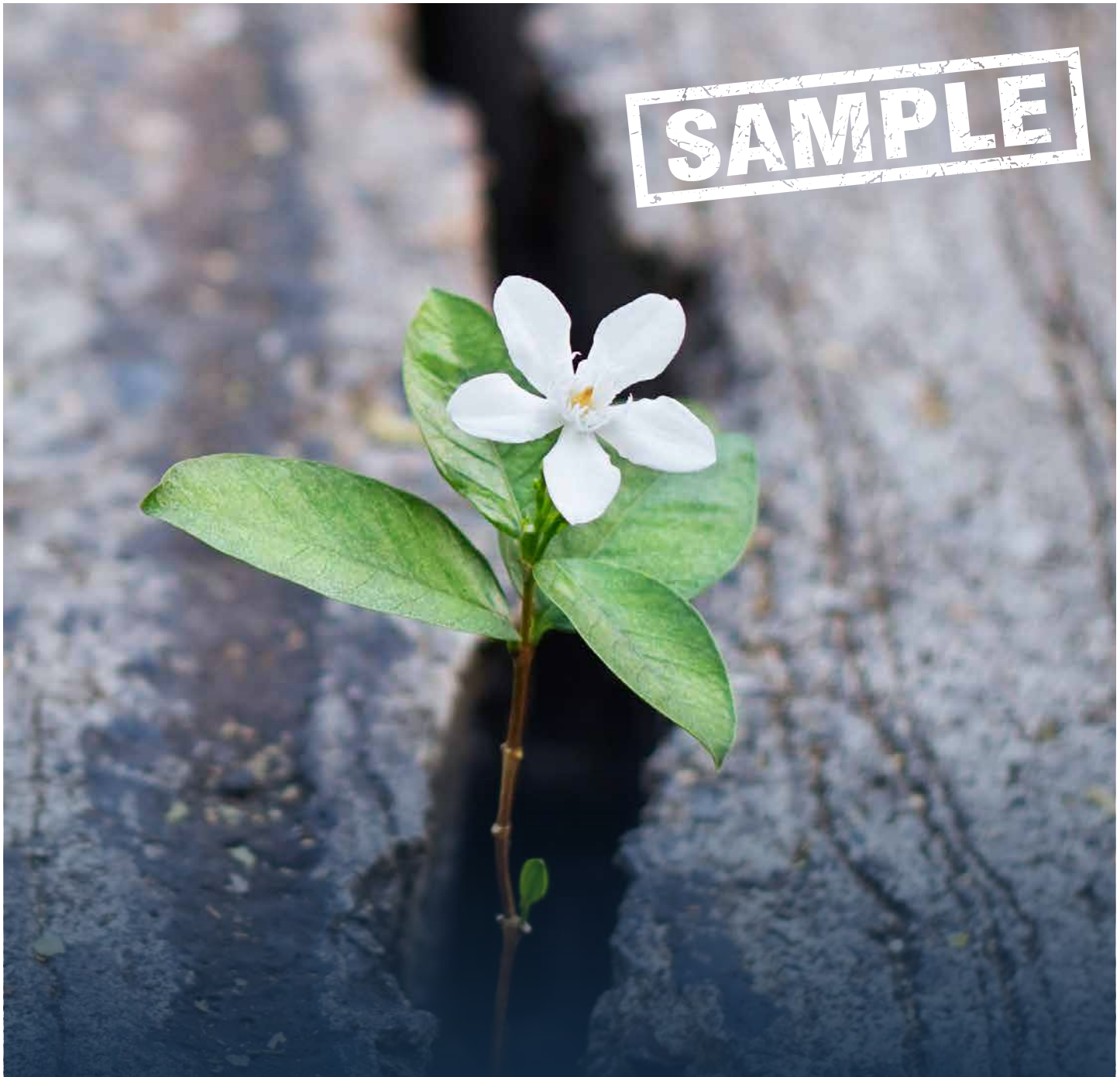


AI SUMMIT
PARTICIPANT WORKBOOK

Growing & Flourishing Together:
Learning To Feel Good + Do Better"

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SUMMIT TASK

To explore together how we can grow and flourish more consistently – individually and collectively - and help others do the same across our school.

