

EDL 271

KWL Chart

OC 23

K What I think I Know	W What I Want to Know	L What I've Learned
<p>Issues will arise if one only focuses on issues within a system as isolated events*</p> <p>There is no blame *</p> <p>Cause and effect are not close in time</p> <p>Going slower to change a system works better</p> <p>Educational professionals can have learning disabilities when it comes to systems thinking</p> <p>The importance of buy-in and collective efficacy**</p> <p>There are several correlations between the business world and the educational world.</p> <p>It's not any individual's fault, it's the system's fault ****</p>	<p>How the fifth discipline applies to education systems**</p> <p>Everything about archetypes...</p> <p>Tragedy of the commons</p> <p>Archetypes**</p> <p>The beer game simulation related to education/schools *</p> <p>I need to know more about the archetypes so I can better understand all the nuances of system thinking.*</p> <p>Archetypes*</p> <p>Parallels between corporate mortality and "excellence" and "mediocrity" in schools *</p> <p>How to put this knowledge to use.</p> <p>How the Laws of the Fifth discipline fit into</p>	<p>The obvious answer is rarely the "right" answer. **</p> <p>Slow to go fast **</p> <p>Understanding the interrelationships within systems is key for changes- a focus on causes and effects can result in short term solutions.</p> <p>Small changes over time can result in large changes.</p> <p>Systemic Structure (Generative) -> Patterns of Behavior (Responsive)-> Events (Reactive)</p> <p>Change takes a lot of time and that is ok. The outward mindset and "there is no</p>

<p>You are not your profession or title*</p> <p>The fifth discipline is systems thinking*</p> <p>The simplest solution can sometimes do more harm than good</p> <p>We are conditioned to see life as a series of events. This can hinder our ability to use systems thinking.</p> <p>The Boiled Frog analogy</p> <p>Mental models are deeply ingrained assumptions or generalizations One solution often causes additional problems. *</p> <p>Sometimes change is hard and things can be worse before they are better***</p> <p>Systems should not be changed without thought and planning.</p> <p>System thinking involves looking at how the entire system works as a whole, not individual parts.</p> <p>Systematic change is hard. *</p> <p>Underlying structures produce different patterns of behavior.</p>	<p>education.</p> <p>What systems to focus on--state, district, building. How to know which big picture to look at.</p> <p>How much control am I going to have? What do I do about things I cannot control?</p> <p>How do you exit the archetypes? (the loops)</p> <p>How do you bring up systems change and learning without polarizing groups to think they are either right or wrong? (without placing blame because there is no blame)</p> <p>I would like to know more about the solutions to these different archetypes and how to deal with the different mental models connected to them.</p> <p>How much leverage do I truly have?</p> <p>How can I push back against the pressure to improve systems?</p> <p>How to get collective buy in when it isn't their idea? Will the system ever be effective? I</p>	<p>blame" seem related. *****</p> <p>There is no blame, but who is responsible for the system.</p> <p>Putting names and diagrams to laws/disabilities that I knew were happening, but wasn't sure how to identify the entirety.</p> <p>Ask yourself what leverage you have and start there. *</p> <p>Understanding Archetypes and Learning Disabilities will help us to get out of our 'rut' and think more systematically</p> <p>In the system, there is no blame.</p> <p>What is the best way to find high leverage</p> <p>There is not a single thing/person that is not a part of a system*</p> <p>Connecting limits to growth archetype to so many educational practices. Now I need to focus on leverage points.</p> <p>I learned the symptoms of the illnesses that schools experience. (learning disabilities and archetypes)</p> <p>Examples of what the archetypes look like at the building level</p>
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<p>Circle of Influence is the key to using voice and knowledge for change.</p>		<p>It is a long term process. We can only fix what we have control over. Leveraging others and learning can go a long way because we only have control over so much.</p> <p>Everyone in the system is interdependent to one another</p> <p>A system is a whole, the pieces alone will not work, they need to be put together correctly in order to work.</p> <p>Educational examples of the 5 archetypes*</p> <p>Be wary of using short term fixes to the problem symptom instead of the fundamental solution to the problem itself. Otherwise side effects will become prevalent.*</p> <p>There is a reason systems don't work.</p> <p>The archetypes are an objective way to look at how systems need to change.</p> <p>During the hot seat questions, I should STOP talking once I have answered the question.*</p> <p>Must think about our locus of control when trying to affect a system, while also thinking about how my actions may affect the entire system.</p>
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<p>The importance of systems thinking and the fact that systems thinking is the cornerstone of all other disciplines.</p>	<p>How these disciplines relate specifically to my system and education in general.</p>	<p>Meaningful change takes time.</p> <p>In order to improve the system, we have to have those honest and uncomfortable conversations (turn the mirror on ourselves).</p> <p>Focus on where my leverage points are/find my locus of control. *</p> <p>Always consider where your leverage points are in a system</p> <p>Thinking about what my current leverage points are and then planning for future leverage points (as a future principal)</p> <p>There is no right answer for implementing or bringing about change in a school system.</p> <p>Schools may attempt to be learning systems but often miss the mark.</p>
<p>The archetype of shifting the burden. Organizations get caught in loops of symptomatic solutions rather than identifying fundamental solutions.</p>	<p>How to identify loops our schools are caught in and ways to use system thinking to get us out of those loops. (You can have your cake and eat it too -- but not at the same time)</p>	<p>Opportunities for leverage are often unnoticed and unfamiliar solutions.</p> <p>Failure in systems can come from a failure in knowing what is affecting the</p>

		<p>system (resource availability example)</p> <p>Involve the users of the system in order to effectively carry it out.</p> <p>There is no blame in a system. It is up to us as leaders to clarify who has responsibility and leverage to change parts of the system.</p> <p>You can “Yes and...” Yourself forever when working on systems</p> <p>Communication between buildings / systems is often overlooked but SO necessary</p> <p>You need the serenity prayer</p> <p>Systems aren’t ever broken. The system does what it is designed to do. ****</p> <p>Fishing Bank Assimilation has SO many correlations to the education world.</p> <p>Fundamental solution is a way out of the problem</p> <p>How do we make systems more explicit and clear to those who are a part of it?</p> <p>How interconnected all of the concepts, OLDs, Archetypes are that we have learned and how many of them apply to a situation.</p>
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