



CREATING SPACES TO THINK IN FURTHER EDUCATION AND TRAINING

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Preface

The Advanced Practitioner (AP) role is diverse and operates in a wide range of contexts and organisations as is evidenced by the report '[Understanding the Role of Advanced Practitioners.](#)'¹ This means that, as an effective AP, you will need a variety of skills and competencies to ensure you can fully support your colleagues in their quest for professional excellence and your organisation to drive quality improvements in teaching, learning and assessment across provision.

This guide is part of a suite of four guides that will help you to rediscover things you already know and that will add to your toolkit of skills, competencies, models and approaches. Each of the four guides builds on evidence-based research that has been proven to make a positive difference to the professional learning and development of both individuals and teams. Theory is strongly linked to practice and through the use of 'reflective questions' and 'top tips' you will be supported to consider how you might apply the strategies and processes that are being explored to your own role as an AP.

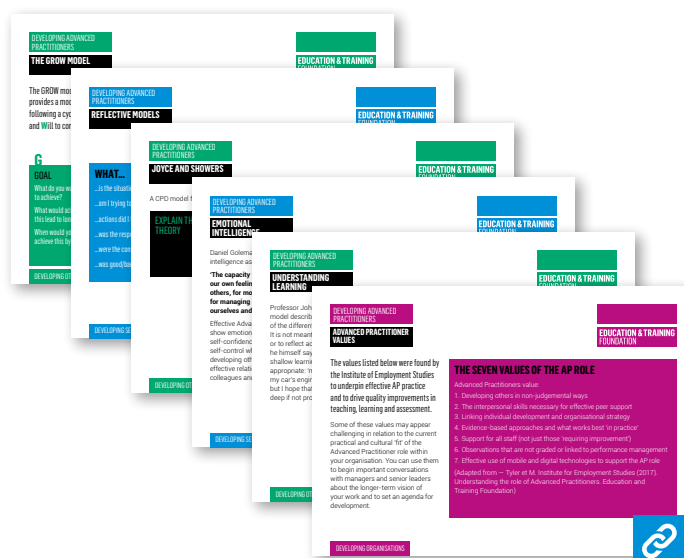
The four guides are as follows:

Within each guide you will see links to a set of [professional development cards](#). This is an additional, practical resource designed for APs to use in a variety of ways, for example to stimulate your own understanding and development, support your practice when working with others and to drive quality improvements in teaching, learning and assessment across the organisation.

GUIDES TO SUPPORT THE WORK OF APs

GUIDE		AUTHOR
	Creating Spaces to Think in Further Education and Training	Lou Mycroft Kay Sidebottom
	Using Coaching and Mentoring to Support Colleagues: Core Principles and Techniques	Jon Thedham
	Facilitating Professional Development and High-Performance Through Situated Learning	Ian Grayling
	Coaching and Mentoring in Action: Additional Approaches, Tools and Techniques	Jon Thedham
	How Managers can Support and Develop Advanced Practitioners – an Organisational Approach	Jon Thedham

PROFESSIONAL DEVELOPMENT CARDS



¹ Tyler et al, (2017) Institute for Employment Studies. *Understanding the Role of Advanced Practitioners in English Further Education*, (Education and Training Foundation).

Introduction

ACKNOWLEDGEMENT

We base much of this guide on the professional insight of the educator and coach Nancy Kline: the culmination of which is a set of processes known as the Thinking Environment². This 'how-to' guide for Advanced Practitioners (APs) draws heavily on the Thinking Environment and we honour the profound impact that our involvement in the Time to Think network³ has had on our own personal and professional lives.

We began training in the Thinking Environment more than two decades ago, sometimes with Nancy Kline herself. This and other 'pro-social' approaches have informed our work as educators, teacher educators, researchers, activists and leaders and influenced our even more valuable 'work' as parents.

We define 'pro-social' as approaches to facilitation – group, pair or individual – that build capacity, community and individual self-belief. They are processes which open up thinking spaces to which you bring your own content. This practical guide focuses on the Thinking Environment, but you may also be interested in following up other approaches such as Community Philosophy and Restorative Practice.

(See further resources on page 5.)

In our experience Thinking Environment processes can be openly sabotaged but they can't be subverted – resistance is evident and can be addressed.

WHY DOES FURTHER EDUCATION AND TRAINING NEED SPACES TO THINK?

The acceleration of twenty-first century life and the pressure on educators to do 'more for less' in a perfectionist⁴ Ofsted culture means it is crucial to carve out spaces to think, in order to bring newness into education and help us make the best decisions we can.

Taking time to think saves time in the long run⁵. When we think resources are scarce, we panic: the worst decisions are made in haste.

Thinking Environment practices help you to root out the assumptions which limit your thinking (and limit the thinking of your group, gathering or organisation). We use the term 'assumptions' in a specific and affirmative way in Thinking Environment work, to take a fresh look at things we may take for granted.

Once you are a thinker, you are a (thought) leader – at work, in your family, in your friendship groups, in your community. As an AP, you have an opportunity for influence – check out Richard Wilson's anti-hero work⁶ if you need convincing of this. Introducing Thinking Environment techniques into your practice brings with it the potential to change the culture of your organisation. Then – imagine! – if all APs began to work in this way, education itself would have to change.

THE THINKING ENVIRONMENT

According to Nancy Kline, originator of the Thinking Environment, the quality of all that we do depends on the quality of the thinking we do first.

'The quality of everything we do depends on the quality of the thinking we do first.'

The quality of our thinking depends on the way we treat each other while we are thinking.'

Nancy Kline 'Time to Think' (2018)

The Thinking Environment takes the form of applications, each of which is facilitated in the presence of ten practice principles, or components. When all the components are in place, a Thinking Environment is created. Space is provided for individuals to be listened to with respect and genuine attention and to speak without interruption, so they can generate their own finest thinking.

² Learn more in Nancy Kline's *More Time to Think* (see further resources).

³ www.timetothink.com

⁴ For the dangers of perfectionism, read Brené Brown (see further resources).

⁵ Havers, E. (2009), *A Study of Whether, and How Meetings held in a Thinking Environment Impact Organisational Life*. Time to Think. https://www.timetothink.com/uploaded/booklet_A5_download.pdf

⁶ Wilson, R. (2013) *Anti Hero: The Hidden Revolution in Leadership and Change* <https://osca.co/publications/anti-hero-the-hidden-revolution-in-leadership-change/> (downloadable)

The Thinking Environment can be used by APs in a range of situations, to create effective thinking spaces. These include one-to-one coaching and mentoring sessions as well as with pairs and groups of colleagues. We want to stress at the outset that a Thinking Environment approach is not a quick fix. It has a profound potential for culture change and such work takes time, particularly as its simple processes feel familiar – easy to dismiss but in their rigour they are in fact profoundly radical.

We hope that APs, who are experienced teachers, will embrace the opportunity to refresh their practice with a set of processes which will enable them to enact the six functions of the AP role (Tyler et al, 2017) within the AP values set.