SUMMIT OBJECTIVES

1. **Discover** when, how, and why people grow and flourish in our school.

2. **Dream** of how we can build on these strengths to help people learn to feel good and do better more consistently across our school so that we can grow and flourish together.

3. **Design** pathways that utilize positive education approaches to help us grow and flourish across our school.

4. Realize our **destiny** by taking self-organized actions individually and collectively to make our shared hopes a reality.

SUMMIT AGENDA

THURSDAY 18TH JANUARY

8.30 am **Welcome + Opening Address**

Overview of the AI Summit method and what to expect.

Your role.

9.00 am **Discovery:**

Activity 1: AI Paired Interviews: What's working well?

Activity 2: Table Share: What are our shared strengths?

Report-Out

10.30 am **Morning Tea**

11.00 am **Dream:**

Activity 3: Table Brainstorm: How are we hoping to build on our strengths?

Activity 4: Table Improvisation: If everything went as well as possible what does our future look like?

Presentations

12.45 pm **Lunch**

1.30 pm **Design:**

Activity 5: Group Brainstorming: How might we make our dreams a reality?

Activity 6: Rapid Prototyping: How might your ideas work practically?

3.00 pm **Working Afternoon Tea/Destiny Marketplace**

3.40 pm **Destiny:**

Activity 7: Feedback & Self-Organization: What happens now?

Activity 8: Individual Reflection: What will you take responsibility for?

4.45 pm **Close**

WHAT IS AN APPRECIATIVE INQUIRY SUMMIT?

This is not your typical workshop!

APPRECIATIVE INQUIRY ("AI") — is a strengths-based approach to creating generative connections that enable people and systems to flourish.

To **APPRECIATE** means to value what's working. Researchers have found that we learn little about excellence by studying failure. Today we will intentionally look for the strengths in ourselves and our system, and ways to build upon them together.*

To **INQUIRE** means to ask questions, to study, to search. Studies have found that organizations move in the direction of what they most deeply, rigorously, and persistently ask questions about. Today we will open our minds and our hearts to find ways that we can be of better service to others.

The **GENERATIVE CONNECTIONS** that emerge from sharing information and creating new or deeper working relationships are what enable change to happen in any system. Today we will enable generous, surprising configurations and connections of people's hopes and strengths so together we can make an even more positive difference.

People and systems **FLOURISH** when they are given opportunities to self-organize and willingly take responsibility around the ideas and actions about which they feel so passionate. Today we will invite you to make your hopes a reality by volunteering to only deliver on the actions to which you feel truly committed.

An AI Summit is a cooperative and systematic search across a system to discover the best of "what is," in order to dream of "what might be," so that we can fuse our strengths together and design "what should be," and ensure collective ownership and commitment to deploy "what will be."

***IMPORTANT NOTE:** *Taking a strengths-focus doesn't mean that we can't talk about things that aren't working or that concern us. Where problems or challenges do come up, try to support each other in exploring what you are hoping we can do differently that would build on the strengths – the values, talents, resources, and networks - we have available to us and create the change you most want.*

HOW DOES AN AI SUMMIT WORK?

