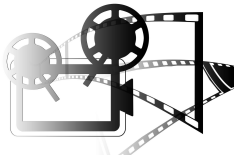
ROP™
Reflecting on Practice

Training and Supporting Seasonal and Part-Time Staff

Welcome & Introductions



This clinic will be recorded.

Indicators of success for seasonal staff and how to articulate them to staff

Goals for Content Clinic

- Explore experiences at 2 institutions' using components of RoP with part-time /seasonal teams
- Discuss what success might look like with staff
- Identify a next step that you can take to move the needle on RoP with your team

Quick Write

- How might new team members' comfort with reflective practice be cultivated without time to do all of RoP?
- What behaviors might you want to see in your new team members? How might you know that you were successful?

Erin McCombs (EMcCombs@lbaop.org)
Education Supervisor

SUMMER CAMPS AT AOP

TRAINING STAFF AND GOAL SETTING

FORMER CAMP TRAINING

- An annual review of camp protocols (boring!)
- If I expected staff to make camps hands on and engaging, why wasn't I setting the example during camp trainings?

CURRENT CAMP TRAINING

- Goals:
  - Facilitate collaboration between camp staff
  - Encourage professional growth of staff
  - Prepare staff for another summer camp season
- Measures of success
  - Conversation between camp staff
  - New voices sharing
  - Diverse ideas being presented
  - Direct feedback from staff

WHAT DO YOU HOPE TO ACHIEVE THIS SUMMER IN CAMP?

WHAT IS THE GOAL OF HUSBANDRY ENCOUNTERS IN CAMP?

CAMP REFLECTIONS

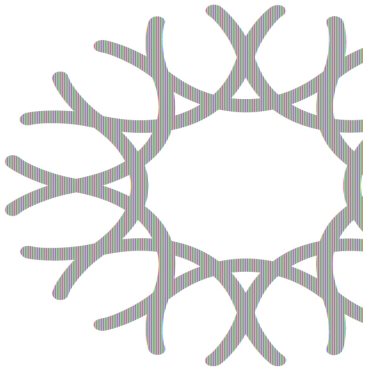
These reflections are shared with the supervisors and used during 1 on 1s.

TOOLS

- Camp Training
  - More opportunities for staff to talk to each other
  - Focusing on goals
  - Looking at how we do it, not what we do

- Camp Reflections
- 1 on 1's for goal setting and reflecting

Lindzy Bivings
School & Community Programs



CALIFORN
ACADEMY
SCIENC

CULTIVATING REFLECTION

Part-Time Staff & Volunteers in School Programs

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How might new team members' comfort with reflective practice be cultivated when we don't have the time to do RoP *first*?

Outlines with references to RoP tools

Link here

Engineering the Embarcadero

Focus Question: How might we build safe shorelines for people and animals?

By the end of this field trip students will be able to:

- use a model to test the different effects of ocean waves on a shoreline
- design and construct a prototype of a seawall that protects a shoreline from wave energy
- analyze how well a proposed solution meets the needs of humans and animals

Program Outline: (including *Learning Cycle Design Framework*)

Meet & Greet the class in front lobby

- Welcome students and let them use the 2nd floor bathroom on your way to the classroom

Introduction (5 minutes)
Goal: Students, teachers and chaperones feel welcome, excited, and know what to expect

- Ask chaperones to sit with the students at the tables
- Welcome the group and briefly introduce the Academy and what we do/ have here; that it's their museum
- Scientist/Engineer's Pledge

Invitation: Framing the challenge (10 minutes)
Goal: students access their own prior knowledge about shorelines & are introduced to the concept that we will be exploring today

- **Turn-and-Talk:** SF is surrounded by water (title slide image)
  - What do you notice about land and water in San Francisco?
  - Think of a time when you were near where the water meets the land, shoreline? What did you notice? →*This introduction of the vocab word*

Reflection prompts for before & after an activity

- **Before an activity / video clip -** Lead Educator shares a reflection question
  - *“the goal of this part of the activity is… and I am trying to figure out… I’d love to hear your ideas at the end too.”*
- **After an activity -** Lead educator chats with new team member for 30 - 45 minutes.
  - *reiterates what the reflective question was, and why it is important to them.*
  - *gives new educator an opportunity to ask clarifying questions.*
  - *discuss some ideas, and bring out the Educator Moves to see if it helps generate more ideas.*
  - *emphasize - “no judgement zone” while brainstorming.*

Scheduling Staff

- Set aside time during “off-season” for year-around staff to get on the same page about developing learning progressions for new team members.

- Select a few “regular program days,” but don’t take any reservations so that the following can happen
  - professional learning
  - video reflections
  - group process critiquing an activity design

- Pair up each New Team Member with 1-2 “mentor” educators.

What have we learned, and how do we know we're seeing success with part-time/ seasonal team members?

- *They jump into video reflections, brainstorming, activity design critiques. Sometimes they ask for it.*
- *When we do get to RoP, we hear them say things such as "I knew these worked well, but now I understand even better why they work." or, now "I have these ideas I want to try."*
- *It seems to keep team members more engaged and happy because they have some autonomy to make some things their own.*

Collective Brainstorm in break out rooms

1. Go here for collaborative document.
2. Introduce yourselves.
3. Who is your target audience?
4. Discuss these questions →
5. Document your conversation (include email addresses)

- What assets and infrastructure already exist that you can use? (meetings, times, relationships, etc.)
- What might success look like? (so you know it when you see it?)

Please give us feedback on how to improve and what new topics for the next mini-series.

Complete this short survey.