THE SIX FUNCTIONS OF THE AP ROLE

1. One-to-one support for the wider teaching workforce
2. Leading and facilitating professional development and quality improvement
3. Coaching and mentoring for colleagues experiencing challenges in their practice
4. Inductions and support of new staff
5. Supporting internally and externally set strategic objectives
6. Ensuring currency and effectiveness in the AP role and as a teaching practitioner, making good use of evidence-based approaches and peer-to-peer collaboration

(Adapted from — Tyler et al. Institute for Employment Studies (2017). Understanding the role of Advanced Practitioners. Education and Training Foundation)



THE SEVEN VALUES OF THE AP ROLE

Advanced Practitioners value:

1. Developing others in non-judgemental ways
2. The interpersonal skills necessary for effective peer support
3. Linking individual development and organisational strategy
4. Evidence-based approaches and what works best 'in practice'
5. Support for all staff (not just those 'requiring improvement')
6. Observations that are not graded or linked to performance management
7. Effective use of mobile and digital technologies to support the AP role

(Adapted from — Tyler et al. Institute for Employment Studies (2017). Understanding the role of Advanced Practitioners. Education and Training Foundation)



Many APs are familiar with established coaching models such as [GROW](#) and [OSKAR](#) and it's tempting to slot the Thinking Environment alongside them into a coach/mentor 'toolkit'. That would miss a trick. What's different about the Thinking Environment is that it is a whole suite of applications designed to leave a legacy of independent critical thinking. A significant challenge many APs face, particularly where the role is used as what Tyler et al described on p. 7 as a 'deficit model', is around leveraging their influence to bring about lasting change. Layering Thinking Environment approaches as part of an intentional culture change strategy has the power to ripple out through an organisation.

This guide builds from an introduction to Thinking Environment components ('values') and applications, through group and individual approaches, to how APs might lead sustainable culture change within their organisation. It includes vignettes and practical suggestions, as well as plenty of ideas for further inspiration.

FURTHER RESOURCES



Brown, B. (2015), *Rising Strong*. London, Penguin.

Hopkins, B. (2015), *Restorative Theory in Practice*. London, Jessica Kingsley.

SAPER: Philosophy for Children/Community Philosophy <https://www.sapere.org.uk/>

Time to Think (2018), *Home of the Thinking Environment* www.timetothink.com

Tyler, E., Marvell, R., Green, M., Martin, A., Williams, J. and Huxley, C. (2017), *Understanding the Role of Advanced Practitioners in English Further Education*. London, Education and Training Foundation.

Wilson, R. (2013). *Anti Hero: The Hidden Revolution in Leadership and Change*.

OscA Agency Ltd. <https://osca.co/publications/anti-hero-the-hidden-revolution-in-leadership-change/>

Wilson, R. (Video) *Anti Hero*. OscA Agency Ltd. <https://osca.co/portfolio/anti-hero-video/>

Chapter 1: Building thinking spaces

REFLECTIVE QUESTIONS:

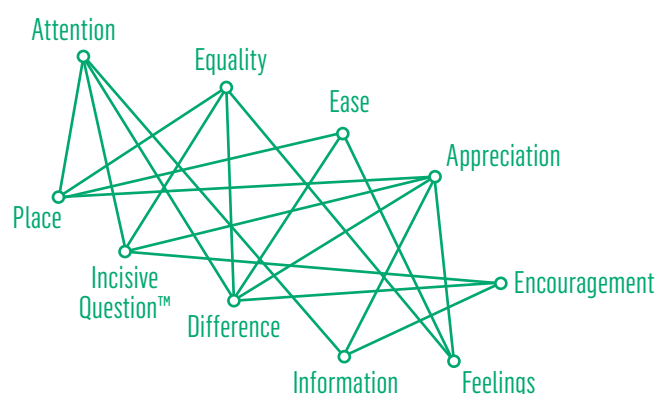


These reflective questions work with any scenario you may face as an AP where you are considering a Thinking Environment intervention. Imagine, for example, that you have been asked to coach colleagues to improve success rates, or you are part of a team developing a research culture in your organisation. What challenge are you facing right now, that these questions might help with?

1. How can you silently communicate that you are more fascinated by the thinker than by anything you might think for yourself? (Attention)
2. How can you model appreciation between equals, in a ratio of at least 3 appreciation to 1 criticism? (Appreciation)
3. How can you create an environment where the thinker can courageously go beyond the very edge of what they think is possible? (Encouragement)
4. How can you ensure that everyone is present as themselves, in all their identities? How can you bring in perspectives from hidden and absent identities? (Difference)
5. How can you create a physical space that says to everyone, "You matter"? (Place)
6. How can you discern between information and strongly held opinion? How can you enable the thinker to dismantle denial? (Information)
7. How can you ensure that the (sometimes) therapeutic Thinking Environment does not tip over into therapy? (Feelings)
8. How can you best communicate how essential it is to engage as equal thinkers? (Equality)
9. How can you bring genuine ease to your own demeanour? (Ease)
10. How can you stay true as possible to the thinker's own words? (Incisive Questions)

1.1 TEN COMPONENTS OF A THINKING ENVIRONMENT

The applications of Thinking Environment are facilitated in the presence of ten practice principles, called components. You are in a Thinking Environment when all the ten components are in place. The presence of any one of them makes good thinking possible:



Adapted from Nancy Kline's Thinking Environment

Nancy Kline's 2009 book, 'More Time to Think' contains a chapter on each of the components, should you wish to explore them further. You can even do an online quiz via www.timetothink.com which helps you identify which component you need to work on!

A brief explanation of the ten practice components

Appreciation: Offering a genuine acknowledgement of your qualities.

Attention: Listening with respect, interest and without interruption.

Difference: Welcoming divergent thinking and diverse identities; inviting perspectives from hidden and absent identities.

Ease: Welcoming silence; comfort with the pace that you choose to set and no rush.

Encouragement: Encouraging you to go as far as you want, to remove limiting assumptions from your own thinking.

Equality: Assuming that you and I are equal as thinkers.

Feelings: Creating space for you to show your feelings and time to resume thinking afterwards, to find new solutions.

Incisive Questions: Asking questions that will enable your thinking to break free.

Information: Encouraging you to supply the facts when you are ready, formulating questions that will help you to dismantle denial.

Place: Creating a physical environment that clearly says, "you matter."

TOP TIPS



FOR ENACTING THE TEN COMPONENTS

1. **Appreciation:** Practise a ratio of 3:1 appreciation to criticism. Appreciation should be sincere, specific and succinct. It should not be 'praise', which can feel infantilising.
2. **Attention:** Invite eye contact from the thinker, don't insist on it.
3. **Difference:** Invite everyone to be present as themselves.
4. **Ease:** Take a deep breath before beginning Thinking Environment work.
5. **Encouragement:** Explain how 'courage' is at the heart of 'encouragement'.
6. **Equality:** Use a timer to demonstrate equal time is given to both thinkers in a pair.
7. **Feelings:** Allow participants to compose themselves in their own time.
8. **Incisive Questions:** Some questions which may be helpful are:
 - What do you want to think about?
 - What more do you think, feel or want to say?
 - What is your freshest thinking?
 - What is live in you?
 - What do you know now, that you're going to find out in (six months) time?
 - What did you hear, read or see recently: what question did it raise for you?
 - What are you assuming that causes you to...?
 - What are you assuming that is stopping you from...?⁷
9. **Information:** Ask before offering information, in case it is not needed or wanted.
10. **Place:** Work on those tiny touches which say to individuals, "You matter."