Focused on a strategically selected affirmative topic, Appreciative Inquiry uses a 6-D cycle to guide our efforts:



The 6-D cycle is underpinned by five core principles to enable flourishing:

- **The constructionist principle** – what we believe to be true determines what we do - our words create worlds. Thus, the questions we ask become the material out of which the future is conceived and constructed. For this reason, the purpose of inquiry should be to stimulate new ideas, stories, and images that generate new possibilities for action.
- **The principle of simultaneity** – inquiry and change are simultaneous. The way we ask a question sets the stage for what we find. Are the questions you're asking life depleting or energizing? Are they fear-inducing or confidence building? Do they encourage prompting blame and judgment or connection and collaboration?
- **The poetic principle** – what we focus on grows. Your topic of choice not only shapes what you learn but the actions that will follow. Is your attention and energy focused on what you want to see more of or on what you want less of? When we place sincere effort on what we want to see grow and develop, and are able to let go of what doesn't serve or support us, we have a greater chance of achieving our desired outcomes.
- **Anticipatory principle** – what we do today is guided by our image of tomorrow. Our sense of fear or hope about the future and what it may bring, determines the way we feel and how we act. How does this work? Just the very idea of having the rewards that come from getting something that we're hoping for is enough to kick-start a cascade of dopamine—the brain's reward drug—through key neural pathways in our brain that have the power to move us from intention to action. Both success and failure have been found to be strongly influenced by the images we hold..
- **Positive principle** – momentum and sustainable change requires large amounts of positive affect and social bonding, attitudes such as hope, inspiration, and the sheer joy of creating with one another. When we feel positive, researchers have found we're more optimistic, more resilient, more open, more accepting, and more driven by purpose.

HOW DO PEOPLE GROW & FLOURISH?

In its simplest form, researchers suggest that wellbeing is our ability to feel good and function effectively. It's what provides us with the resilience to navigate the natural highs and lows we all experience. And it's what makes it possible for us to not just get by, but to truly feel like we're 'flourishing' more often in work and in life.

Professor Martin Seligman, one of the world's leading researchers in human flourishing, suggests that wellbeing is cultivated by the presence in our lives of:



POSITIVE EMOTION

The right balance of heartfelt positivity to boost our resilience



MEANING

A sense of connection to something bigger than ourselves



ENGAGEMENT

The regular development of our strengths – those things we're good at and enjoy doing



ACCOMPLISHMENT

The belief and ability to do the things that matter most to us



RELATIONSHIPS

The creation of authentic, energizing connections



HEALTH

Eating well, moving regularly, sleeping deeply

Just like muscle groups and different types of fitness, researchers have found that it is possible to build and improve each of the PERMAH pillars by regularly engaging in wellbeing habits and activities. In a school setting these approaches form the basis of positive education and can include pedagogy, policies and procedures for staff, students and parents, leadership practices, staff development opportunities, curriculum and co-curricular activities, pastoral care, community programs, physical environments, etc.

But remember, feeling good and doing better ebbs and flows for each of us,depending on what's happening around us at school and at home. Rather than setting the goal of flourishing all the time, we've found that the real prize is in helping ourselves, others and our schools become informed, confident, and active participants in shaping our wellbeing so that we can show up wholeheartedly, know that we belong and can learn and grow together — whatever life throws at us.

1 | WHAT'S WORKING WELL?

PAIRED INTERVIEWS

PURPOSE:

To discover what makes it possible for people to grow and flourish in our school.

STEPS:

1 | Select an interview partner you don't already know well.

2 | Interview your partner using the questions on the following page.

3 | Encourage your partner to share their story; draw them out with your positive energy and interest. Feel free to expand on the questions.

4 | Take good notes. Be listening for great quotes, stories, and examples of strengths. You will share the results of your interview in the next activity.

5 | Be mindful of the time you have available.

Interviews to be completed by _____ o'clock

QUESTIONS:

A. WHAT ENABLES PEOPLE TO GROW AND FLOURISH IN OUR SCHOOL?

People who are growing and flourishing are able to consistently feel good and do better because they have the confidence, skills, and support to navigate the natural lows and highs we all experience. For example, they understand the importance of cultivating positive emotions and are willing to be comfortably uncomfortable when it aids their learning and growth. They know what their strengths are – those things they are good at and enjoy doing – and play with ways to intelligently develop them, so they learn how to neither overplay nor underplay them. They prioritize their relationships and make time to connect with others, show kindness, and express gratitude. They have a clear sense of purpose and use this to make a positive difference for others. They are able to accomplish the things that matter to them most because they show up with a growth mindset, practice self-compassion, and value authentic grit over simply getting results. And they try to look after their physical wellbeing by eating well, moving regularly, and getting enough sleep and recovery time.

