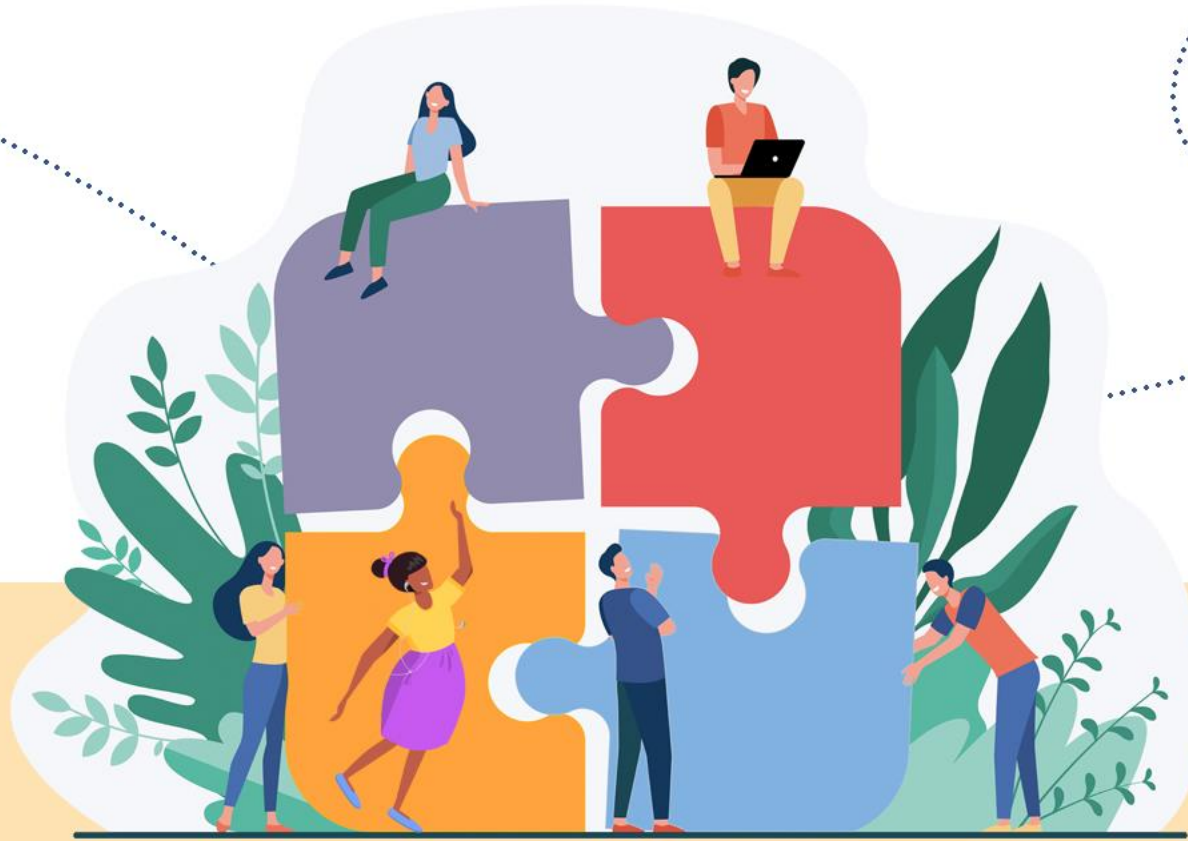


# RECONSTRUIR EL PACTO EDUCATIVO GLOBAL

## El Pacto Educativo Global desde la INDAGACIÓN APRECIATIVA



12-14 NOVIEMBRE 2020 - **online**  
13.30h a 18h horario CET- Roma



IDEIA  
Instituto Diálogos  
e Indagación Apreciativa



## DESTINO

Creación de pautas y  
Líneas de actuación



## DEFINICIÓN

Unimos esfuerzos-alianza  
educativa-formar personas  
maduras-superar fragmentaciones.  
Reconstruimos tejido relaciones,  
humanidad más fraterna



## DESCUBRIR

¿Qué nos da vida?  
Oportunidades, fortalezas  
raíces del éxito y  
buenas prácticas

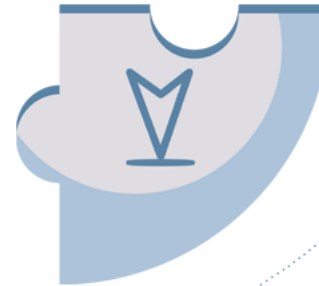
## DISEÑO

Declaraciones de  
aspiraciones  
Co-crear en los temas  
prioritarios



## SUEÑOS

Nuevos horizontes  
para el Pacto Global  
Nuestro ideal  
Encontrar las áreas de  
oportunidad



