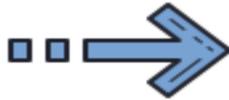


## Reframing Statements to Encourage More Creative and Positive Action

Scenario: A teacher having a discussion with a colleague about the lack of student engagement during online learning.



DEFICIT FRAME	TO REFRAME THE CIRCUMSTANCES	POSITIVE FRAME
My students are off task during online learning. I can't get them to follow directions in breakout sessions.	<i>Speak in terms of the positive (what assets and strengths do we have to build on?) instead of talking about what we lack (expressing disapproval, sarcasm, cynicism).</i>	Together we hold valuable, comprehensive knowledge about our students. We have worked hard to build positive relationships and to get to know our students on a personal level. We are in this together, we have the expertise and we will figure it out together.
My students often have their self-view hidden and refuse to unmute themselves. They also are not following directions whenever I pop into breakout sessions.	<i>Share and incorporate all relevant negative information in reframing the future we want to create.</i>	I want my students to stay visible and unmute when appropriate during our online sessions. I also want them to follow the directions during breakout sessions so that they continue to learn from each other. This will provide a better online learning environment for the whole class.
I need to have consequences for the types of behaviors that I am seeing during online learning.	<i>Seek others' perspectives, instead of assuming the certainty of having the answer. Assume others have valuable information to share.</i>	I am wondering what your experiences have been and how I can learn from you to help make my students more successful. I would love to hear what is working for you.
I will no longer be using breakout sessions. All learning will be done as a whole group.	<i>Ask questions in order to explore all possible options</i>	I value your experience and expertise. Are there strategies that you can suggest? Do you have any ideas about how to more effectively engage students and set them up for success?

Adapted from: Lee, S., Henderson, M., Whitaker, G "Positive Problem-Solving: How Appreciative Inquiry Works" ICMA Press, vol. 43, Number 3, 2011.