Tell me about a time when you or someone in our school has really been growing and flourishing. (It might be you, a staff member, a student, a member of our community, or a group of people. It can be a big moment or a small moment, a recent moment or something that was a while ago). What was happening in this moment?

- How did you know you or the person or group was growing and flourishing?
- Which PERMAH pillars in particular do you think were building in this moment? Use the chart on the previous page to identify them.
- What was making it possible for them to feel good and do better?
- What impact did this have for them and others?
- What makes this particular example so memorable for you?

B. PLEASE COMPLETE THE SENTENCE BELOW.

When people are growing and flourishing in our school, we …

NOTES:

2 | WHAT ARE OUR SHARED STRENGTHS?

TABLE SHARE

PURPOSE:

To discover the shared insights and common practices across each of our stories, so we understand how we can build on the strengths that enable people to learn to grow and flourish in our schools.

STEPS:

1 | Assign roles (see suggestions below) to help your group stay on track.

2 | Take one of the large sheets of paper, draw a line down the middle separating two headings: “Stories & Sentences” and “Success Factors for Growing & Flourishing” to capture what you hear on your table as best you can.

3 | Have each person on your table introduce their partner by sharing their stories and discoveries from their interview - be sure to share how they finished their sentence about our school and the success factors that made growing and flourishing possible at school. (eg. prioritizing time to connect with others, doing what you love, having a strong sense of meaning.)

4 | Together ***choose one story*** that best captures what you’ve found as a group and be ready to share this in a two-minute presentation back into the room. Please note this is ***not an amalgamation*** of your stories. It should be ***one story***, about how someone or a group of people have grown and flourished at our school (see the story-telling tips on the following pages to help you prepare).

5 | Please identify ***one sentence ending*** that best captures what happens in our school when people are learning to grow and flourish.

6 | Please identify ***the five most common success factors*** for learning to grow and flourish ***across all of your stories*** and write each one down on a post-it note (so you will have five post-it notes in total). The success factors should be drawn across all of your stories.

Table share to be completed by _____ o’clock

SELF-MANAGEMENT AND GROUP LEADERSHIP ROLES

Here are useful roles for managing your discussion, data, time, and reports:

- **Discussion Leader:** Ensures everyone's voice is heard.
- **Time Keeper:** Keeps group aware of time. Monitors report-outs and signals time remaining to the person talking.
- **Recorder:** Writes group's output on flipcharts and post-it notes.
- **Reporter:** Delivers report to large group in time allotted.

STORY TELLING TIPS

Great stories are irresistible to the human mind because they activate our imaginations so we have no choice but to follow the mental movies created in our heads. This means we don't want to simply give people the facts, we want to paint a picture that helps them to clearly see, feel, and hear the journey of the story's hero. We want to share the story of their strengths in action so we know what we can build upon.

Here is an example of a two-minute story told by one AI Summit reporter about a student thriving:

> *Jake is a student who has cerebral palsy and can only speak with the assistance of a computer and needs a full-time classroom aid. Despite these challenges and the loss of his father, Jake has managed to win the respect and hearts of his peers through his extraordinary bravery, his grit, and his immensely positive attitude. Jake can say just one word. That word is "Yes!"*
>
> *As a result his classmates are incredibly supportive of Jake. When he plays basketball with them, they catch the ball on his behalf and ask him where he wants to pass it and make this a reality for him. As they've read books in class about other children facing physical challenges that Jake relates to they have noted down and passed messages of encouragement to him.*
>
> *This year Jake was voted school captain. For Jake and his classmates, this is a shared story of triumph over adversity in which they each play a starring role that enables individual and collective thriving.*

3 | HOW CAN WE BUILD ON OUR STRENGTHS?

