Daring to Explore
Creating Schools as Learning Organizations

In2: InThinking Network 2006 Forum

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Learning Organizations Definition

Places where:

- **People are expanding their capacity to create the results they desire**
- **New thinking is nurtured**
- **Collective aspirations are set free**
- **People are learning how to learn**

Learning Organizations Definition

Places where:

- **People are creating, acquiring and sharing knowledge about _____ (or ways to support it)**

- **People are changing behavior to reflect these new insights**
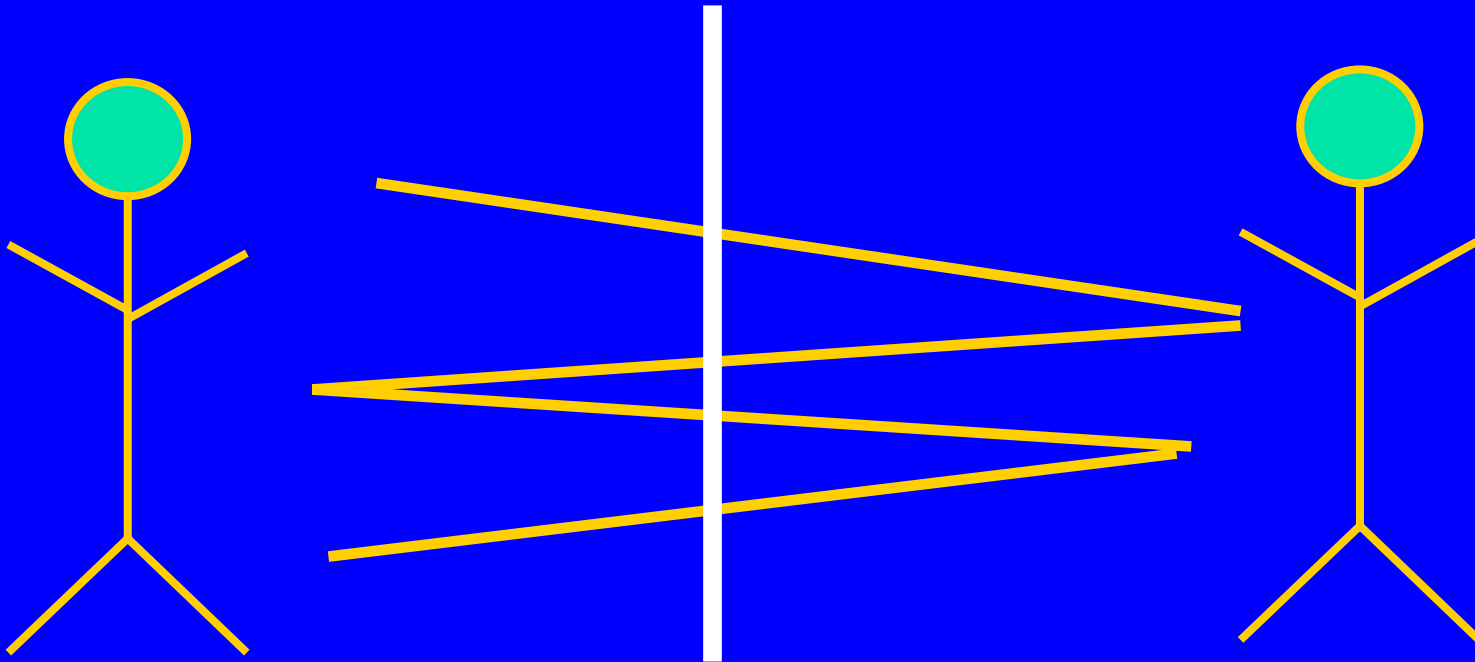
student learning or ways to support it

