ecology guides me to do things differently and take note. Also I will see if I leave out

something that I used to include or pay attention to in the past. Was it needed? Do I miss it? Thanks!

12:56:57 From Mary : (revolutionaries may not set out to be such)

12:57:56 From brenda : Thank you for these monthly webinars. I appreciate them.

12:57:59 From Jennifer Jones-Patulli : <https://www.hsdinstitute.org/learning-opportunities.html>

12:58:08 From Royce Holladay : Brenda, would love to know more about your work. And how this might help you step into the work in a bit of a different way???

12:58:43 From atitcomb to All Panelists : Royce & Mary-- I wonder if we might be able "pre-record" something on Generative Engagement and Evaluation-- I can't be on the call Sept 20th and was just noodling around some ideas about how we might share and get ideas on the topic.

12:59:13 From Jennifer Jones-Patulli : Recordings from all LVWs available at, <https://www.hsdinstitute.org/resources/resource-listing.html?resourceTypes=virtualWorkshops>

12:59:31 From Mary : If you feel stuck in diversity, inclusion, equity topics, please join! we are going to shift perspectives!

12:59:40 From brenda : Sure Royce. I would be happy to share.

13:00:04 From Royce Holladay to All Panelists : Allison, let's talk about what might be possible with that...hmmmm...

13:00:22 From Royce Holladay to All Panelists : Mary I know that didn't o to allison, I don't see her on the list.

13:01:01 From annkirbymcgill : Thank you!

13:01:02 From Mary to All Panelists : she must have left

13:01:04 From Jennifer Jones-Patulli : Thank you for this wonderful LVW!

13:01:05 From katewebster : bye all

13:01:07 From John Murray : Many thanks, see you soon

13:01:10 From Helena : Thanks!! Cus!