DREAM DIALOGUE

PURPOSE:

To imagine what might be possible in our school if we were more consistently feeling good and doing better because we were learning to grow and flourish together.

STEPS:

1 | Assign roles (see suggestions below) to help your group stay on track.

2 | Grab one of the large sheets of paper to summarize and capture the ideas you hear on your table as best you can.

3 | Let's assume you've woken up to find it is five years from today and the story of how we're growing and flourishing together is being shared at conferences around the globe and is the best practice case study for other schools. This is because individually and collectively we have built upon all of those strengths you discovered and the most heart-warming stories, inspiring examples, revolutionary practices, and detailed measurements are showing again and again that this is a school where people are genuinely and consistently feeling good and doing better.

As you sit in the audience at a school's conference and listen to a panel of our students, staff, parents and school community members share our story, what are they saying about what it's like to walk through our hallways, learn in our classrooms, sit in our staffroom, or just be part of our school?

Please quickly go around your group – think of this as a lightening round of questions – and share your intuitive answers to:

- What was the most inspiring and pleasantly surprising example you heard from one of our students, staff, parents, or school community members about what it is really like now to be a member of our school?
- What big, bold choice were people amazed to hear that we had made as a school to help us to grow and flourish together? Why are you proud that we made this choice?
- What one small step did we take quickly after our AI Summit to help people grow and flourish across our school that really propelled our journey forward? Why was this so important?
- When asked to summarize in one short sentence what it is really like to be part of a school where people are growing and flourishing together, what was most memorable for you?

Be as specific as possible in your answers so you can paint a clear, vivid image of the future you most want to create together. Try to build on each others' dreams and look for common themes and shared hopes.

Brainstorm to be completed by _____ o'clock

SELF-MANAGEMENT AND GROUP LEADERSHIP ROLES

Here are useful roles for managing your discussion, data, time, and reports:

- **Discussion Leader:** Ensures that each person who wants to speak is heard within the time available. Keeps group on track.
- **Time Keeper:** Keeps group aware of time. Monitors lightening round answers and signals time remaining to the person talking.
- **Recorder:** Writes group's output on flipcharts, using the speaker's words. Completes the dream template.
- **Reporter:** Delivers report to large group in time allotted.

4 | WHAT MIGHT BE POSSIBLE?

TABLE IMPROVISATION

PURPOSE:

To bring your dream to life so others in the room can see and share in your excitement and hopes for how we might grow and flourish individually and collectively across our school more consistently.

STEPS:

1 | Keep your small group roles.

2 | Having listened to everyone's dreams, circle the common and unique elements that have emerged. What are the bigger, braver, bolder images of our school's future that you are hoping for? What are the smallest changes that might help us to grow and flourish together more consistently? What short sentence best describes your shared hopes for our school?

3 | Recorder please use the worksheet on the next page to capture the core elements of your group's vision of the future and a summary of what will be portrayed in the group's presentation. Please hand this to the facilitator when your group presents.

4 | Choose a creative way to present this envisioned future. Prepare a ***three-minute*** "portrayal" as if it is happening now. All group members must have a role. You could:

- Write a letter from a grateful student detailing how they have been able to grow and flourish at our school.
- Tell us what an amazed and happy parent would say to another family about the way their child has been able to grow and flourish at our school.
- Share the conversation you would have with a potential new staff member about how the school has helped you to grow and flourish.
- Make a skit, or creative representation of an ideal day for a student, teacher or school member of our school as they grow and flourish with others.
- Any other creative medium to share your dream – i.e., a work of art, a song, a poem, a day in the life, a panel presentation, a TV report, a Twitter or social media feed, an award being given, etc.

Use any creative materials available.