1.2 BUILDING BLOCK APPLICATIONS

Out of the many (and growing) applications of a Thinking Environment, we describe three⁸ as 'building block' applications – they are:



Given that all ten components have to be in place, for it to be a Thinking Environment, it is essential that the (simple) rules are followed. This takes disciplined and politely persistent facilitation. Either do it – or don't do it. If you choose to work in a Thinking Environment, participants will be required to step up and self-regulate, which may take practice for some (particularly those who are not used to sharing their power and those who are not used to having any).

As 'leaders in the field', APs may be asked to carry out potentially far-reaching initiatives. The five scenarios in the box below are not designed to be exhaustive, but to provide a commonly drawn landscape for AP work where a Thinking Environment could have significant impact:

Scenarios where a Thinking Environment could have an impact

1. Leading the design and facilitation of a professional development programme, for people new to the organisation.
2. Lifting a culture of disengagement, resistance and passivity amongst tutors.
3. Working on capability issues with tutors who are grading 3 or 4.
4. Raising the profile of the AP role.
5. Improving teaching and assessment to the point where the organisation is judged outstanding.

1.3 SETTING UP THINKING PAIRS

Thinking pairs are used to begin a thinking process, generate new ideas and equalise relationships. They are very effective at opening up challenges that might seem impossible, such as, "How can we turn around the culture we have of disengagement, resistance and passivity?" It is important, however, that the opening question should be as general as possible. After all, the thinker might not agree that the culture is this way.

⁷ Refer to the guide 'Coaching and Mentoring to Support your Colleagues' for more examples of incisive questions.

⁸ Nancy Kline also includes Open Discussion as a 'building block' application. Once participants start to become more aware of the ten components – and get better at being succinct – the fourth 'building block' of Open Discussion is also transformed.

To set up a thinking pair:

1. Agree how much time each thinker will have (it must be equal). Three minutes is good for novice thinkers; in time it can be longer.
2. Be very clear that there is to be no interrupting (even non-verbally, and even if the thinker is desperate to be rescued). Promote the value of silence, for deeper thinking.
3. Ask each pair to indicate who is going to think first (and who is going to listen).
4. Ask the listener to keep their eyes on the thinker's eyes (the thinker can look where they wish⁹), adopt an easeful posture and gently communicate interest in the thinker's words.
5. Encourage the listener to push their own thoughts to one side and focus fully on what the thinker is saying. At this point, it is not about them.
6. Share the question (it's helpful to write it up). Something as simple as, "What do you want to think about?" works well. The brain goes where it wants, so it's important not to be directive. Directive questions can feel manipulative and may be resisted.
7. Start the timer, and make sure the alarm is audible.
8. The listener asks the question, **then does not speak for the remainder of the time.**
9. After the timer sounds, change over without fuss. If you have observed any non-compliance, you might like to stress that point.
10. At the end of the second round, invite each member of the pair to offer a few words of appreciation to the other. Explain that this should be succinct, specific and sincere.

1.4 SETTING UP DIALOGUE

A variant of a thinking pair, dialogue is used when two people are thinking through an idea together, perhaps something they will both be working on (such as, "What would a professional development programme for new staff look like?") It tends to be used when thinkers are more experienced and confident, and where they already regard one another as equal thinkers. Observe the boundaries for thinking pairs, above, with the following considerations:

1. As above, but the overall time is specified, rather than the 'each way' time so, for example, you might set 15 or 30 minutes.
2. The pair decides who will think first. The thinking partner then asks, "What do you want to think about and what are your thoughts?" The thinker can then talk for as long as they wish, whilst assuming shared responsibility for managing the time within a broad equality.
3. Each thinker indicates they are passing the turn to their colleague, by saying 'What do you think?'¹⁰

1.5 SETTING UP TIMED TALK

Another variant of a thinking pair is 'Timed Talk', which is used when two people disagree about something but are willing to try and work it through. So, for example, you may be working with two APs, one of whom is committed to resisting graded observations and the other who isn't. Timed Talk should always be facilitated.

In Timed Talk, observe the boundaries of the thinking pair and in addition:

1. Ensure you negotiate the subject area (for example 'graded observations'). A very broad, uncontextualised "What do you want to think about?" question risks a dangerous answer, where there is tension between colleagues.
2. Set an overall time and be generous with this, that is not less than 30 minutes.
3. Agree with participants that they will be able to speak in alternating timed slots of 1 or 2 minutes (no longer, the judgement is yours). The timer will insist on participants a) sitting out the time in silence, if they run out of something to say and b) forcing the turn to rotate, even if the previous thinker hasn't finished.
4. Although appreciation should be embedded in all applications it is particularly important here that it is sincere, succinct and specific, to help to rebuild the relationship. Everyone can find something to appreciate about another human being, even if they can't find something to like.

⁹ This is not demanding eye contact but inviting it if desired.

¹⁰ Not, 'What do you think about X?' which curtails their partner's independent thinking.

1.6 SETTING UP THINKING ROUNDS

The thinking round application is used with a group of people (from three to however many you can accommodate). Rounds have different purposes and are facilitated (the facilitator also responds to the question in turn). The purpose is linked to the question used to open the round:

An affirmative opening round brings a sincere, energetic tone to the gathering, which can sustain across the time you have together ("What are you most proud of in your work at the moment?") It can also include introductions (keep to first names): repeat as necessary until everyone knows everyone else's name¹¹.

TOP TIPS



Where people are unused to being succinct (which is most people at first) you will need to be mindful of how long a round can take. Doing a round with a new group is one of the hardest places to hold your nerve because you cannot interrupt without destroying the whole process. You may be surprised by how many people don't understand the word 'succinct', never mind apply it to themselves.

Don't be afraid to labour the point; we try to make a joke of it. In our experience, the more 'professional' (read: important) participants believe themselves to be, the less they are able to hear that we are asking them to be succinct, no matter how skilfully we set up the introduction, so do be prepared for early rounds taking time.

A mental bandwidth round¹² gets a group of people thinking about a particular topic. Choose your question carefully for precision and openness. A great one to use with students is, "What have you heard, seen or read recently and what question did it raise for you?"

Deepening rounds may then be used to elicit further thinking. You would not necessarily plan for these, but trust your judgement and – wherever possible – ask the room. Instead of repeating the initial question ask, "What more do you think, feel or want to say?"

A freshest thinking round is the one that, in our experience, others are most likely to request for themselves. "What is your freshest thinking?" sounds odd at first, and quickly becomes part of the group culture. Resist the temptation to qualify the question ("What's your freshest thinking about...?") to keep an open path for new thinking.

A burning issues round is one to be used with caution. If things feel a bit sticky, try 'freshest thinking' first. A burning issues round is when a group of people feel the need to get something off their chest, succinctness is often forgotten as individuals rant, but the emphasis on not interrupting allows grievances to be aired without being escalated by group think. Always have a break afterwards and if you do try this make sure you agree beforehand that once people are back in the room, the grievance is put to one side.