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# Examples

- Replace care center directors with an external (not from the Congregation) contracted person instead of a religious one
- How do we take care of ourselves and connect with the courage/boldness that faith gives us?
- Fatigue and fears among congregation leaders because many sisters are “departing” due to Covid-19
- Inspiring and caring leadership, in the light of extreme situations of tension and stress in educational institutions, closing schools, the load of management and administration - reviving the positive and healthy core
- Living the guidelines from the General Chapter
- Strategic planning with SOAR
- Accompany tutors, facilitators and be a thinking partner to inspire innovation in the way we meet in the cloisters and in the schools
- Involve and empower young women leaders in the congregation
- Create a stronger link between new leaders who are spread across many territories: appreciative teamwork, higher team wellbeing
- Appreciative spiritual accompaniment, to rekindle the connection with the healthy core



# Appreciative Inquiry Summit

## WHAT

What do we want to see grow? What do we want to inquire? Where do we want to focus? Which results do we expect? What gives us life and makes us flourish?

## WHO

Who do we want to involve? What voices should we take into account?  
Who are the key people to achieve what we want?  
Who is part of the whole process?  
Who are the providers, the users, the students, their families, the administrators, the educators, the management teams, etc.?  
Include all stakeholders.

## WHO

Who will be in the leading group?



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# Appreciative Inquiry Summit

Affirmative  
TOPIC

“ Unimos los esfuerzos en una alianza educativa amplia para formar personas maduras, capaces de superar fragmentaciones y contraposiciones. Reconstruimos el tejido de las relaciones por una humanidad más fraterna.

MANUAL PARA EL PARTICIPANTE

TOPIC

AFFIRMATIVE: what we want, and what we do not want

INCLUSIVE: it includes us all

INSPIRING: we are curious to see it grow, it inspires us to inquire

LIFE

We want to discover what brings LIFE to the system, **the positive core**

UISG

UISG

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PLENARIA

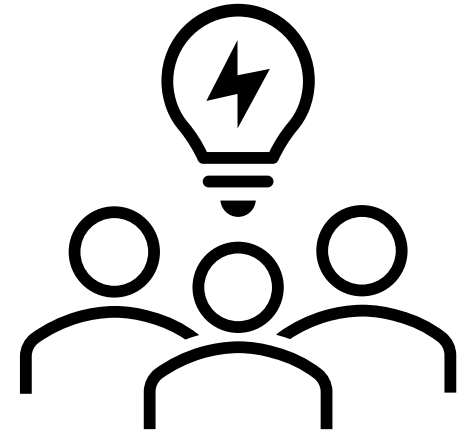
# Appreciative Inquiry Summit

D

The 4 D's once we have the first D= the defined topic

D as

What should we ask?  
Which questions will inspire the group?  
What stories and language of abundance will we generate?  
What are the compelling images?



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PLENARIA

# Appreciative Leadership

## Leader

What inspires you? What does it inspire? Your relational skills.  
Appreciative competencies: illuminate, inquire, include, inspire, integrity

## Teams

How do you boost the strengths of your teams?  
How do you involve everyone in contributing and committing to the common good?  
Who do you include? Who do you not see and/or turn your back on and do not recognize?  
Are they afraid of you?

## Feedback

Are you open to feedback from your staff, and do you give each other appreciative feedback?

**Feedforward**



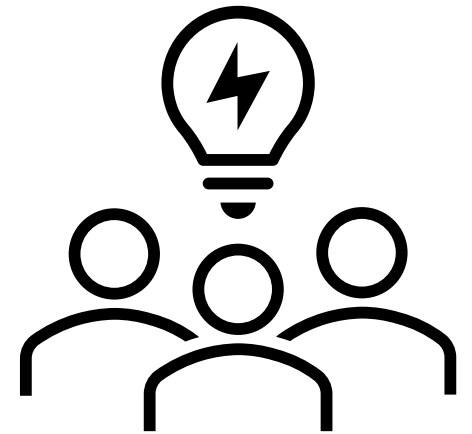
# Appreciative Leadership: Appreciative learning cultures

## Culture

An important task for organisational leaders is to generate cultures in which members can explore, experiment, develop their skills, improvise and anticipate the needs of learners before they formulate them.

## Innovation

Innovation requires a willingness to think outside the box. It involves an appreciative approach, the ability to envision radical possibilities and the disposition to go beyond the limits of problems.