Presentations to be ready by _____ o'clock

THINGS I LIKE MOST IN THE IMAGES OF THE FUTURE

(Please make notes from each presentation):

SHARED HOPES (THE WHY & WHAT)	POSSIBILITIES FOR ACTION (THE HOW)

5 | HOW MIGHT WE MAKE OUR DREAMS A REALITY?

GROUP BRAINSTORM

PURPOSE:

Quickly brainstorm how we might make our dreams of growing and flourishing together a reality for the opportunity area you have chosen.

STEPS:

1 | Assign roles (see suggestions below) to help your group stay on track.

2 | Assuming anything that builds on our strengths is possible, use the post-it notes to brainstorm as many ideas as possible related to your group's opportunity area and "How might we …?" question and place these on the board provided.

3 | Narrow and prioritize the brainstormed list by grouping similar ideas on the post-it notes together into common themes.

4 | Now have each group member take five dots and place a dot on any of the ideas they think could be implemented and would make a real difference to people's ability to grow and flourish at our school. Please only vote for what you care enough about that you would be willing to help take responsibility for (one vote per idea, you don't have to use all your dots).

5 | To ensure your ideas are captured please make sure your recorder documents your most voted upon ideas clearly on the How Might We Ideas template.

Template to be complete by _____ o'clock

BRAINSTORM GUIDING PRINCIPLES:

- Defer judgment—don't dismiss any ideas
- Encourage wild ideas—be radical
- Build on the ideas of others—no "buts" only "ands"
- Stay focused on the topic
- Hold one conversation at a time
- Be visual

SELF-MANAGEMENT AND GROUP LEADERSHIP ROLES

Here are useful roles for managing your discussion, data, time, and reports:

- **Brainstorm Facilitator:** Facilitates the brainstorming session by upholding the brainstorming rules and raises questions to keep the brainstorming moving. Challenges the group to go for quantity. Try to get as many ideas and "post-its" as possible on the board. Help group these when required.
- **Time Keeper:** Keeps group aware of time.
- **Brainstorm Radical:** Ensures the group is challenged to contribute bold, wild ideas.
- **Recorder:** Writes group's most voted on ideas on the template provided.

6 | HOW MIGHT THIS IDEA WORK PRACTICALLY?

RAPID PROTOTYPING

PURPOSE:

To take one of the most promising areas from the brainstorming session and build and design a prototype or model of it to help us realize our shared dream. The goal is to begin prototyping an initiative that has real strategic value for our school.

STEPS:

1 | Assign roles (see suggestions below) to help your group stay on track.

2 | Quickly select one of your most voted on how might we ideas to rapidly prototype and bring to life so you can enrol the support of others in our school.

3 | Make it visual! It could be:

- A drawing
- A storyboard
- A three dimensional model
- A mock up/draft
- A business proposal format

Ensure everyone in your group is contributing. If the prototype has several discrete elements you might want to form subgroups to work on different pieces.

Mount it on the prototype board provided if possible.

4 | Give your prototype a name and use the Prototype Pitch template to draft a ***three-minute presentation*** that anyone in your team can deliver to share your prototype and enlist offers of support, sponsorship, and resources from the wider group to help you take your idea forward.

5 | During afternoon tea make sure there is at least one person at all times (rotate as needed) at your design station to pitch your prototype to others.

Template to be complete by _____ o'clock

SELF-MANAGEMENT AND GROUP LEADERSHIP ROLES

Here are useful roles for managing your discussion, data, time, and reports:

- **Prototype Facilitator:** Facilitates the creation of the prototype, and ensures everyone has a chance to contribute..
- **Pitch Leader:** Ensures group members help them to complete the Prototype Pitch template and that group members feel able to deliver this presentation to peers
- **Time Keeper:** Keeps group aware of time.