Insanity is doing the same thing but hoping for a different result.
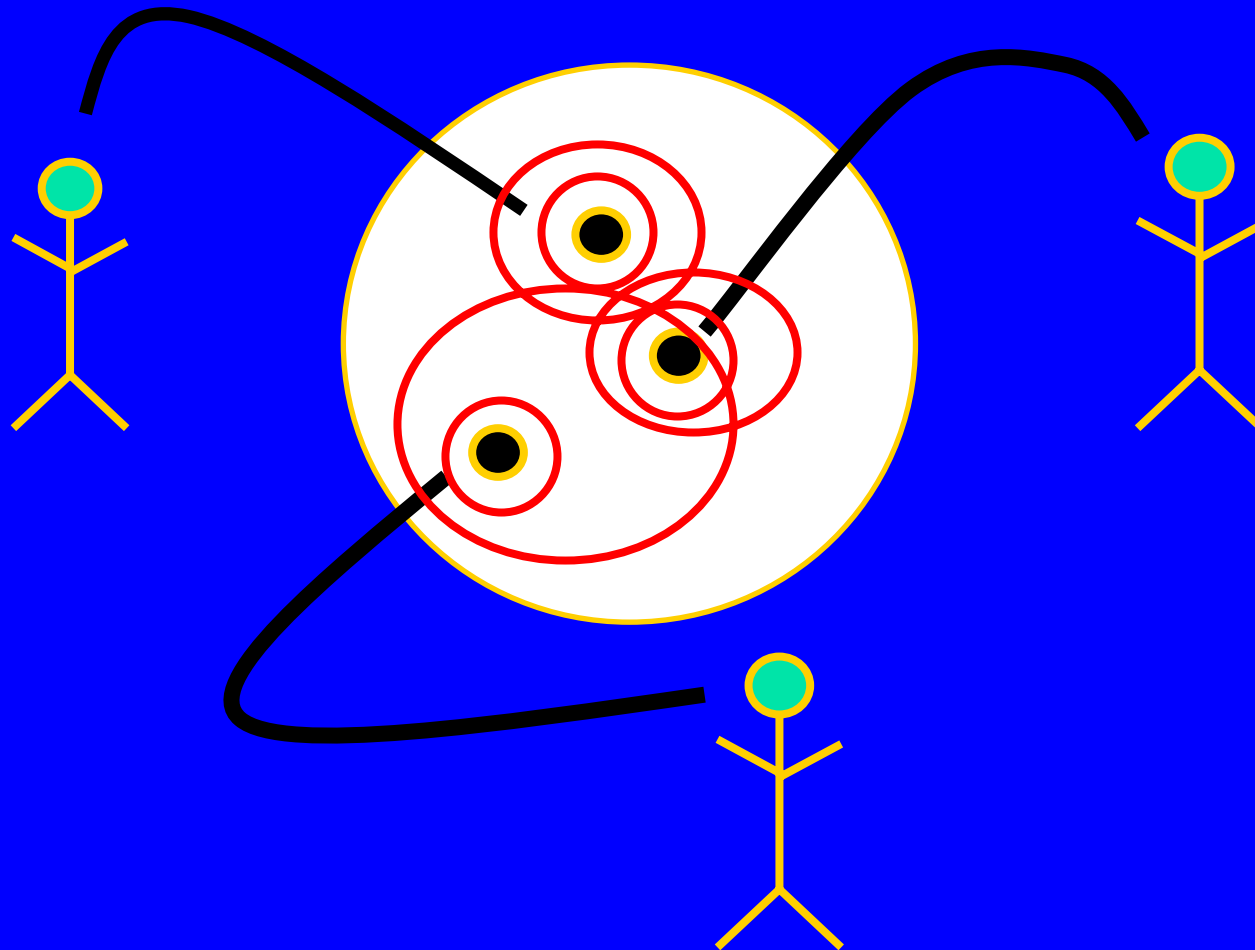
Albert Einstein

Conversations are the way knowledge workers discover what they know, share it with their colleagues and in the process create new knowledge for the organizations.