# Appreciative Leadership: SOAR

An appreciative framework for strategic thinking, planning and guiding conversations. Aligning conversations with action through

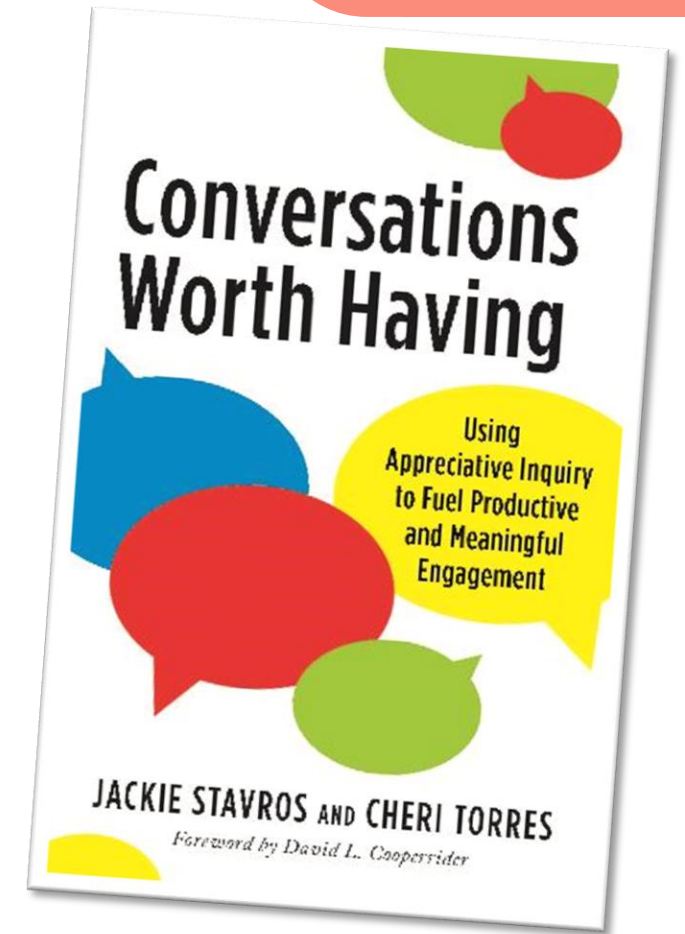
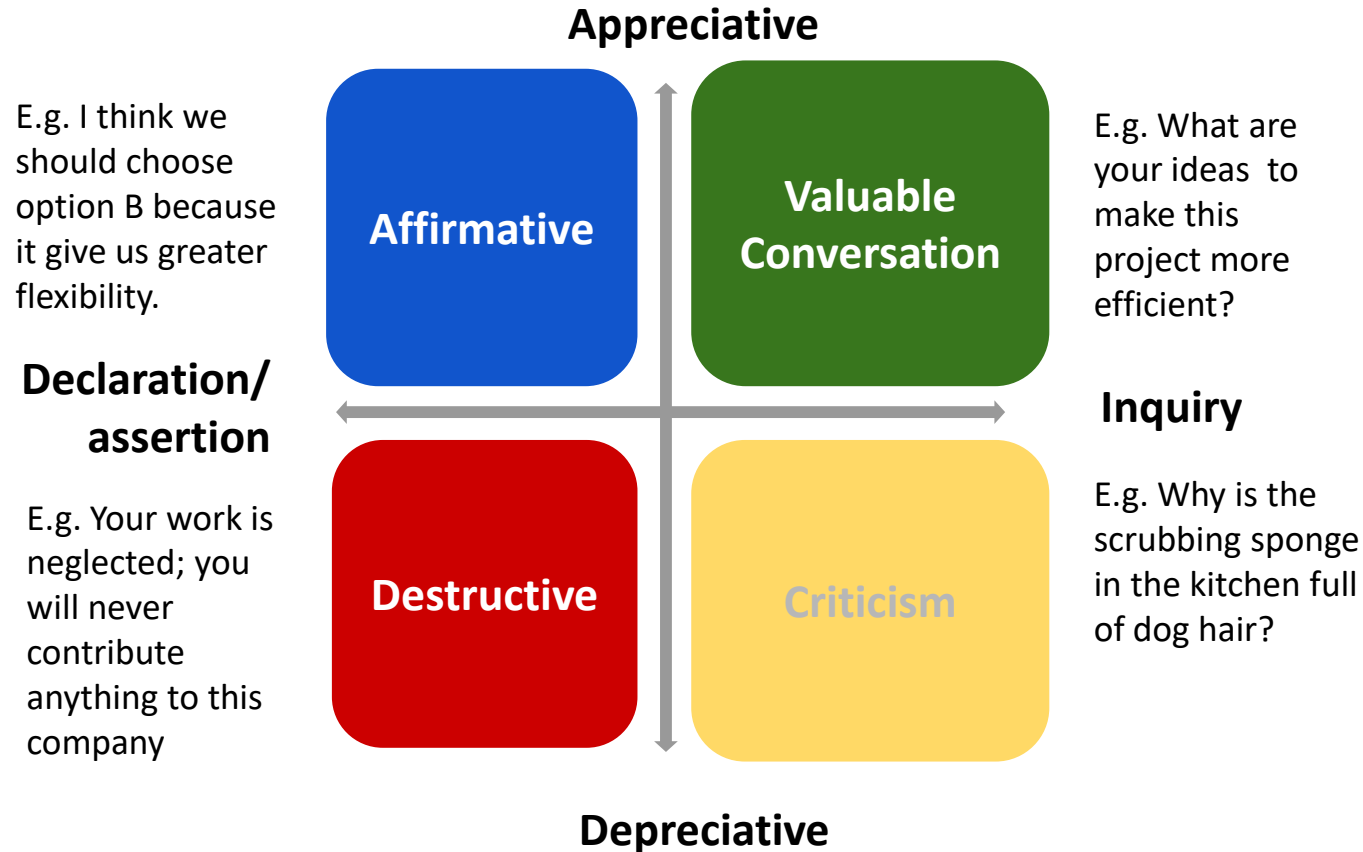
STRENGTHS	OPPORTUNITIES
Which are our best resources?	What can we improve and even innovate?
ASPIRATIONS	RESULTS
Which is our best future?	How do we know when we will see them? What will we measure?

