

AEIN Mini Network Facilitators 2007-2008

Together we are smarter than any one of us alone

Math • Language Acquisition • Content Area Literacy • Science • Mentoring/Induction • School Leadership

“Educators must fight the constant urge to believe expertise lies outside with others. They must fight for the right to think with a group of colleagues . . . Reflective practice is a right of the competent educator.”

Margie Cooper, *Inspired Practice*



We...

- Facilitate mini networks through our work at the UAA College of Education.
- Invite participants to look at professional learning as a collaborative process.
- Provide support for online community to empower educators.

We Are....

Susan Barstow, Nancy Boxler, Pat Chesbro, Letitia Fickel, Lee Henrikson, Sunny Mall, Jim Powell & Karen Roth

Our Process:

We met every other week in person (& one time via Elive). A member of the group assumed the role of facilitator.

Our Resources:

We drew on *Data Driven Dialogue* by Lipton & Wellman, *Net Work* by Patti Anklam, the AEIN Technology Integrator and each other.

Our Key Learnings:

Nature of Networks

- Shared purpose, safety and trust are essential.
- Easy to enter.
- Useful to one's practice.
- Impacts are beyond boundaries.
- Networks can add meaning and be deeply satisfying.

Nature of Facilitation

- The facilitator is essential to creating the space for conversation to take place.
- All of have to step into new territory as we do this work. It is often uncomfortable.

We Wonder...

- What would we see if the network is sustainable? How will we know?
- How can the structures we are using help us to move away from isolation and towards inquiry and collaboration?

We Are Excited to...

- Learn more about networks via book study –*Net Work* by Patti Anklam.
- Develop our facilitation skills.
- Examine of our roles and behaviors in networks.



“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.”

Etienne Wenger,

<http://www.ewenger.com/theory/>

