



Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Visioning Onward: A Guide for All Schools

A 3-part discussion series

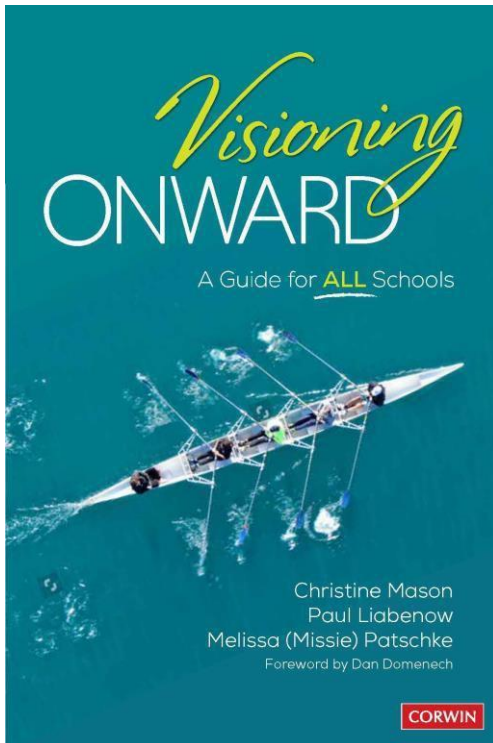
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NOTES

Our 3-Part Discussion Series: *Visioning Onward: A Guide for All Schools*

LEADER'S GUIDE



- **Module I: Visioning Amid COVID-19**
Why Visioning Matters and How to Introduce it in Schools
- **Module II:** Our 8-Step Visioning Process (Starting with Steps 1-4)
- **Module III:** Implementing Steps 3 & 4
- **Module IV:** Creative Considerations for Visioning
- **Module V:** Implementing Step 5
- **Module VI:** Steps 6-8 of the Visioning Process
 - Mission and Goal Setting
 - Barriers and Sustainability and the Future of Visioning

With this guide, school leaders can implement recommendations from our guided discussion series in their own schools and districts.

Virtual learning participants will also receive accompanying slide decks and have access to our videos to use in their schools and communities.

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Step 3: Develop the first draft of your vision statement.

Chapter 4 of *Visioning Onward* will help guide you in developing a vision.
From initial presentations, discussions, and readings, please consider the following:

Are you Visioning from a Mindful Place?

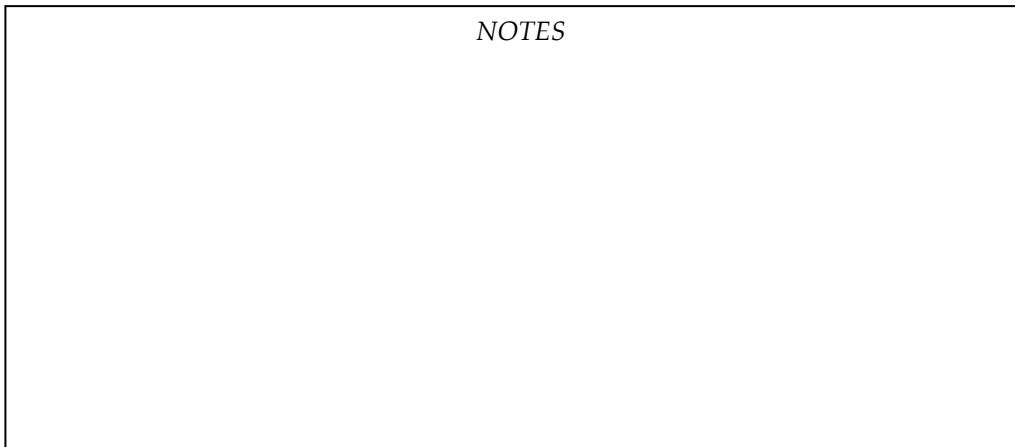
Particularly if you are feeling stressed out, take a few minutes to breathe, perhaps go for a walk, exercise, stretch, and be mindful of your thoughts, the pressures, and then letting go. You might also want to meditate, perhaps closing your eyes and meditating on gratitude, images of what is going well, or positive words such as “success.”

Additional resources can be found in our publications:

- *Visioning Onward*
- *Mindful Practices*
- *Mindful School Communities*

After you have completed a mindful activity, make notes or journal about your ideas.

NOTES



Step 3: Develop the first draft of your vision statement.

Concerns and Ideas

1. What are your primary concerns regarding visioning for the Fall of 2020?

2. What insights/ideas appeal to you (consider ideas from our 5/19 and 6/1 presentations, from *Visioning Onward*, and/or from other sources?)

Step 4: Research exemplars.

Complete the Researching Exemplar Schools – Exemplar Educational Approaches Chart from p. 95 of *Visioning Onward*. We recommend that this be completed as exemplars are reviewed with staff at your school

Innovative Approach/School	Description/Link for More Info	What is unique and appealing?



QUESTION: Have you formed your Visioning Steering Team?