# How do we manage conversations?

## QUESTIONS

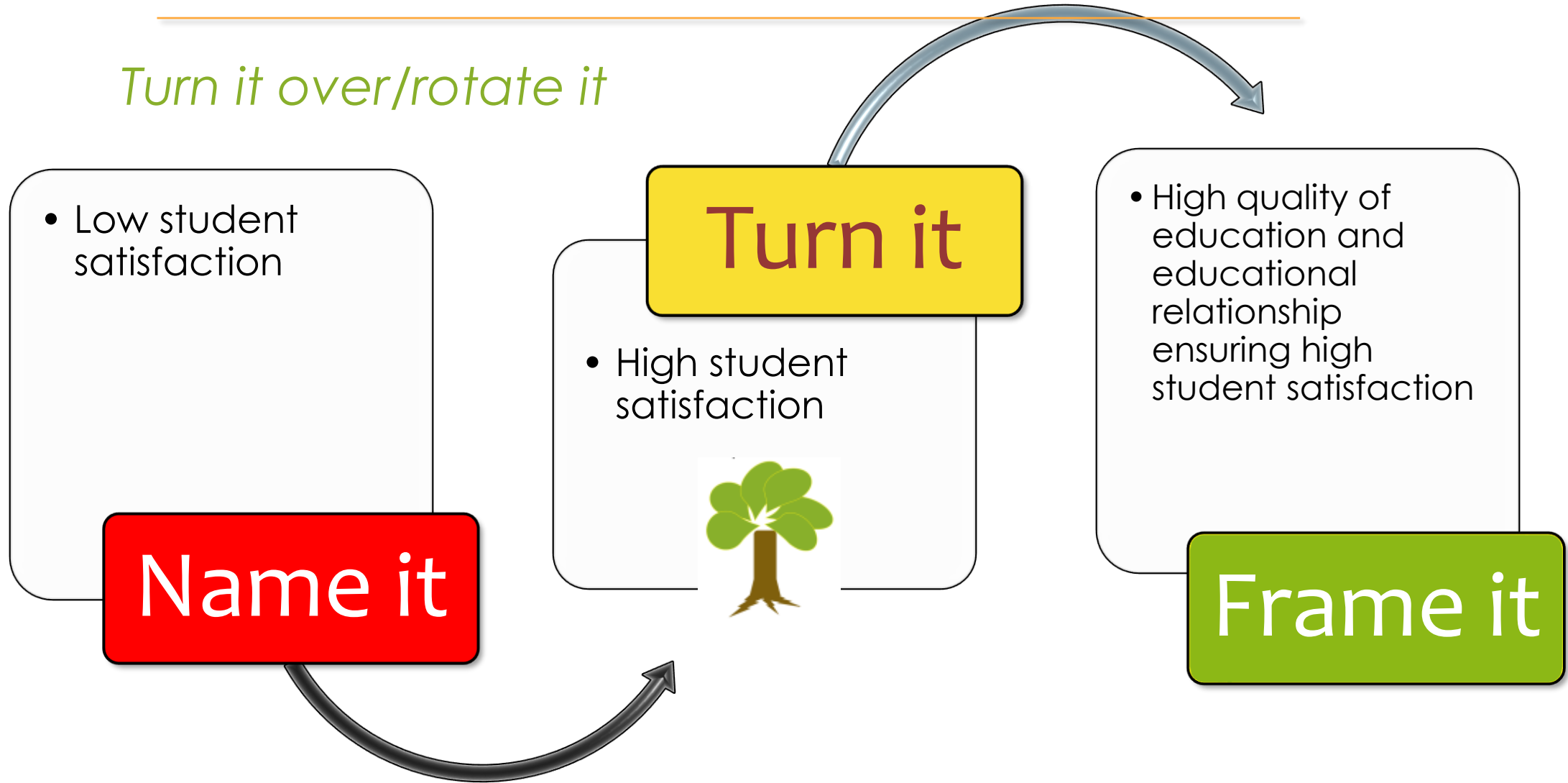
- **Energy-boosting question**
- **Questions to discover** strengths, what truly works, what should be preserved
- Question about ideals, aspirations, **dreams**
- Question with **provocative proposals** (appreciative confrontational inquiry).
- Moving from what it is to what one would like it to be
- Question on **compromises** and sustainability: How am I going to remain in my energy core, of positivity and keep thriving?