An appreciation round is another one to use sparingly. Appreciation should always be succinct, specific and sincere and regular appreciation rounds can quickly feel formulaic. After a particularly good (or particularly tough) session, they are magic.

A closing round is imperative. Always check in at the start of a gathering to see when people need to leave, and if anyone is leaving early try to finish with them (at the same time you will begin to develop a clear group expectation that leaving early should not happen regularly). The closing round question is another odd one: "What is live in you?" For many people this is a bit squirmy/self-helpy at first but over the years we've come to realise there is no good substitute: this question allows people to go as deep or keep as shallow as they need, to transition out of the gathering and back into their lives.

¹¹ We encourage you to be brave and not use name labels. They are infantilising and stop people working hard to remember names. We don't allow educators to get away with saying, "I'm no good at names!" Education is all about building relationships and calling someone by their (preferred) name is at the heart of this, so listen carefully to what individuals are asking to be called.

¹² Mental bandwidth is described by Mullainathan and Shafir (2017, see further resources) as: "brainpower [in scarce times] that would otherwise go to less pressing concerns," that is, when educators are worrying about success rates, for example (or paying the rent), they find it difficult to focus on problem-solving, creative thinking etc.

To set up a thinking round:

1. Agree the maximum overall time you have for the round and ask participants to jointly and equally take responsibility for not exceeding this.
2. Be very clear that there is to be no interrupting (even non-verbally, and even if the thinker is desperate to be rescued). Promote the value of silence, for deeper thinking.
3. Make it clear that it's OK to pass, but you have to say 'pass' (as nobody is present in the room until they have spoken). Crucially, if someone passes that is their turn gone. **You do not return to them at the end** (this can be a power-play). Ask participants to say their first name (deliberately not rank, title or hierarchy) and keep doing this until everyone knows everyone else's name.
4. State the question and display it, if you wish. Something as simple as, "What do you want to think about?" works well. The brain goes where it wants, so it's important not to be directive. Keep the opening round question positive, or you will bring negativity into the meeting.
5. Use hand gestures to indicate whether the round will go clockwise or anti-clockwise¹³.
6. Say you will look for a volunteer to start and when each person is talking they can speak for as long as they like, without interruption.
7. Ask the listeners to keep their eyes on the thinker's eyes (the thinker can look where they wish¹⁴), adopt an easeful posture and gently communicate interest in each thinker's words. Encourage the listeners to push their own thoughts to one side and focus fully on what each thinker is saying. It is not about the listener.
8. The listeners should not take notes, but the thinker may (uninterrupted); this is, however, unusual in rounds.
9. Repeat the question and encourage a volunteer to start, using a hand gesture to silently remind participants which way the round is going.
10. Facilitate firmly but politely, using hand gestures where possible to avoid a verbal interruption. Really question any assumption that notes should be taken. If you consider it essential, see Time to Think Council in Section 2.1 for how to do this in a Thinking Environment.

TOP TIPS



- It is never too early to introduce the responsibility of being succinct. This is a discipline that keeps on giving, in terms of clarity, professionalism and credibility.
- Don't be surprised when people don't do as you ask them to, particularly in a pair – address it with the group afterwards. A helpful question is, 'I saw a few people chatting back and forth. If that was you, ask yourself this: what were you assuming when you lost the form of that thinking pair?'

FURTHER RESOURCES



Mullainathan, S. and Shafir, E. (2014), *Scarcity: The New Science of Having Less and How it Defines our Lives*. London, Picador.

Mycroft, L. *An Introduction to the Thinking Environment*: <https://bit.ly/2B5aklZ>

Reynolds, C. Nancy Kline's *Ten Components of Thinking Environments*: <https://youtu.be/wutlaSf37II>



¹³ It is worth mixing up the direction of travel, if you do more than one round; keeps the energy fresh.

¹⁴ This is not demanding eye contact but inviting it if desired.

Chapter 2: Great thinking in groups

REFLECTIVE QUESTIONS:



- How can you as an AP create a space where people engage as equal thinkers, no matter what their place in a hierarchy?
- How can you ensure that decision-making processes are transparent?
- How can you invite diverse perspectives on an issue or challenge?
- How can you encourage students to believe in their own self-agency as learners?

The Further Education and Training sector is renowned for having group work at the heart of its pedagogy, yet we don't always manage group interactions well, in class or elsewhere. Think of some of the extended, disempowering meetings you've ended up in? There has to be another way.

The radical simplicity of the three Thinking Environment applications below can be revolutionary – slowing things down to speed up effective, thoughtful and above all transparent decision making. But be warned – powerful people may not wish to give up their power and you may face resistance!

2.1 TIME TO THINK COUNCIL

The purpose of a Time to Think Council is to invite new thinking into an area of practice which feels 'stuck'. Councils share purpose with [Action Learning Sets](#) but unlike Action Learning Sets insist on a 'boundaried' process by which the gathering conducts itself. Also, unlike Action Learning Sets, a Council can be – and in pursuit of freshness perhaps should be – a one-off.

In her 2009 book, 'More Time to Think', Nancy Kline tells the story of Scott Farnsworth bringing the Time to Think Council to life, on a Florida car journey (his creativity made possible because of the generative attention of his passenger Nancy). The Council embodies above all the component of difference. It is a series of thinking rounds, designed to bring as many divergent perspectives as possible, to an issue

or challenge which is blocking thinking. Can you think right now of an issue or challenge with which you are stuck? How might a Time to Think Council help you break through assumptions which are limiting your own thinking?

Recent Councils we have experienced include:

How far should I try to support this student who doesn't want to be here?

How can I get my colleagues interested in research?

I'm in the process of transitioning gender. How should I present this at work?

Can I trust my colleague?

How can I make Black History Month meaningful?

How can I influence the Senior Leadership Team (SLT) to stop seeing the AP role as a deficit process?

I notice that our organisation is very white but nobody is talking about this. How can I raise it as an issue?

How can I get into a position of influence in my organisation?

How can I better balance work and home life?

The size of a Council may vary (any more than three's a group) but too large a Council makes it difficult to keep focus; 8-10 people is ideal. Allow one hour for ease – most Councils take 45-50 minutes to complete. The Time to Think Council is the only Thinking Environment application that requires a physical resource, aside from an appropriate physical space. A notepad and pen circulates during the rounds of the Council, so that the presenter does not have to remember what has been said. They take away with them not only the valuable and diverse perspectives of Council members, but also sincere, specific and succinct appreciation, empowering them to take action.

2.2 FACILITATING A TIME TO THINK COUNCIL

1. Identify a Presenter, prepared to bring an issue or challenge to the Council (you act as Facilitator, everyone else acts as the Council).
2. Explain the concept of Thinking Rounds (as above) and how the notepad will circulate (no-one is to take any other notes).

