



GLOBAL
SCHOOLS
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GSF PRESENTS



Leadership Connect



6 BIG QUESTIONS, 6 MONTHS

Collective Impact of this group



18 organisations

32 leaders

29 countries

3,530 schools

946,750 children

Leadership Connect participants will:

- **Strengthen** their capacity to support their students, families, staff & organisations as a whole
- **Engage** with relevant and rigorous readings and guests as a way to stimulate thinking
- **Interact** with leaders within the GSF community to share challenges and problem-solve
- **Lead** and present on member practices, as they relate to the specific topic

- Keep your video on if possible.
- Please stay on mute when you are not speaking.
- If you have a clarifying question, please indicate to the moderator by typing in the chat box.

Inquiry Question 1 - 30 minutes

- 20 minutes in breakout rooms
- 5 minutes for debrief

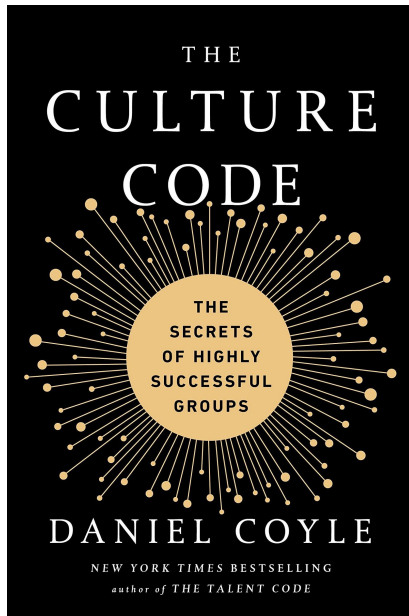
Water break for 5 minutes

Inquiry Question 2 - 30 minutes

- 20 minutes in breakout rooms
- 10 minutes for debrief



Why do certain groups add up to be greater than the sum of their parts while others add up to be less?



The Three Skills That Produce Extraordinary Cultures

Build Safety

Share Vulnerability

Establish Purpose

While we may know in our gut that vulnerability sparks cooperation and trust, how does this actually work? Dr. Jeff Polzer, a professor of organizational behavior at Harvard, confirms that seemingly small and insignificant social exchanges in which people share vulnerability can have a significant impact on groups. He says, **“People tend to think of vulnerability in a touchy-feely way, but that’s not what’s happening.”** It’s about sending a really clear signal that you have weaknesses, that you could use help. And if that behavior becomes a model for others, then you can set the insecurities aside and get to work, start to trust each other and help each other. If you never have that vulnerable moment, on the other hand, then people will try to cover up their weaknesses, and every little microtask becomes a place where insecurities manifest themselves.”

Polzer emphasizes that it’s the second person who is key. One person reveals a vulnerability, but it’s up to the second person to share her own as well and not cover it up. This interaction forms what is known as a vulnerability loop; it functions as the basic building block of cooperation and trust:

This vulnerability loop changes the way we traditionally think about building trust in a group. Most groups think they need to build trust and then people will be willing to participate in risky or challenging tasks. However, science suggests the opposite: **vulnerability comes before trust and in fact, helps to build it.** Vulnerability becomes a requirement in order to have trust in a group. Coyle sums it up this way: “Exchanges of vulnerability, which we naturally tend to avoid, are the pathway through which trusting cooperation is built.”

1. Please introduce yourself (name, organisation, location). Go in alphabetical order; the person with the shortest hair goes first.
2. Share **a vulnerable moment from your professional life** from the last two months.
3. Do you agree with Coyle's argument? **"vulnerability comes before trust and in fact, helps to build it."** Why/why not? What tactic or strategy do you use to build safety and trust in your team?





What might our students lose beyond ‘academic learning’ due to school closures and how do we protect this loss?



Reopening schools: When, where and how?

As one can expect, the longer the school interruption, the larger the learning loss. Hence, the earlier schools can reopen, the less risk of long-term damage to the learning journeys and well-being of millions of children.

We are concerned that prolonged school closures will exacerbate inequalities, deepen the learning crisis and expose the most vulnerable children to heightened risk of exploitation. We know from other crises that the longer marginalized children are out of school, the less likely they are to return. After the Ebola crisis in West Africa, we saw increased rates of sexual exploitation and teen pregnancy, demonstrating how girls are particularly at risk during school closures.

Schools are not only places of learning. They provide social protection, nutrition, health and emotional support that are a life security for the most disadvantaged, and this applies in all countries, from low to high income. The World Food Programme estimates that 370 million children are not receiving school meals as a result of school closures. As half the world's students don't have access to a household computer, the chance of learning loss over this period is nearly inevitable. How large that loss will be will depend on the effectiveness of alternative channels that are being widely used. But in any case, it will never fully compensate. **Add to that the social isolation from friends and teachers, anxiety, displacement and possible death of loved ones in the worst cases, and the psychological toll of school closures rises by the day.**

1. Thinking about your role, which of these losses are you most focussed on? Why?
 - Loss of academic learning for the general population.
 - Loss of socio-emotional development
 - Loss of academic progress for specific sub-groups (girls, students with special needs, students who are academically lagging)
 - Other losses?
2. Given the urgency of the situation and the context in which our organisations work, **which of the above losses should the LC group focus on in Module 2?**
3. Upon return, each group will share which loss they chose.

	Tally Marks
<ul style="list-style-type: none"> Loss of academic learning for the general population. 	1
<ul style="list-style-type: none"> Loss of socio-emotional development 	1 + 1
<ul style="list-style-type: none"> Loss of academic progress for specific sub-groups (girls, students with special needs, students who are academically lagging) 	1 + 1
<ul style="list-style-type: none"> Other loss? 	<p>1 + 1 + 1</p> <p><i>Enrollment, Attendance..</i></p> <p><i>All topics in the form of different tracks</i></p>