

Collegial Discourse

Is motivated by cognitive conflict and the desire for deeper understandings and productive decisions

Is characterized by:

- An inquiry stance
- The co-construction of meaning &/or vision
- Trust & respect

Is organized by:

- Questions that probe assumptions, ideas, student thinking, instructional practices, expectations, decisions, values
- The use of data and new resources to generate questions, examine assumptions, inform decisions
- Decision-making and action based on learning from the collaborative inquiry process
- Recognition that the process is one of continuous learning over the long-term

Congenial Discourse

Is motivated by the preservation of harmony and avoidance of affective conflict

Is characterized by:

- Not questioning others' ideas or assumptions
- Assuming common understandings or values
- Possible perceptions of risk &/or lack of respect

Is organized by:

- Avoiding questions that appear to undermine another's professional decisions or actions
- Sharing ideas or receiving information without probing for underlying assumptions or rationales
- Agreeing or agreeing to disagree with no intention to participate in collective sense-making
- Short-term fixes