3. Ask the Presenter to present their issue or challenge, for no more than three minutes (using a timer). This should end with a question to the group, which is open enough to invite difference (that is not an either/or question).
4. **Round 1 – clarification.** This round is to ensure that participants have all the information they need, to be able to offer a perspective, so explain that clearly. Information is one of the ten components of a Thinking Environment and if a vital piece of information is missing, thinking will be blocked. Ask the question, 'Do you have all the information you need, to offer a perspective?' and facilitate the round firmly, to stop anyone jumping in with a perspective at this stage.
5. **Round 2 – Council.** In this round, everyone¹⁵ has the opportunity to offer their perspective on the issue or challenge. They can speak for as long as they want (remember, you have asked the group to be succinct and share responsibility for not running over time, and you will not interrupt). As each person is speaking, the person in front of them in the round summarises what they are saying, in the notepad.
6. **Presenter's response.** The Presenter responds with their freshest thinking. They do not have to observe conventional etiquette, for example mentioning everyone by name. If they go off at a tangent which is relevant to them, that's fine.
7. **Round 3 – appreciation.** This final round begins with the first person who spoke in the Council. Taking care to invite eye contact, each member of the Council offers a few words of appreciation to the Presenter – sincere, specific, succinct. The notepad circulates behind the speaker.

In more than twenty years of facilitating Councils in a huge variety of contexts, we have never experienced one which was not powerfully transformational.

Example: Ashley's Time to Think Council.

Ashley¹⁶ volunteered to present her issue at a Council, during a Thinking Environment training session. She talked about the efforts she was making to engage a particular student. Her question to the Council was: "How do I know when to stop?"

The fourteen responses she received were hugely diverse and from a broad range of backgrounds, including diverse work roles, ages and ethnicities. She heard perspectives which ranged from behaviour management to cultural norms. She heard care and concern for her workload and appreciation for her professionalism.

At the end of the Council Ashley was calmly certain that it was time to say 'Enough!' and let that student leave her course.

The Council lasted 45 minutes

2.3 TRANSFORMING MEETINGS

Whenever we teach Thinking Environment group applications, there's always a moment of genuine shared empathy, when we mention how boring conventional meetings can be. It's a bonding moment and there's always an appetite for finding out how things can be different.

The Transforming Meetings application blends the building blocks into an agenda which:

- comes to life, by replacing agenda items as questions
- ensures transparency, by clearly indicating the status of agenda items
- avoids being taken hostage, by banning Any Other Business (AOB).

The Transforming Meetings agenda is ideally co-constructed with all participants (a googledoc or similar is perfect) and circulated before the meeting, in good time for pre-thinking to take place. Transforming each agenda item to a question gets the brain ready for thinking and exposes pointless agenda items to scrutiny. Each item should be followed by a description of intent, for example (decision) or (generate ideas). In this way, participants are not fooled into thinking they are part of a decision-making process which in reality happens elsewhere.

¹⁵ Including the Facilitator, but not the Presenter.

¹⁶ This is not her real name, but this really happened. It was interesting to watch Ashley's body language (and even posture) change throughout the Council. She literally sat up straighter in her seat by the end.

You can use this process in a team meeting, at an event-planning working group, during a professional learning and development workshop or in class. Practise in the places you have influence and when you are braver, why not volunteer to transform someone else's meeting¹⁷, maybe even one you are not involved in? Excellent practice would be to grow Thinking Environment skills via guest facilitation of the opening round, perhaps, or a Time to Think Council.

An example of a Transforming Meetings agenda

(8 participants, 2 hours non-negotiable, Kylie to facilitate)

1. Affirmative opening round: What are you most proud of in your work at the moment? (share experience)
2. What could staff training week look like next year?
 - a. Cognitive bandwidth round: What could staff training week look like next year? (generate ideas, Calvin to facilitate)
 - b. Pairs (3 mins each way): What do you think, feel or want to say?
 - c. Open discussion (8 mins) (deepen thinking)
 - d. Freshest thinking round: What's your freshest thinking? (capture ideas)
3. Round: Do you want to be on the working group? (Yes/No)
4. Round¹⁸: What can you bring to the working group? (build community¹⁹)
5. Time to Think Council (40 mins, presenter Zahra, facilitator Mike)
6. Closing round: What's live in you?

The meeting will naturally move in and out of a Thinking Environment, so don't forget to leave space for open discussion²⁰. Each item will make the process clear – a thinking round, for example, or thinking pair to generate ideas. A freshest thinking round²¹ is a great check-in point, to take the temperature of the meeting when it feels 'sticky'. It would be entirely relevant to build in a Time to Think Council, either as a standing item or when appropriate.

2.4 THE IDEAS ROOM

The Ideas Room was created by the #JoyFE collective, as an incubation space for new ideas. It is an unofficial (bootleg!) application of the Thinking Environment which, like the applications above, combines rounds to meaningful purpose. Ideas Rooms work particularly well online.

Ideal numbers for an Ideas Room: 8 to 18 (any more and the need to be succinct may interfere with the component of EASE). Ideas Rooms last 1 hour. Please note the process for Thinking Environments Online (SEE BOX). Please consider having a Pilot if you have more than 12. If online, the Ideas Room is platform-agnostic, but you do need a smooth process for breakout rooms.

Thinking Environments Online

1. Begin at five minutes past the start time, unless you know everyone is there. Use the time to share social media handles in chat. This builds community, and community builds trust. Avoid dropping into familiarity if you know some people and not others, this communicates 'cliquey'.
2. Write names in chat and keep to this order, even if faces switch around on screen. Ask participants to say 'over to' and then the person's name, as an act of connection.
3. Write the opening question in chat. Always begin with "How are you?", as a practice of care.
4. Close with "What's live in you?" and a succinct Appreciation Round.

¹⁷ An SLT meeting would be a good one to try.

¹⁸ People who have said no to being on the working group are expected to pass.

¹⁹ At this point you are reminding participants to take responsibility for finishing on time: "We have eleven minutes and we still need to close the meeting together."

²⁰ Open discussion is so much more easeful and respectful, once participants have experienced the power of being properly listened to.

²¹ A thinking round with the question, 'What is your freshest thinking?'

FACILITATOR	PILOT (IF MORE THAN 12)
Warm welcome (avoiding 'insider' talk), invitation to share social media handle, reminder that session starts at five minutes past the advertised time.	Names in chat to set order. Question in chat: "How are you? And how do you want to progress your idea in the space?" NB Pilot may need to copy names and question as new people arrive in the room.
At five past, introduce the Thinking Environment: A set of firmly facilitated rules, which hold in place the ten components/values of a TE, in order to create the conditions for independent thinking. The process is genuinely values-driven. Rules: 1. Strictly no interruption, even of silence. Facilitator reserves the right to interrupt an interrupter. 2. Role, rank and ego left at the door. 3. Be succinct (helps your message land). 4. Advising and independent thinking can't breathe the same air, so please don't advise! Estimate the number of ideas sought (less than 50%) and stress the importance of being a listener (not 'just' a listener). Ask participants to self-regulate regarding time.	
Facilitate opening round in a Thinking Environment (see Rounds, above).	Note Ideas in chat: 1. Idea (name) 2. Idea (name)
Facilitate selection round. Purpose: to make sure no-one ends up alone. Remind participants a) to support quieter rooms if you don't have a strong preference and b) to say the room number, not personalise it with a name. Ask participants to follow TE rules in breakouts, ensuring that everyone gets an equal number of turns and fitting in a succinct Appreciation round at the end.	Open Breakout Rooms. In Zoom, use the option to self-select rooms. Purpose: growth of agency and self-regulation.
PARTICIPANTS MOVE INTO BREAKOUT ROOMS.	
Join an Ideas Room and participate.	Stick around in main room to make sure everyone gets into their chosen breakout, then join an ideas room and participate.
These smaller rooms are the Ideas Rooms. Begin with the Idea sponsor, then do an equal number of rounds each, keeping to the TE rules established in the main space. End with a succinct Appreciation Round.	
	Five minutes before the end of the session, broadcast a time-warning message into the breakout rooms.
Welcome people back and introduce the succinct closing round (if numbers are big, ask for three words or less). 'What's Live in You?' is an opportunity to transition out of the space and into whatever is happening for you next. It's not 'feedback' and can be e.g. cup of tea. Remind participants that we are all co-responsible for finishing on time and that 'over to' keeps up the pace without losing ease.	Copy the names into the chat in the same order. Add the closing question: "What's Live in You?"
End the session with a smile.	Let most people leave before closing the space down.