# How should we manage conversations?



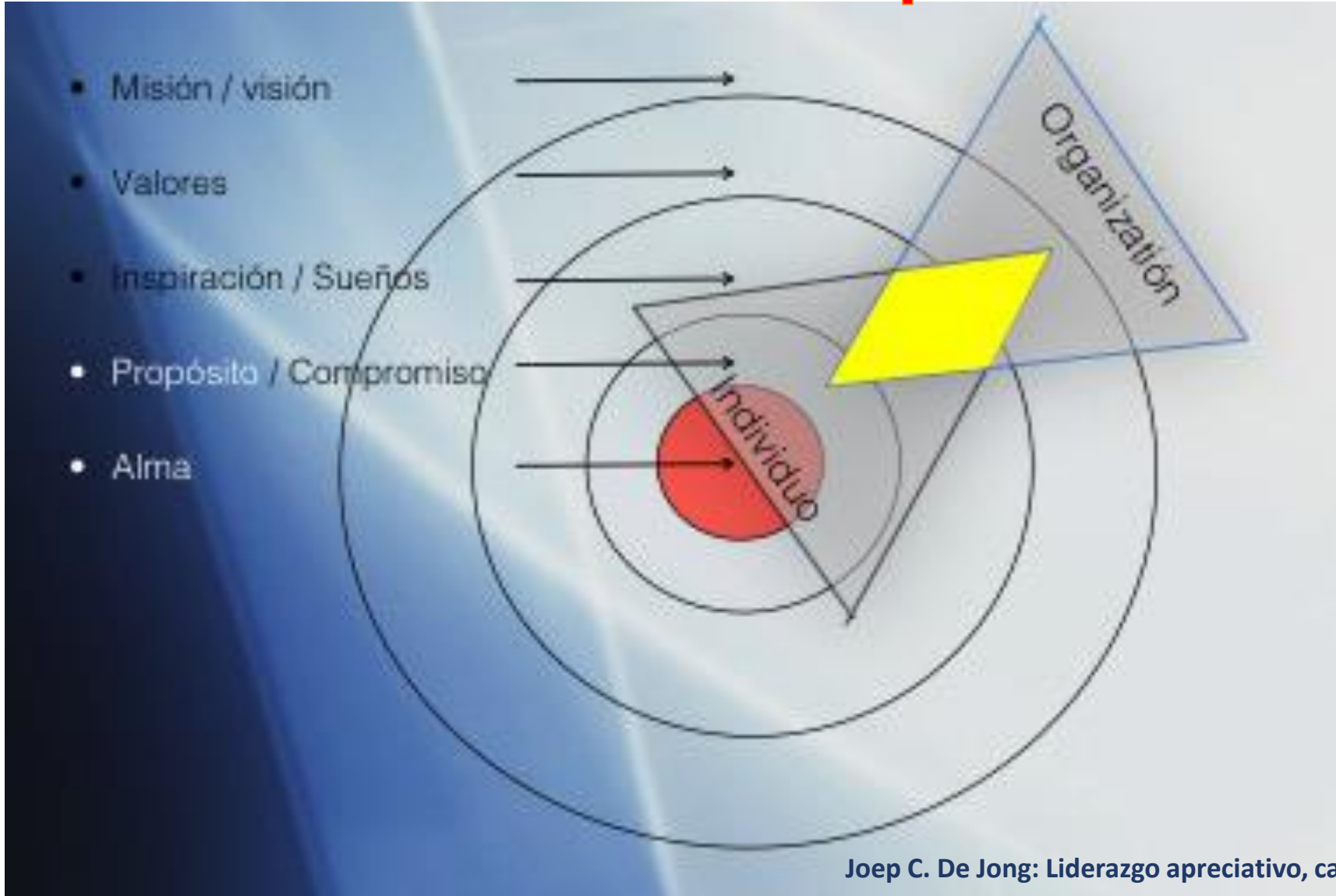
# Example of an Educational Institution

*Turn it over/rotate it*

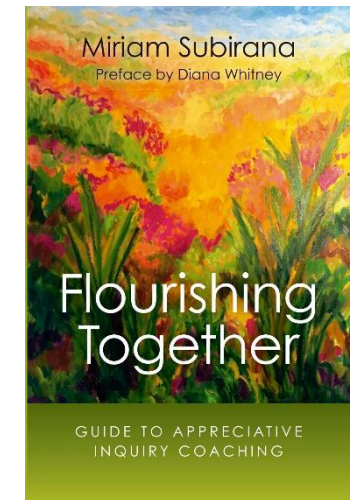
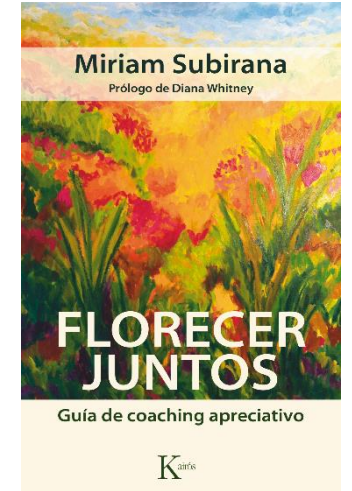


*Conversations Worth Having*, Figure 3.1, page 53.