ROLES PROTOTYPE REVIEW NOTES

It's time to go shopping for some great ideas to move you towards your shared dream! As you explore the destiny marketplace write down the names of the prototypes you've visited below to help you spend your appreciative votes in the next activity. Look for ideas you want to:

- Express appreciation or encouragement for.
- Offer feedback for what you'd love to see added to their idea, or any opportunities or challenges you think may still need to be addressed.
- Volunteer to help – this could be offering to join their team, share a resource or contact, or be a sounding board for future iterations.

7 | WHAT HAPPENS NOW?

FEEDBACK & SELF-ORGANIZATION

PURPOSE:

To provide feedback on people's prototypes and offer assistance to any prototypes you'd particularly like to support going forward.

STEPS:

1 | Get ready to spend your six appreciative votes and shape what happens next for our school. Looking at your prototype review notes please fill out:

- **2 x "I Think This Is Great"** cards for prototypes you really liked and be specific about what you appreciated and why you think this could impact your shared dreams so the team know what to keep and build upon.
- **2 x "I'd Like To See"** cards for prototypes you felt had great potential but needs something more added or clarified on how they'd deal with opportunities or specific challenges you think they may encounter.
- **2 x "I'd Like To Help"** cards (these votes are optional) for any projects you'd like to offer support or resources towards including your own opportunity area. This could include volunteering to be part of these self-organized teams going forward, or offering specific assistance, resources, or introductions that draw upon your strengths.

2 | Quickly visit the prototypes and add your votes to the "What Happens Now" boards.

3 | Return to your prototype and review the feedback your team has been given. Based on what you've learned, what would it take to move your ideas to the next step? For example: Do you need buy-in from others? Does this idea need more research? Could you pilot the idea somewhere? Are you ready to get started? Be specific and complete the Next Steps Template.

4 | Finally, indicate how confident and energized you feel about taking these next steps by coloring the bottom of your Next Steps Template either:
Red for "Not Yet"
Orange for "Nearly There"
Green for "Ready To Start"

Template to be complete by _____ o'clock

8 | WHAT WILL YOU DO TO STEP FORWARD?

INDIVIDUAL REFLECTION

PURPOSE:

To be clear now on what you will do differently following today to make your hopes a reality in our school.

STEPS:

1 | Quickly write down your answers to the following three questions:

- What is the most important thing you learned today about our school and how we can grow and flourish together?

- What is your one big hope as we leave this Summit?

- What is the one thing you are willing to do personally in the coming days to help our school start growing and flourishing together more consistently? When will you do this? What will you try? Be as specific as possible if you really want this action to work. For example, if you wrote it in your diary, when would it appear, and what would it say?

2 As soon as you have answered the questions stand up and start forming two lines through the room, so that you are standing and facing the person opposite you.

3 Share your answers with your partner.

4 Ask your partner what you can do to support them in following through on their personal commitment to take action. Do they want you to check in with an email or SMS? Will they let you know when it's done? Do they want to catch up for a coffee in the coming days and swap stories? Change is more likely to happen when we have social support.

5 If you're finished, and others are still sharing, please stay standing with your partner and together, and with others around you who have also finished, reflect on the three most exciting or important things that have happened in this Summit. Use this time to consolidate, savor and appreciate what you have achieved here together. We will let you know when it's time to sit down.

OUR HEARTFELT THANKS!

We understand how hard we invite you to work and play during an AI Summit and we're incredibly grateful for the energy, effort, and participation you have provided today. An AI Summit only works when we willingly come together to share our strengths, our hopes, and our commitment to take action.

If you would like to learn more about Appreciative Inquiry and how to use it in coaching conversations, small groups, or a Summit yourself, you can grab our free Appreciative Inquiry starter's guide at ***www.michellemcquaid.com/toolkit-ai***. This contains a free e-book and other resources to help you create strengths-based, generative connections that enable people and systems to flourish.

Remember that change starts with you and you don't need to wait for permission or approval to be the change you want to see around helping people to feel good and function better in your school.

It's been a privilege and a pleasure to share today with you.

Warmest wishes

Michelle

Michelle McQuaid