Key Learning 4.4

Understanding where to begin with a Needs Assessment

Before you can decide what to do to make the changes you want in your school or district, you have to understand what students, teachers, staff/faculty, and parents feel that they need. The more robust your needs assessment, the more valuable that information will be in guiding your action plan. You can do a simple survey asking the school community to rate their satisfaction with aspects of how you run your school or district. Many districts have a regular practice of distributing such surveys to families on a yearly basis. Using these results can help you make choices that will satisfy your educational community.

In this time of COVID-19, we recommend that your needs assessment focus around key activities/outcomes during COVID-19, i.e., how COVID-19 has impacted your school/community, and plans for summer 2020. For each of these, we suggest that you ask key stakeholders (educational leaders, staff, students, and families):

- What have you learned about what you have implemented thus far?
- What has gone well?
- Where have your schools and educational staff taken on new responsibilities?
- For educators: Have you delivered or received any professional development to aid staff in their new responsibilities? (Please identify)
- What challenges are you experiencing?
- What are the greatest concerns?
- How are you addressing trauma/stress of students, leaders, and staff?
- How are you delivering services to students who are the most vulnerable or who have special learning needs?
- What recommendations do you have for improving practices this Fall?



KEY QUESTIONS

Has your Visioning Steering Team met?
If not, when is a meeting (formal or informal) planned?

Read page 81 of *Visioning Onward* and consider the following:

- Who do you want on your Visioning Steering Team and why?
- Look for people who are creative, progressive, and know the field well.
- Include people you can trust.
- Will the standing of the individual be a bonus in bringing others onboard?

Figure 4.3 Potential Steering Team Members

Name	Title	Team Role	Credibility with Stakeholders	Openness

Once you have identified potential team members, check to see about their interest in being involved and some of their initial thoughts. You could hold some informal meetings with key stakeholders prior to finalizing your team and beginning a formal visioning process.

Note: In light of COVID-19, this could be an informal team and you could meet with several teams primarily to listen and consider input before proceeding further.

- ✓ With your Visioning Team, listen to their concerns and record notes.
- ✓ Listen to ideas from your Visioning Team and share ideas from the Researching Exemplar Schools – Exemplar Educational Approaches Chart from p. 95 of *Visioning Onward*.

NOTE: Our Exemplar Schools chart is included on page 3 of this Leader's Guide.



Module IV: Creative Considerations for Visioning

With your team, consider global implications and macro concerns (in light of COVID-19 the ideas in Chapters 7, 8 and 9 of *Visioning Onward* may be particularly important). These chapters cover barriers and sustainability, future visioning, and visioning across the globe.

Look particularly at trends (p. 160) and change drivers (p. 160-185), considering particularly thoughts about technology and toxic narratives, including stress, and the future of employment.

Change Drivers

1. Automating choices
2. Civic superpowers
3. Accelerating brains
4. Toxic narratives
5. Remaking geographies
6. Social emotional and Heart Centered Learning

From these global implications and macro concerns, which are most relevant right now?

**Read what Ivan Sellers has to say about Life Tools from p. 188.
Record your thoughts.**

Here in Portugal, over the last six months we have been using the social labs experiment of Otto Scharmer and the Presencing Institute of MIT to sense the educational system in Portugal. We have done this mainly through interviews. Our overriding conclusion is one of suffering. The educational system in Portugal, and I would venture that every educational system in the world, is full of suffering: students stressed, demotivated, resisting, and frustrated—teachers the same, schools directors the same, and parents with little time to intervene or follow but frustrated to see their kids struggling and/or in other cases adding to the pain. There are also small spots of light and well-being in the system.

Mindfulness is supposed to help teachers and students (and parents and everyone in the system who practices it regularly). But one thing is clear to most people who begin to practice mindfulness regularly is that it does not eliminate the need to also work on the pain one has inside, the trauma, and the triggers we all carry. For this, self-compassion is needed, therapy is needed, and nonviolent communication and emotional intelligence are needed. In this world-mindfulness becomes one of several instruments that all contribute to a healthier eco-system.

Expansion of Step 4.

With COVID-19, we are recommending that you use an iterative process with an expansion of Step 4, Researching Exemplars, to include more ideas about the context, current discussions, the possibilities, and a Circle of Ideas (p. 77).

Vision Statements should:

- ✓ Be present tense
- ✓ Include an inspirational phrase
- ✓ Present a vivid picture
- ✓ Evoke emotion



For the Fall of 2020, work with your team to draft three vision statements.

Statement #1:

Statement #2:

Statement #3:

Consider the pros and cons of each of these statements:

Initial Checklist for Creating a Vision for Your School

- ✓ Imagine the future. Write three or four key sentences about your vision for the future for your school.
- ✓ Are you looking at Path 1 (Innovation) or Path 2 (A Crisis)?
- ✓ Do you have a deadline you are trying to meet? If so, what is it? What difference will your vision make?



Check your vision:

1. Is it inspirational to teachers and other staff?
2. Is it inspirational to key stakeholders (parents, students, board of education)?
3. Is it bold?
4. Is it empathetic?
5. Is it inclusive?
6. Is it feasible? Are goals attainable?
7. Is it focused?
8. Does it provide guidance for decision-making?

Modules V & VI of our Leader's Guide will be disseminated to session participants after Session Three of our guided discussion series. These modules complement Chapters 5-8 of *Visioning Onward: A Guide for All Schools*.



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