# How do we take care of our positive core?



Joep C. De Jong: Liderazgo apreciativo, capítulo en el libro Florecer Juntos



# How do we accompany the other?



How do we accompany in the complexity?

What kind of Inquiry do we use?

Pure Inquiry

Diagnostic Inquiry

Confrontational Inquiry

Suggestive/suggesting Inquiry

Appreciative Inquiry

Humble Inquiry

Edgar Schein: Humble consulting

**Thinking Partner: Inquiry, what do we ask, how do we listen?**

**How do we focus on the relational? How do we understand and accompany each other to flourish?** Formation in *Thinking partner*



# Appreciative spiritual accompaniment

## Purpose

How do I accompany the other person in connecting with what is life-giving and in discerning with clarity? What do I ask? Do I guide him/her or do I inquire to find their own way in the bigger path? Do I see the oak tree in the acorn?

## Silence

Do I encourage a nurturing silence or a silence dominated by fear and guilt? Fear of being wrong, of being judged, of being rejected. Is there freedom in sharing?

## Beliefs

Are beliefs a bridge to the absolute? Are there limiting beliefs? Do I accompany the discovery, dreaming and design of proposals for openness, communication, connection and bonding?



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# Foundamentals of Appreciative Inquiry

The Appreciative Inquiry makes us aware of:

- \* the power of the **word** that transforms, inspires and opens.
- \* the **generative image** that projects us into the future we want to co-create.
- \* the focus for our growth, so let us focus on the **positive core**, on what enriches us and makes our being and doing meaningful.
- \* the **heliotropic principle** by which living systems move towards light, towards what gives them life.
- \* the **power of dialogue** where there is a flow of shared meaning
- \* the **power of questions**





# Lessons

How can everything learned in the educational process be useful?

What do you need to make your leadership more inspiring, inclusive, enlightening, and appreciative?

