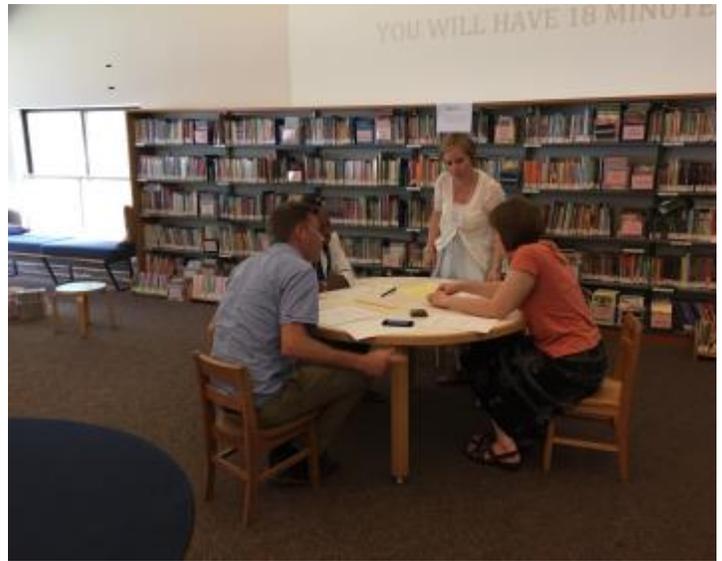




**SRI** SCHOOL  
REFORM  
INITIATIVE  
A COMMUNITY OF LEARNERS



Transformational Learning for  
Equity and Excellence

# Summer 2017

## Greater Boston Area

### Practices and Principles of SRI Critical Friendship (5-day seminar)

June 26-28 and August 21-22, 2017 Canton Public Schools  
July 31-August 4, 2017 Cambridge School of Weston, Weston MA  
August 14-18, 2017 The Inly School, Scituate MA

Times: 8:30am-4:00pm

Cost: \$950

The Institute on using the Principles and Practices of SRI Critical Friendship is designed to give educators the background information, skills and practice necessary to effectively lead collegial groups of all kinds, but especially, those focused on educational equity. Participants leave with insights and tools necessary for responsive facilitation and effective collaboration. All who are interested in being part of a learning community committed to equity with other educators, as well as those who are interested in supporting teacher-directed professional learning, are invited to attend.

Groups of educators who use the principles and practices of SRI critical friendship, facilitative leadership and adult development commit themselves to learning - with and from one another. Each group has a coach or facilitator who helps the group build trust by engaging in meaningful work while providing a safe environment for taking risks. This person is a member of the group, while helping others learn the skills that promote reflection, innovation, and making the work of teaching and leading visible. Participants:

- ❖ **Learn** how to build and sustain a learning community among colleagues
- ❖ **Assemble** a resource kit of protocols designed to make effective use of on-going collaboration time – whether it is with a grade level team, department colleagues, or others in an intentional, professional learning community
- ❖ **Practice** giving authentic feedback on student work, curriculum, and educator dilemmas
- ❖ **Learn** techniques for facilitating text-based conversations and reflective dialogues
- ❖ **Engage** in conversations about how issues of equity affect the ways principals lead, teachers teach, and students learn
- ❖ **Explore** how to reflect on and document teacher and student growth

*"... We weren't just "playing" at facilitation; we were actually working with real questions and using the protocols in meaningful ways. Knowledgeable and experienced facilitators modeled effective coaching and facilitation. There were many strengths to the seminar: the facilitators allowed participants to develop their understanding and level of ability at an appropriate pace; the participants were open to the experience and invested in sharing student work, dilemmas, ideas and their growth; the organization and clarity of the entire week was terrific. Everything was purposeful and applicable."*

*"This is the hardest I've worked in a long time, and it was some of the most valuable work I have ever done. It was a mind-blowing experience that left us tired, but not wanting to leave at the end of the week."*

*"This was the best professional development I have ever participated in; this work made me feel like a professional for the first time in my teaching career. It will change your practice...do it!"*

**Gene Thompson-Grove's** work focuses on building the capacity for transformational learning. She has 35 years of experience leading seminars on creating professional learning communities, coaching collaborative learning groups, examining student work collaboratively, developing facilitative leadership skills, and designing and facilitating adult learning experiences. She is a founding Board member of the School Reform Initiative (SRI).

For more information, contact Gene Thompson-Grove at [genetg@gmail.com](mailto:genetg@gmail.com) or 508-566-6664  
Register at <http://www.schoolreforminitiative.org/events/>