NOTOSH FUTURE SKILLS
INTENSIVES

Post Workshop Resources #3
“The only limit to your impact is your imagination and commitment.” Tony Robbins

DID YOU FIND A BUDDY?

We’ve been encouraging you to find one or a couple of ‘account-a-buddies’ as you embark on implementing some changes towards Future Skills.

We’ll be helping you navigate through the last leg of the Future Skills Intensive so that you might finish your race well… whatever that looks like for your site.

Through online coaching, we’ll delve into deeper into how you might uncover the impact your ideas (that you developed in the last sessions) might make on student learning and growth, and how you might record these.

As we do this, we’ll be encouraging you to be the trail-blazers; not the followers. How might you lead in [insert your school’s future skills focus area]…
 - your school
 - your area
 - your region

You ‘ll need to touch-base with your account-a-buddies and find a few mutually suitable times for online coaching. If you haven’t already organised or had your online coaching session, please ensure that you get in touch with carolyn@notosh.com asap and list your times..

We can’t wait to see you all again!

Key places to learn more from NoTosh:

For how: www.notosh.com/lab
For stories and examples: https://notosh.com/
For books: https://books.notosh.com/

NEXT WEBINAR:
Wednesday, 24th July, 8am
https://zoom.us/j/6613214766

NEXT F2F SESSION:
Wednesday, 21st August
Thomas More College, 1.30 - 5pm
BUILDING STORIES OF IMPACT
Designing the way you communicate...
by communicating using a shared language.

In our last session, we discussed strategy and strategic plans. How are Future Skills represented in your current school vision and strategy?

Take some time over the week to look through the following applicable documents at your school:
- The Vision
- ‘Pillars’, Mission, etc.
- Strategic Plan

Highlight any words in these documents that are impactful for student learning.

Consider how these ideas are represented in the changes you’ve been thinking about through the NoTosh Future Skills Intensive.

Now, decide on how you will measure the impact of your changes. Intuition is useful, but, unfortunately, it’s not tangible. Consider how you might collect tangible evidence.

Finally, consider your audience.

What will be important for them to hear?

The best stories are the ones that are yours to tell.

COMMUNICATING GROWTH
When we’re communicating our stories of success and/or impact, or even just sharing our learning, it’s vital that we have a common language. In fact, language shapes our organisations.

Check out: https://hbr.org/2012/07/how-language-shapes-your-organization

INCLUDING EVERYONE
His Holiness, Pope Francis, presented a TED Talk in 2017 entitled, ‘Why The Only Future Worth Building Includes Everyone’. It’s valuable viewing as we embark upon thinking about the future and future skills.

Check out: https://www.ted.com/talks/pope_francis_why_the_only_future_worth_building_includes_everyone?language=en

ELEVATOR PITCH
Sharing our stories need not use a series of elaborations; they just need to be short, sharp and shiny… and have a little heart. Sharing your school’s story should take no longer than an elevator ride.

Here’s a simple guide: https://www.edutopia.org/blog/you-need-elevator-pitch-about-school-culture-and-climate-maurice-elias
THE LANGUAGE OF INNOVATION
As professionals, we often assume that we have a clear indication of the problems in our spheres and the best solutions to these problems. But, we forget that we have biases and also that we don’t know what we don’t know.

Innovators assume they don’t know everything but they do know that one “right answer” doesn’t exist.

Having these mindsets helps us to move from being problem solvers to becoming problem finders.

Innovators don’t ‘sell out’ by plonking another designer’s work on their context. Rather, they are intent on uncovering the right problem and then remixing research and practice examples for their context.

Then, Innovators prototype for feedback.

INNOVATION MINDSETS
CREATING SPACE FOR INNOVATION
Innovation requires space but does it require as much time as we think? Jim Carrol suggests that we’ve been investing time in perfecting innovation incorrectly and, in fact, that perfection is the enemy of innovation. If we wait to try new things in education until they’re “perfect”, we’ll miss vital opportunities to get feedback on our practice and pedagogy and perhaps we’ll wind up not doing anything.

EVIDENCE-INFORMED INNOVATION

Cordingley (2008) and Deeble (2015) are just some of the researchers who suggest that teachers should innovate from an evidence-informed perspective and gather student feedback rapidly.

Read the full articles here:


All prototypes require ‘touch-stones’. This should be based on the problem you uncovered and the ‘How Might We’ question you have developed. What are you trying to achieve through your prototype? How will you measure whether your achievements have been successful (other than your gut)?

Why you need to prototype with learning experiences - https://medium.com/s/story/how-to-know-when-its-time-to-show-people-your-creative-work-df64ff07048d

AITSL have published thorough research on reframing feedback for teaching and learning: https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-feedback.pdf?sfvrsn=cb2eec3c_12

KEEPING TOUCH WITH NOTOSH

No doubt you’ve had a chance to take a look at the NoTosh Lab (https://notosh.com/lab) which is packed full with examples of practice, explanations of why the practice is good, and some suggestions of what you might do next.

If you haven’t already, you can also visit our Facebook page, it is an easy way to tap into the adventures of the NoTosh Team: http://www.facebook.com/NoToshLearning.

Join the conversation now!