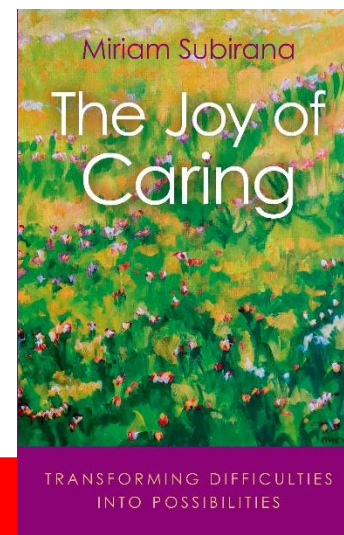
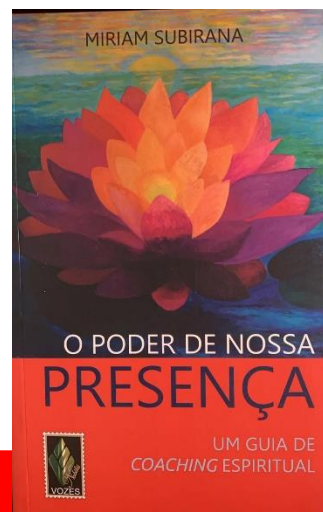
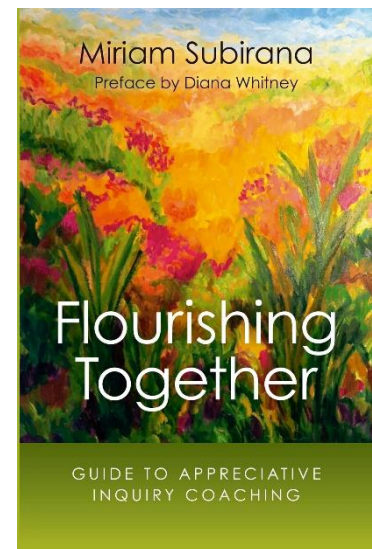
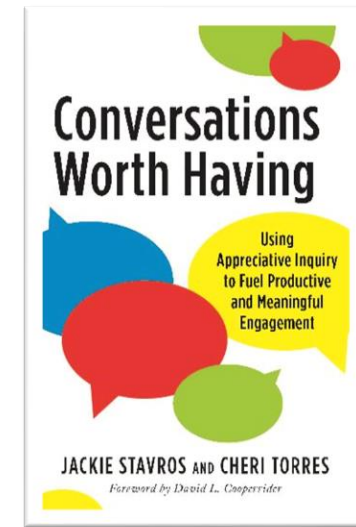
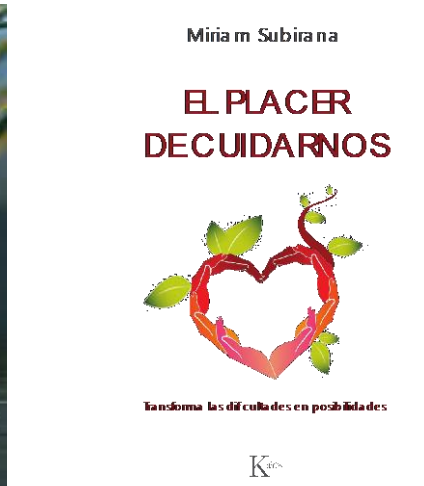
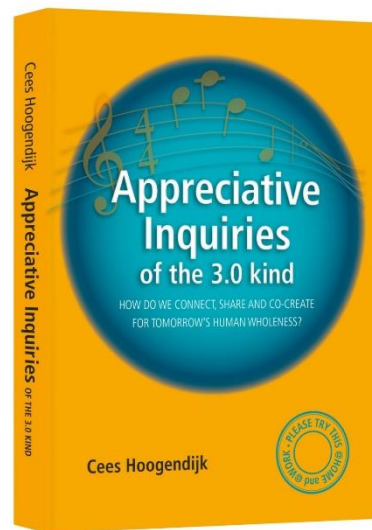
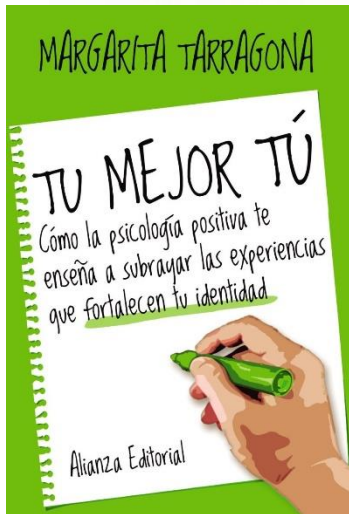
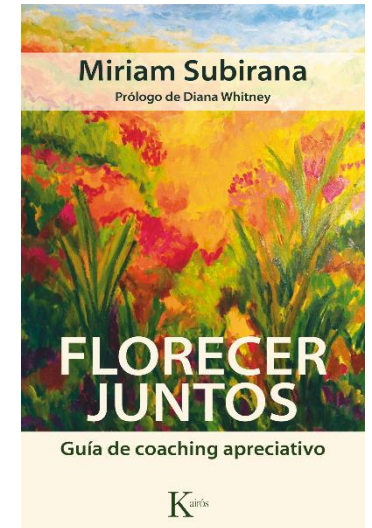
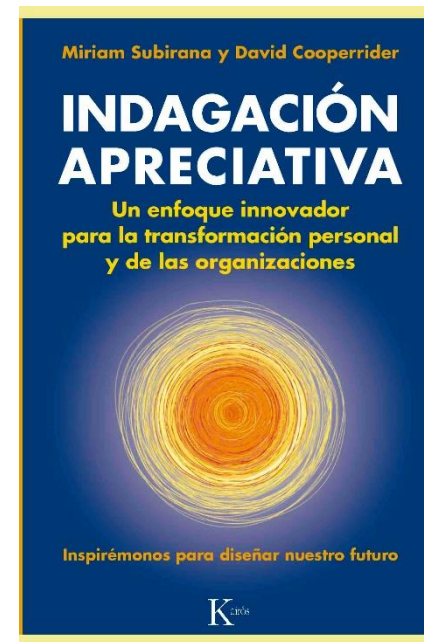
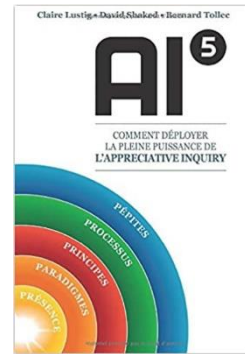
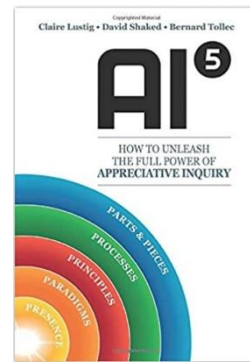
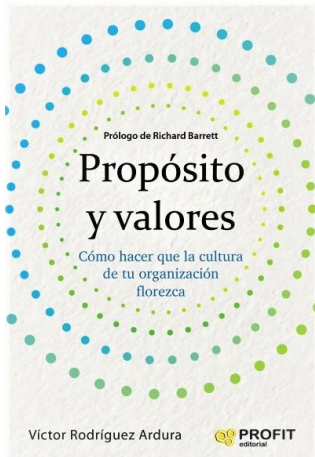
Which are the first steps you can begin to take in integrating all that you have learned in your daily routine?

What is useful and applicable in daily life in schools and educational institutions?