Allen Weber

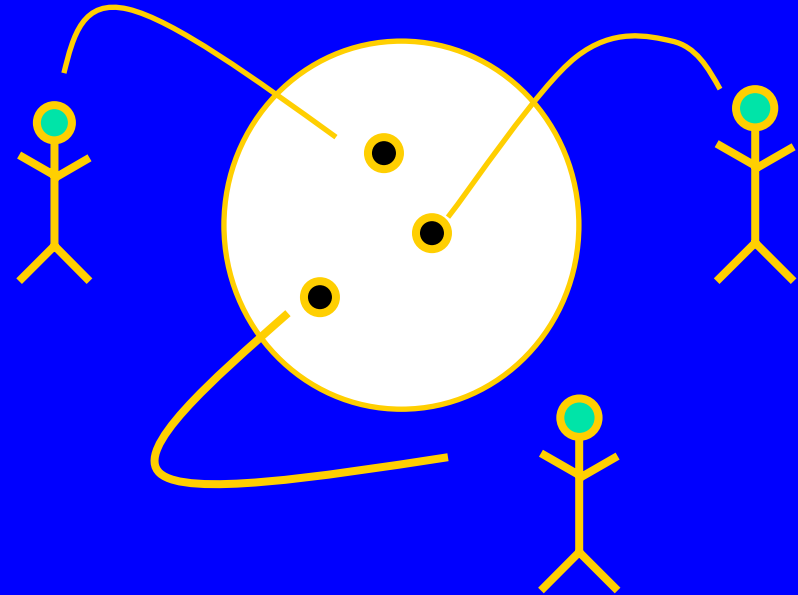# *Discussion*

Dialogue

Discussion   Dialogue
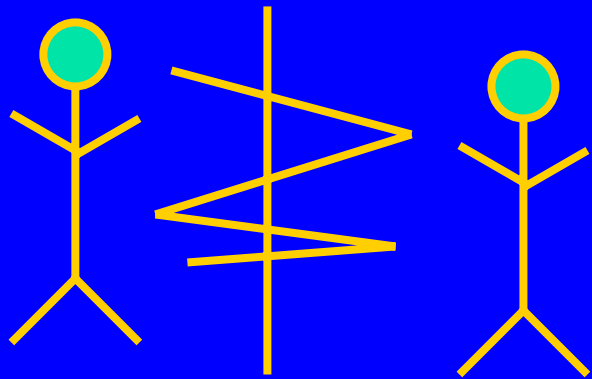
Knowing ──────────────────▶ Wonder, Insight
Memorex ─────────────────▶ Live
Decision ─────────────────▶ Choice
Fragmentation ───────────────▶ Wholeness

Ways to Enter Into Dialogue

- **Listening in silence.**

- **Not voting in your mind.**

- **Suspending assumptions.**

- **Listening with a beginner's mind.**

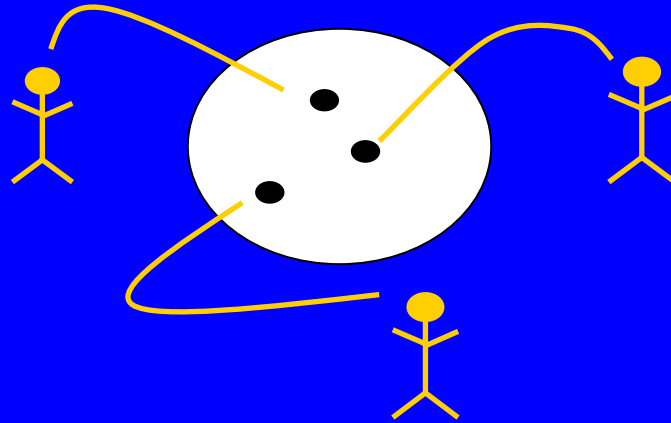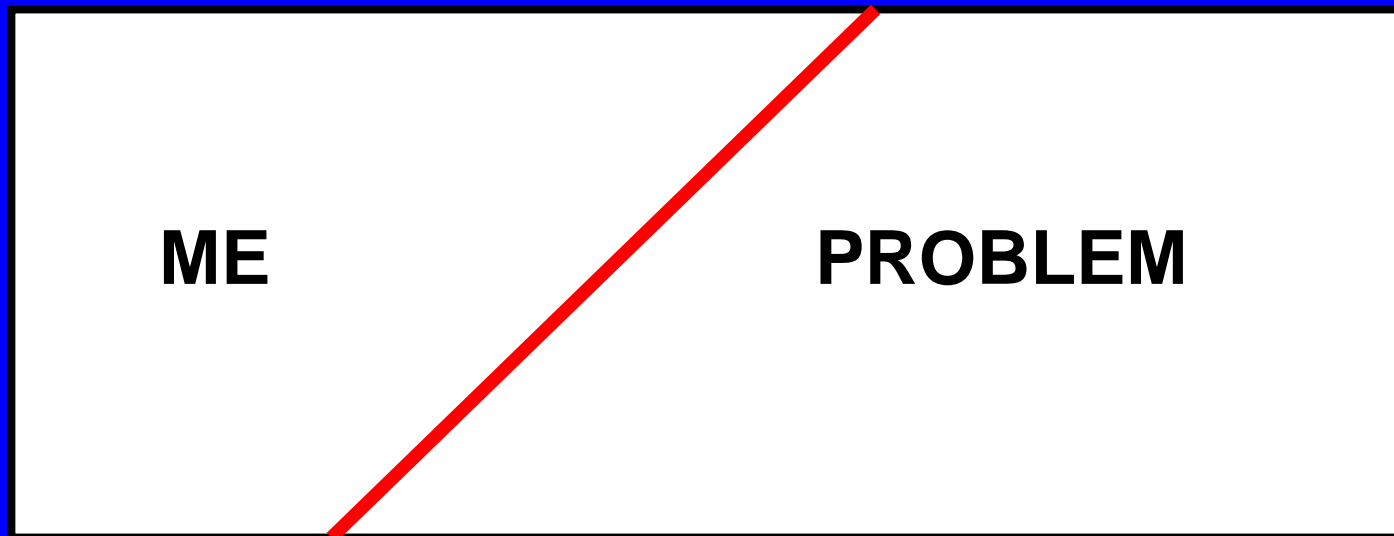| Eras	Tools
Agricultural	Plow, shovel
Industrial	Lathe, circular saws
Knowledge	Frameworks, schemas

