

Conflict Culture for School Teams: Facilitator Questions and Considerations for the Reflection Tools

Before jumping into a [Conflict Culture Reflection](#) with a school community or leadership team, it's important to evaluate if there is a space to move safely in and out of this reflection and the dialogue that will follow. Note that this tool is not meant to be used immediately after a crisis has happened. The Assessment Tool is meant to be used to reflect on things that may or may not have worked in a past crisis or conflict, and set goals as a collective to grow toward a more holistic healing and renewal approach to everyday tension and conflict. Below is a **non-exhaustive list of important questions for the facilitator and/or school leaders to ask before using the tool:**

Setting up the Space:

- Who is in the space?
 - *If this is meant to assess a community culture, who should be in the room? Are we reflecting on a particular team or the school culture as a whole?*
 - *If we are reflecting on our school culture, how are we ensuring we have representation of each population/ identity present?*
 - *When choosing a facilitator(s), reflect on both their capacity but also the identities that will be in the room.*
 - *Is this a voice that normally holds a lot of institutional or identity-based power? Are there power dynamics to address/ check?*
 - *Given the interpersonal dynamics of who will be in the room, would this reflection benefit from outside facilitation? Why or why not?*
- What community norms/ agreements are already in place when having big group conversations?
 - *Is there already a culture in place where community norms are shared and explicitly practiced?*
 - *What are some additional agreements or guides that might help mitigate harm?*
 - *Does the group agree to commit to these?*
 - *Examples can include*
 - *One Mic Rule*
 - *Take Space/ Make Space*
 - *Try On*
 - *Both And*
 - *Intention vs Impact*
 - *Accepting Non-closure*
 - *Confidentiality*
 - *Because you are asking folks to be vulnerable and take risks in this process, how are you building trust in the beginning?*

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- What will boundary setting and limits look like?
 - *If folks cannot consent to the community norms or continue to break them, do they get to participate? Are they asked to leave the process?*
 - *If folks cannot commit the time to the process, do they still get to participate?*
 - *What are your non-negotiables as facilitators/ leaders of this process?*
 - *How will you make those clear at the beginning? Where is there room for flexibility?*

- Timing
 - *It's important not to rush these kinds of conversations. We're asking people to be vulnerable and take risks. We want to have enough time to move safely in and out of this conversation*
 - *Depending on your group size, you might need several hours or to revisit this over the course of a few days or meetings.*
 - *Do you have the time capacity to commit to this?*
 - *What might need to be put on pause, or moved in order to make space?*

- Accessibility and Adaptations
 - *Some things to consider as you are adapting this tool for your context:*
 - *What language in the tool might be new to our group that we might need to unpack before using the tool?*
 - *Given limitations of time, how might we prioritize one or more of these practices to reflect and focus on? If you will be using this tool with students and/or families, do you have a way to translate it into languages that our students and families speak?*
 - *How will you collect scores/ anecdotes? Anonymously? What are the benefits and drawbacks of that?*

Outcomes, Possible Process & What Comes After:

- Defining what success looks like up front
 - *Make sure everyone who is involved is walking in with clear expectations of what will take place and with a clear understanding of the intended outcome*
 - *Is it to assess current gaps?*
 - *Is it to use this data to imagine and create new structures?*
 - *Are there specific practices in the assessment tool you want to focus on?*

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- Use of Structure: It is important to consider the container you will be creating for your team to use the tool. This is one highly structured process facilitators could use to engage with the tool. Ultimately, we trust the “people in the room” to determine what process will work best for their unique needs and context.
 - Identify a notetaker.
 - The role of the notetaker is to document themes of the conversation and any decisions or action items that emerge from the discussion
 - Begin by having each individual give the team a score for each row without talking about it.
 - Take each row one at a time. Starting with the first row, each person shares their scores and the notetaker captures. The person does not share why they gave the team that score at this point.
 - Revisit each row and have a discussion as a group using the following prompt: *What experiences, examples, or wisdom/ feelings did I draw from to land on the score I did for this group?*
 - When the discussion feels like it is moving towards alignment for that row, the facilitator asks if anyone would like to change their original score for that row based on what they heard or talked about. Sometimes new insights or wisdom emerges through the dialogue process. Notetaker records changes.
 - Notetaker averages the individual scores to reach a score for that row (add up everyone's score for that row and divide by the number of people)
 - Repeat for each of the rows of the assessment.
- Debriefing and re-centering afterwards
 - Ensure that there is ample time within each session to debrief the process and close with care. Below are some sample debrief questions we would recommend using:
 - Group Debrief Questions:
 - *Which rows received our highest scores? What might that tell us about our current strengths as a team?*
 - *Which rows received our lowest scores? What might that tell us about where we should focus our work moving forward?*
 - Individual Debrief Questions:
 - *Given your role and identity, how did this process feel to you? What are you taking with you?*
 - *How would you want to engage in this process differently next time?*
 - It can be a both mental, physical, and emotional tax on folks to process for this long as a community

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- *Is there time set up for folks to take care of selves afterward?*
- *Can time be blocked off to decompress?*
- *Can grounding techniques or aftercare suggestions be provided?*

- Keeping transparency
 - *How will folks be able to access this data/notes after each session(s)?*
 - *Who will be in charge of sending out the information to everyone?*