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# Readings

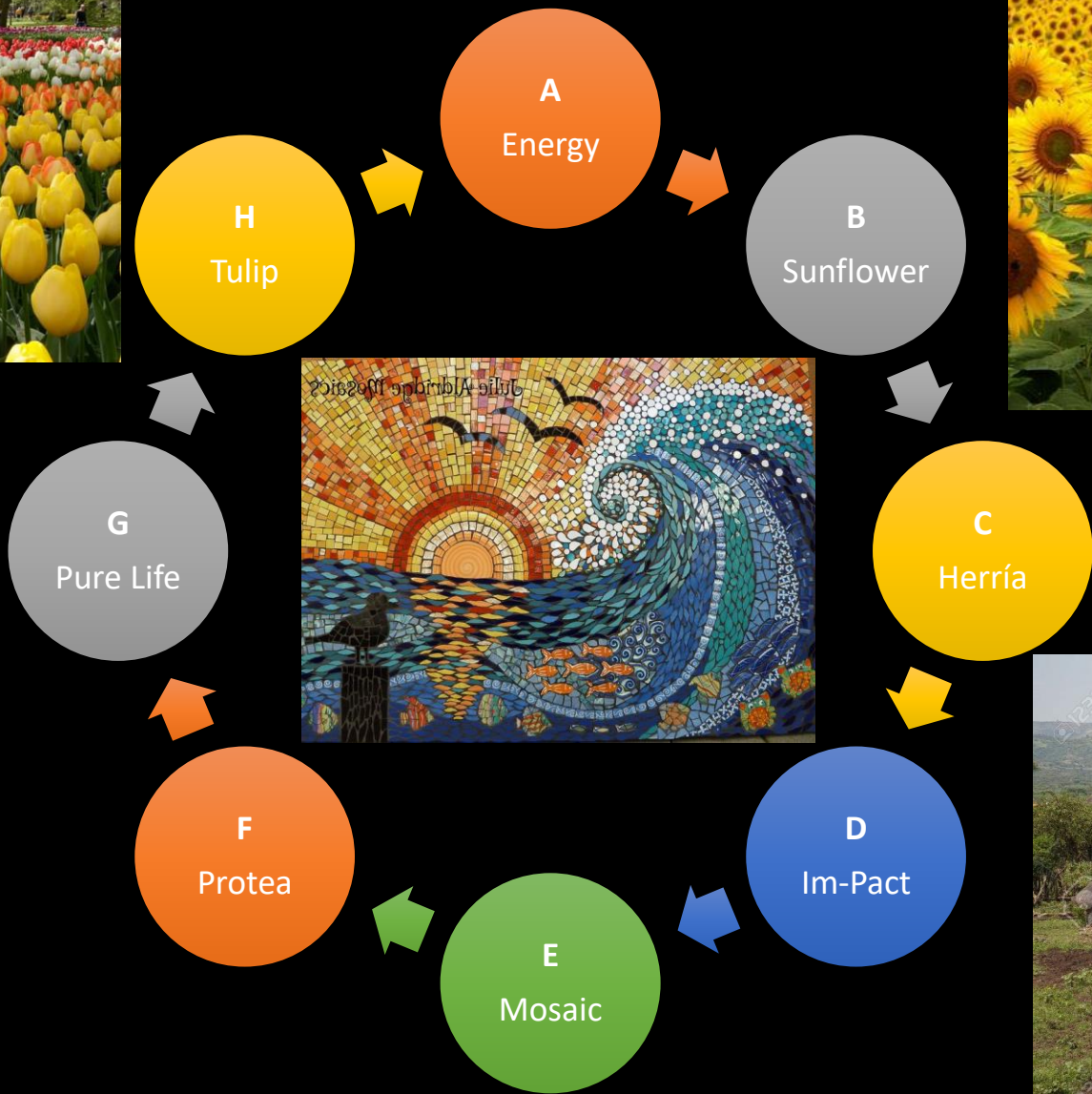
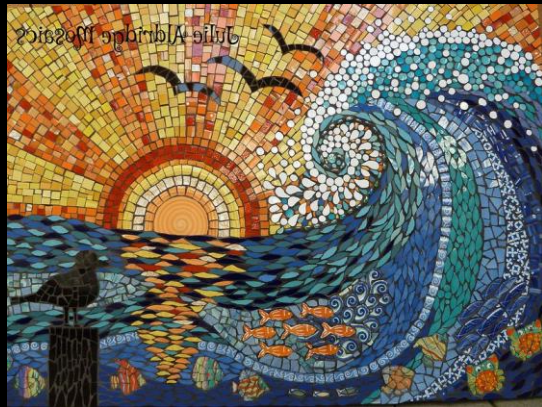


Two models of Accompaniment: Appreciative Coaching and Ignatian Spiritual Direction. Anastasia Bukashe – Thesis

Free download at [www.appreciativeinquiries.eu](http://www.appreciativeinquiries.eu)



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