HAIPOP: How am I part of the problem?

ME   PROBLEM

11

HAIPOP – Thinking Template

1. **Identify an issue that you are dealing with today; that you instantly draw the line in your mind … it is their problem, they should change.**

2. **Reflect on this question: How am I part of the problem? How might I be contributing to the results I don't want?**

3. **Reflect on this question: How might I be part of the solution?**

4. **Engage in a learning experiment that grows from the answer to question three.**

Key Learning's From HAIPOP

1. When I only blame others for breakdowns (gaps between current reality and expectations) I am withdrawing from the system.

2. When I withdraw, the system loses my intelligence and energy.

3. When I withdraw I become a victim not a player.

4. My withdrawal limits my ability to learn how to increase student learning

Left-Hand Column (cognitive tool)

Unspoken Thoughts & Feelings	What Was Actually Said
	Principal: I would like you to come down to my office
What does he want? Did I do something wrong?	Teacher (Me): When would it be convenient?
	Principal: How about now?
I don't have time right now. *I have to prepare for my class.*	Me: I will be down in two minutes.
	Principal: I got a call from Mrs. Jones. She is unhappy about her son's math test score
I find this new math curriculum difficult to teach. Half the class failed the test	Me: Jeff is a hard worker but math is his weakest subject

Learning Map

Awareness	Understanding & Connections	Practice & Integration	Impact & Results
Disciplines Principles Tools	**Personal Practice**	**Collective conversations about discoveries**	**Apply tools**

Using tools to create value and achieve goals.

Building capacity to use tools. Reframe behavior.

