

DIY - What's our formula?

How do we become less avoidant and more courageous?

Take a team approach and bring alive your personal and professional values.

What would work for you as a team, as a job share, as a Year Group.

You can use the following outline as a starting point:

1. Agree a formula together.
For example, three criteria to live by in school:
 - respecting not blaming,
 - being truthful not evasive,
 - being well intended.
2. Agree techniques for how you might put the formula into practice in the moment:
 - Have a starting phrase as a reminder to address what you've agreed to address e.g. *This is a time when we need to use our formula.* Or, *Let's remember [We both count](#).* To be followed with e.g.
 - What you just said - Please clarify what you mean.
 - What was your intention?
 - What are the facts?
 - Summarise / clarify together.
 - Agree what happens next.
3. Revisit the practice regularly.
When have we used our formula this week?
When could we have used our formula this week?
Let's address this now to keep clarity and understanding.
4. Keep reviewing.
What are we learning?
How are we developing?
How are we sharing the responsibility of being less avoidant/more courageous?
How are things improving?

Tips

Little things can make a difference:

- **Permission**
Rather than direct your views and your feelings at someone, where possible, it can help to request their permission to do so.
Is it OK if I run through what you've just said so I'm clearer on this?
- **Own it**
 - *My understanding is quite different. I'd like to recap so I'm confident we all understand the same points.*
 - *I notice you seem annoyed with what I'm suggesting...*
 - *I can see people are switching off / looking bored with what I'm saying. What am I missing here?*



- Am I correct we all had the same information ahead of the meeting? Have we all read it? How can we make sure we're all prepared for these discussions and respect one another's time here?

- **Keep to the facts**

3 people have commented on this. (Not 'Everyone is talking about it.')

It's hard getting this across to people. (Not 'No one is listening.')

- **When someone interrupts or talks over you**

Thanks, I do want to hear what you have to say, I'd like to finish my points and then follow with yours...Going back to what I was saying....

- **Bring it back to what you're good at**

How would we manage two year 6 pupils behaving like this?