2.5 TEACHING IN A THINKING ENVIRONMENT

Thinking Environment approaches lend themselves to teaching adults (and children) across any imaginable context, since what it brings is a process – you provide (and maybe co-construct) the relevant context.

As with Transforming Meetings, the teaching session will naturally move in and out of a strict Thinking Environment, combining rounds, pairs and the occasional Council with other activities, including pro-social facilitation techniques such as Community Philosophy. It is effective because it provides spaces to think, slowing down the pace and 'busyness' of conventional adult learning. It moderates those who, afraid of silence, dominate the air space and draws in those who believe their only power is to withhold their voice. It is particularly useful when working with people with mental health problems – which can, of course, be any of us.

This approach blends well with the conventional lecture (stimulus + thinking space) and with group activities, offering the opportunity to reflect on process as well as content. It can work as well online as it does face-to-face, particularly through video-conferencing software such as Zoom. We have found teaching in a Thinking Environment to encourage responsibility, deny dependency and amplify the quietest voices.



Example of teaching in a Thinking Environment

When Stella picked up the final term of a course at Worktown College, she was dismayed to walk into a room where brown faces sat on one side and white faces on the other. Students were not antagonistic towards one another, they just didn't communicate across groups. The single male student had 99% of the airtime. And no-one took responsibility for their own learning; they came to listen in a more or less bored manner to what the tutor had to say.

Six weeks later, Stella had learned that:

- for some students, staying silent was the only power they had, but they had much to say
- others talked habitually to fill the 'awkward' silence, and were hungry for dialogue
- patient repetition of the opening round question, "What have you read, seen or heard and what question did it raise for you?" paid dividends and was embedded by peer pressure
- moving from dependency to co-creation ("What would you like to do today and why?") could take as little as six weeks
- 'expert' knowledge (lecture, reading) fits beautifully into this process
- grades were exponentially improved, particularly at the higher end.

Stella had to hold firm, particularly in the early weeks. Students told her that 'everyone' had tried to get their quieter colleagues to speak and that rounds never worked. Everyone but her assumed that the only way to grade well was to parrot the knowledge they were given.

Teaching in this way changes learning cultures. It provides a model of teaching which challenges norms of planning and delivery and which, importantly, can be replicated. These precise, bounded interventions are effective and challenge prevailing views of teaching which are over-invested in the 'gifted, natural' teacher. With practice, anyone can do this.

TOP TIPS



- In a Time to Think Council, take care to stress that Council members should offer their perspective, rather than give advice. They should also be warned off delving back into the content of the Council, once it's over!
- Begin a Transforming Meetings session with a positive opening round (for example 'What are you proudest of at the moment?') and transition out of the meeting with the thinking round question, 'What is live in you?', which allows individuals to respond at whatever depth they wish.
- A great question to begin a teaching session with is, 'What have you read, heard or seen since last time, and what question did it raise for you?' Peer pressure and expectation work to raise levels of inter-session engagement.

FURTHER RESOURCES



Brand, M. and Mycroft, L. (2018), *Thinking Environment for Family Learning*. Society for Education and Training (blog) <https://set.et-foundation.co.uk/news-events/blogs-and-articles/blogs/thinking-environment-for-family-learning/>

Thom, J. (2018), *Slow Teaching: on Finding Calm, Clarity and Impact in the Classroom*. Ipswich, John Catt Publishing.

Chapter 3: Becoming a better thinker

REFLECTIVE QUESTIONS:

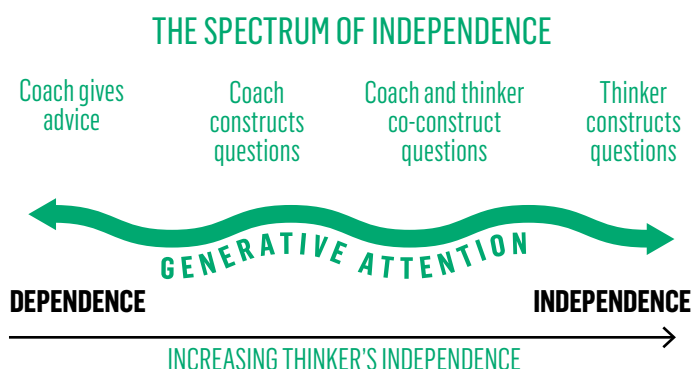


- What are you assuming that is stopping you becoming a better thinker?
- What more are you assuming that is stopping you becoming a better thinker?
- Of those assumptions, and any others which spring to mind, what are you most assuming that is stopping you becoming a better thinker?
- And is that true?

3.1 THE SPECTRUM OF INDEPENDENCE

This chapter explores a questioning framework designed to explore, identify and overturn untrue limiting assumptions, replacing them with liberating alternatives which enable thinking to move forward. APs will be familiar already with a range of questioning frameworks which can provide structure in individual or group coaching, as detailed in the AP professional development cards and sister guide 'Using Coaching and Mentoring to Support Colleagues'.

All these frameworks are designed to help the thinkers explore and make progress with a current issue with the support of a coach and the Thinking Environment is no different. The intention of any Thinking Environment work is for the thinker (in any application, including coaching) to recognise the processes influencing their own thinking and for them to move themselves along a spectrum of independence, from relying on others to think for them, to purely independent thinking, supported by the ten components.



The following questioning framework can be applied in a number of ways: individually, by completing a 'worksheet', in a (group or individual) coaching context, where the coach gives uninterrupted generative attention as the thinker(s) work through the questions, or as a series of thinking rounds:

1. What is a challenge that is facing you right now and which you would like to think through, today?
2. What would you like the next step to be? Please say this in seven words or less²².
3. What are you assuming that is stopping²³ you [insert thinker's next step]?
4. What more are you assuming, that is stopping/ making you [insert thinker's next step]?
5. Of these assumptions, and any others which spring to mind, which one is most stopping/making you [insert thinker's next step]?
6. Do you think it is true that [insert key assumption]?