Relevance to instructional practice and goals

Exposure to tools

Mental Models

How birds see the world
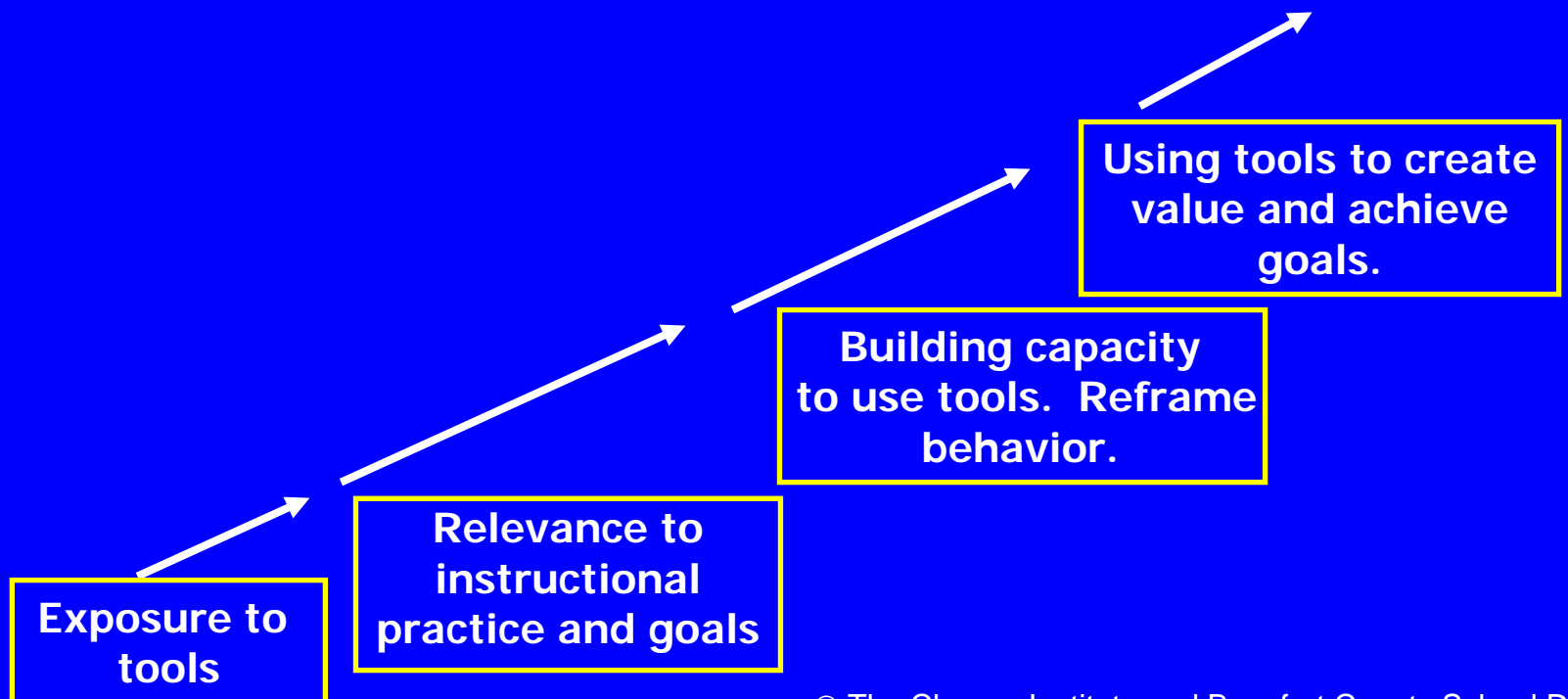
Mental Models

* Definition -

> The beliefs and assumptions we hold about the world.

** Question -

> How do my beliefs and assumptions shape my view of the world and create habits that influence my decisions, actions and behavior?

** Action -

> To bring assumptions and attitudes to the surface for exploration and dialogue.

Source: <u>Schools That Learn</u>, Peter Senge

Team Learning

Brad was too embarrassed to mention that he had forgotten his parachute.

Shared Vision

"I've got it, too, Omar . . . a strange feeling like we've just been going in circles."

Systems Thinking

Personal Mastery

"Wait! Wait! Listen to me!…We don't HAVE to be just sheep!"

Touch Base Instructions (Game)

- **The goal is for the whole group to complete the exercise as quickly as possible.**

- **Participants must leave their positions outside the large circle, touch the disk in the center, and arrive outside the large circle at the position opposite from the starting position. If any two people touch each other, both must go back to their original positions and start again.**

- **The clock starts when the first person crosses into the larger circle, and it stops when the last person gets back out to a place opposite where they started.**

- **You will have 3 minutes to plan and then you will execute the plan.**

Results: Case Study

Background

- **Elementary School**
- **350 students**
- **49% free or reduced lunch**
- **19% students – English as second language**

Results: Unleashing Capabilities

- **Becoming aware of one's own thinking.**

- **Making one's thinking visible and transparent to to others.**

- **Understanding the thinking of others.**

- **Seeing one's interactions from a systems perspective.**

- **Capturing and documenting learning.**

- **Engaging in collaborative decision making.**

Results: Unleashing Operational Competencies

- **Listening**

- **Engagement**

- **Trust**

- **Efficacy**

Results: Achievement Tests

- **3rd students meeting reading standard Increased from 62% to 83%.**

- **5th students meeting reading standard increased 59% to 83%.**

- **3rd students meeting math standard.**

- **Increased 54% to 62%,**

- **5th students meeting math standard decrease 71% to 69% respectively.**

Results: New processes

- **Adopted a new school calendar.**
- **Extended school day.**
- **Lengthened school year.**
- **Created all day kindergarten.**
- **After-school tutoring program.**
- **Provided low achieving students math and reading instruction during school vacations.**

Contact Information

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