Pause point: What are your reasons for thinking this? Reasons should be logical, based on information (not opinion) and rooted in an affirmative (not prejudicial) view of others.

Finding the liberating alternative assumption:

7. What could you credibly assume instead, in order to [insert thinker's next step]?

Creating the incisive question:

8. If you knew that [insert liberating alternative assumption] how would you [insert thinker's next step]?

Ideally, thinking pairs would now be used, to enable each thinker to respond to their incisive question, uninterrupted and allowing silences to lengthen and deeper thinking to emerge. Over time, this process becomes internalised and this is what we mean when we say that someone has become a 'better thinker'. Not that they know more stuff, but that they have fluency in getting beyond the untrue limiting assumptions that block them thinking further.

²² The reason for this is that the thinker's own words will help to form subsequent questions, ensuring that the thinking purpose does not drift.

²³ Depending on how the footnote is phrased, it might work better to ask, 'What are you assuming that is making you...?'



TOP TIPS



- The questioning framework uses the thinker's own words. This is crucial, as one tiny change can alter the sense of the thinking, and we don't believe the coach has any right to do this.
- There are many ways in which unintentional body language can lead an unconfident thinker to follow the coach's/listener's chosen path rather than figuring out their own. Be particularly careful to maintain ease and a bland, interested expression when the thinker is exploring a dilemma.
- Friends and family members are great to practise on and will appreciate uninterrupted thinking time. At the same time, you get to practise in a safe space until the steps become familiar. This will help build your own self-confidence and belief in the process.

FURTHER RESOURCES



Hopkins, B. (2015), *Restorative Theory in Practice*. London, Jessica Kingsley.

SAPERE: Philosophy for Children/Community Philosophy <https://www.sapere.org.uk/>

Thedham, J. (2018), *Using Coaching and Mentoring to Support Colleagues*. London, Education and Training Foundation.

Chapter 4: Changing thinking cultures

REFLECTIVE QUESTIONS:



- What's the best way to eat an elephant?
(Answer: in chunks)

4.1 TURNING THE TANKER AROUND

Culture shift is notoriously difficult and frustratingly slow. In business speak, it has often been likened to turning around an oil tanker – not something you can do as easily as swinging round a speedboat. We are not offering a quick fix. Culture change is patient, incremental, pro-social work. See the accompanying guide in this series for more on this topic: [‘Facilitating Professional Development and High-Performance through Situated Learning.’](#)

That said, Thinking Environment processes offer shifts of gear which are immediately noticeable. Operating as an ‘anti-heroic’ leader²⁴ APs who take a strategic approach are likely to be effective. The anti-hero approach recognises that the complex challenges of education need leadership from the middle of the field, as well as from the top. This is sometimes called distributed leadership. APs are the engine room of an organisation's drive: informed and in-touch. Leadership energy driven from here can help empower the workforce to think and act differently.

4.2 POTESTAS AND POTENTIA

Useful concepts to help you navigate any changes in work culture are potestas and potentia (Mycroft and Weatherby, 2017). They both mean ‘power’, but where potestas is power-as-usual (for example SLT), potentia is the power you have as an anti-hero to influence what's happening around you. We find these words useful for when we get blocked: can we use our potentia to find another way around? Because of the good relationships you form across the organisation, as an AP you often have masses of potentia.

4.3 INFLUENCE ANALYSIS

Step one of any strategy is to figure out how to work with the people around you. An effective influence analysis will include an element of thinking through how to involve those people who are likely to be left out of meaningful decision-making: in further and adult education this may well be students²⁵ and zero-hours/sessional staff.

As an AP you may be faced with a number of scenarios where it will be useful to figure out what roles stakeholders are likely to play.

To draw on examples given elsewhere in this guide, you may be expected to:

- Lead the design and facilitation of a professional development programme for people new to the organisation.
- Lift a culture of disengagement, resistance and passivity amongst tutors.
- Work on capability issues with tutors who are grading 3 or 4.
- Raise the profile of the AP role.
- Improve learning, teaching and assessment to the point where the organisation is judged outstanding.

Even if you've worked with individuals before, this new ‘constellation of practice’ shakes up relationships and brings people together in a different mix. Unlike teams, constellations are time-limited and project-focused: they don't hang around long enough to get stale. Our gentle warning to you as you embark on any influence analysis process is to let people reinvent themselves in any new constellation, as they choose. You may be surprised.

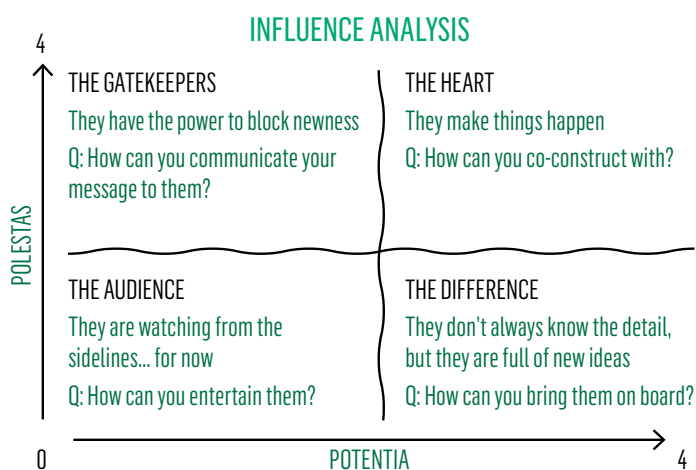
²⁴ See Richard Wilson's work, <https://osca.co/publications/anti-hero-the-hidden-revolution-in-leadership-change/>

²⁵ Not just the ‘usual suspects’ who can be guaranteed to say what the organisation wants to hear.

DEVELOPMENT ACTIVITY: HAVING A GO AT AN INFLUENCE ANALYSIS

You will need post-its (you might move people around) and a big sheet of paper.

1. With a few like-minded others (if you have them), list all the 'stakeholders'²⁶ you can think of, one per post-it.
2. Draw up an Influence Analysis sheet like the one in the image, below.
3. In the bottom left-hand corner of each post-it, indicate how influential the stakeholder is (**potestas** = do they have the (hierarchical) power to close it down?) Use a scale 1-4 where 4 is high.
4. In the bottom right-hand corner of each post-it, indicate how involved the stakeholder is (**potentia** = do they have (anti-hero) power to influence what's happening around them?) Use a scale 1-4 where 4 is high.
5. Plot the post-its on the Influence Analysis sheet – see the template below.
6. Now consider the questions in each quadrant and work through them using an appropriate Thinking Environment process. This will enable you to draw out tensions that exist between stakeholders: those differing priorities and values that are problematic for those of us working in an AP role.



4.4 CULTURE CHANGE STRATEGY

An effective influence process, using Thinking Environment applications to explore what you learn, will give you lots of ideas for how to best use your potentia. The next step is to blend applications into a simple strategy, which balances quick(ish) wins with longer term work.

Only you (and your colleagues) will be able to read your organisation and make the best-informed decisions on how to proceed. A sample Culture Change Strategy to guide you has been provided in [Appendix 1](#). The key, as in life, is to figure out which battles are worth fighting now, and which need to wait until your position is stronger.

4.5 PRACTISING A THINKING ENVIRONMENT

As with any skill – running, yoga, meditation – mastery of the Thinking Environment will take repeated practice and it's helpful to do this away from the front line. Seek out other Thinking Environment people via practitioner networks, #thinkingenvironment (or us) on Twitter and get together in a real or virtual space to work through your Thinking Environment practice – using the applications, of course. We will look forward to meeting you in this movement dedicated to slowing things down and thinking better together.

FURTHER RESOURCES



Dix, P. (2017). *When the Adults Change, Everything Changes: Seismic Shifts in School Behaviour*. Camarthen, Independent Thinking Press.

Daley, M., Orr, K. and Petrie, J. (eds) (2017) *The Principal: Power and Professionalism in Further Education*. London, Institute of Education.

Goffee, R. and Jones, G. (2014), *Why Should Anyone Be Led by You? What it Takes to be an Authentic Leader*. USA, Harvard Business Review Press.

Grayling, I. (2018), *Facilitating Professional Development and High-Performance through Situated Learning*. London, Education and Training Foundation.

Kline, N. (2009), *More Time to Think: A Way of Being in the World*. Burley-in-Wharfedale, Fisher King.

Mycroft, L. and Weatherby, J. (2017), *Social Purpose Leadership: A New Hope* in Bennett, P. and Smith, R. (eds) *Identity and Resistance in Further Education*. London, Routledge.

²⁶ This is anyone who may have an interest in or influence on your culture change project.

Next steps

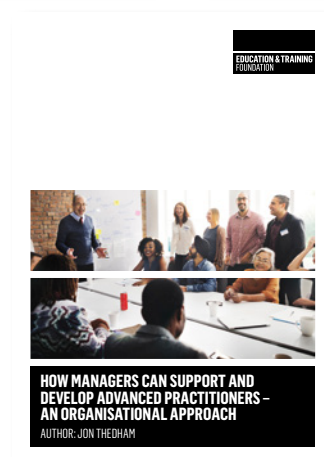
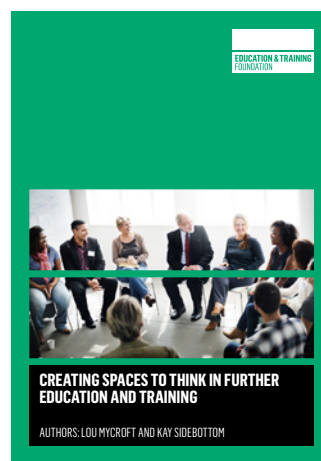
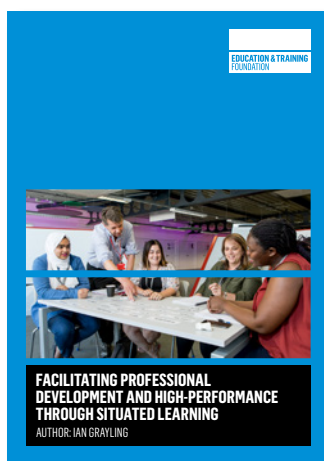
We hope that this guide has enthused you to try out and apply to your own practice some of the practical ideas and approaches that have been explored. We also hope that it has sparked your interest to find out more about the other guides in this suite.

Take a look at '[Facilitating Professional Development and High-Performance Through Situated Learning](#)' which builds on this guide providing additional ideas as to how you can enhance the performance of individuals and teams. In addition, the two guides linked to coaching ('[Using Coaching and Mentoring to Support Colleagues](#)' and '[Coaching and Mentoring in Action](#)') are packed full of resources and tips that you can use to hone your coaching skills and inspire others to strive for excellence in their professional practice.

Finally, each of the guides relates strongly to the [Professional Standards for Teachers and Trainers in the Further Education Sector](#) and can be used to evidence, for example, how you as an AP and the colleagues that you are supporting:

- are reflective and enquiring practitioners who think critically about their own educational assumptions, values and practices
- draw on relevant research as part of evidence-based practice.

The Professional Standards are another valuable tool to add to your AP toolkit. You can use them as a benchmark to evidence high-quality teaching, learning and assessment as well as effective professional practice. They also provide you with a 'common language' to use in your discussions with managers and colleagues.



Appendix 1: Sample culture change programme

Culture change is possible, even in the most entrenched organisations. It is painful and messy, but out of this discomfort good operational values can emerge if the process is supported by a structure which enhances communication. Communication means listening to generate the best thinking, as a precursor to honest and transparent speech.

Why the Thinking Environment?

The Thinking Environment is a communication programme, developed by Nancy Kline and an international collegiate of consultants, coaches and trainers (of which we are members).

Our approach is to transfer the confidence and skills for key influential stakeholders to take ownership of the Thinking Environment processes and implement them in the organisation. Each of the processes builds from a simple start; what makes the Thinking Environment transformational as a whole is the rigour with which the processes need to be applied. If you could get this stuff out of a book and make it happen, we would tell you. We believe that a combined programme of 'train the trainers' and coaching is the most effective way to change cultures.

Activity	Purpose	Personnel	Resources	Potentia ²⁷
Orientation	Stakeholder analysis to identify allies/blockers.	AP team	Opportunity to meet as APs in a Thinking Environment (2 hours).	Do you have the opportunity to shape time together?
Development of culture change strategy.	Ensures that the programme is tailored to the organisation's needs.	AP team + key (potestas) allies.	2 hours + googledoc to refine.	Are your key allies coming on board?
Inception/CPD day	Bringing wider colleague and learner base on board.	AP team	1 hour minimum but ideally more, up to half day. Don't settle for less.	How do you bring learners on board? Sessional colleagues? Non-teaching colleagues?
Coaching	Increase capacity: developing skills and self-responsibility of key players.	AP team	Depends on how many people involved.	How far can you bring this into current processes, for example observations, coaching?
Transforming Meetings	a) Use TM processes in meetings you have control over. b) Ask for 'takeover' of meetings you don't normally chair.	Most confident members of AP team	a) How many meetings? b) May be a one-off, so prepare well and don't compromise the ten components.	How can you ensure that everyone has an experience of being truly listened to? How can you hold the ten components in place?
Time to Think Council	Identify a genuine opportunity to run the Council – powerful and may change minds.	Most confident members of AP team (hopefully more of you now).	At least one hour – no more than 10 people.	How can you ensure that you hold the rules of the Council?
The decision-making process	Learning a questioning framework to aid quick, thorough decision making	AP team and key decision makers	Half day	Have you done enough to get key decision makers on board? If not, repeat steps above.
Reflection/checkpoint day	Using TE ²⁸ processes to evaluate process	AP team to design the day/SLT to get buy-in	At least a half day	Have there been enough quick(ish) wins to contribute to the evaluation? If not, repeat steps above.
Resource bank	Distributing TE resources to all – ideally co-constructed.	All stakeholders	Host on Padlet or similar	Do you have enough people interested in using/co-created resources? Don't produce something 'dead'.

²⁷ Potentia: the influence you have, even if you lack potestas (hierarchical power).

²⁸ You might also want to adapt Stephen Brookfield's Critical Incident Questionnaire as a process, see <https://bit.ly/2HCqNMz>.

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