SCHOOLS AS LEARNING ORGANIZATIONS
## Nurturing Reflective Mindsets

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Nurturing Reflective Mindsets

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Theoretical Underpinnings

1.0   A Word to the School Leaders…

Schools today are required to change at a pace greater than ever before; equipping children not only with the knowledge, skills and attitudes that prepare them for jobs but also with the ability of learning to learn in using one's critical and creative thinking abilities to make meaning from one's life experiences. This would entail pedagogies to be inquiry-based and experiential, assessments to be participative and supportive of learning, and schools to be democratic and socio-emotionally engaging spaces for all. The conventional models of schools with deeply structured organizational patterns and approaches to teaching and leadership would be highly inadequate in addressing these 21st century learning needs. Additionally, achieving inclusive education for all requires teachers, school leaders and the education system to support the learning of all thereby transforming it into a learning system.

Against this backdrop, the module calls upon school leaders to reconceptualise schools as 'learning organisations' for facilitating organisational change and innovation, and for continuously evolving into agile systems ever capable of dealing with the changing environment. It is further intended that these attitudes percolate to the entire school community.

1.1   Objectives

1. To introduce the concept of learning organization.

2. To enable school principals to operationalize the concept of 'learning organization' in actionable terms for their own school context.

3. To enable school heads to reflect on the existing practices and processes and identify gaps in their respective schools in light of the concept of learning organization.

4. To support school heads in drawing a plan of action to transform their schools to learning organizations.

Theoretical Underpinnings

1.2 Concept Box

Learning Organization (LO): Is a mindset that encourages members in the organization to continually learn to learn together; to change and adapt to new environments and circumstances individually and collectively with a view to realize collective vision and goals.

Personal Mastery: It is about creating a personal vision and continuously directing one's energies towards self-inquiry and development

.**Shared Vision** – It is a statement of purpose carved out of collective aspirations and dreams of members for their organization.

Mental Models – They are beliefs, assumptions and/or biases about how things work in the real world. They become firmly rooted over time and implicitly guide our decisions and actions.

Team Learning – It is about learning to learn together by aligning disparate thoughts and aspirations which includes relying on each other while learning from and with each other.

Systems Thinking – It is about seeing and addressing the whole rather than parts. It is about emphasizing the interrelationships between individual parts and seeing their respective role in a complex system.

Leadership for Learning - Providing direction to and influencing the school ecosystem such that individual and collective energies are channelised towards learning.

1.3   Why Create a Learning Organization?

Reforms for schools get introduced with conspicuous regularity, yet our educational challenges do not seem to have been overcome. No matter how well conceptualized, powerfully sponsored, backed with continuous flow of trainings or closely audited these efforts fail to alter the beliefs and behaviours of teachers and leaders at different levels in the hierarchy.

All of us at different points in our school career would have criticized the centralized control mechanisms in schools that lead to fragmentation of tasks, isolation across subjects, levels and disciplines. These factors limit teaching to a set of simple rules; making it a tayloristic

transaction of instructions. Another very common practice in schools, as also in most organizations, is the little time allowed for reflection on past actions, events or outcomes. Even where systemic opportunities for reflection exist, it is the people higher up in the hierarchy who participate. This results in making institutional reflections top-down and instructive rather than democratic and participative. Thirdly, it is noticed that fuelled by a fear of failure, organizations fall short of encouraging risk-taking and experimentations. As a result, even genuine explorations of a new idea, if unsuccessful, invite punitive action rather than being hailed as opportunities for learning. Fourthly, given the bureaucratic structure and mindset, most school leaders are pre-occupied with fire-fighting problems and administrative tasks which may have little real bearing on improving the academic gains at the school. Thus a system's thinking approach that could help identify connections between and amongst the different parts of system and creating avenues for learning from each other is missing thereby, reducing schools to mere teaching organizations.

The concept of schools as learning organizations comes as an alternative to the conventional structures and practices of schools. The concept posits school as a dynamic iterative system geared towards fostering school-wide change and positively affecting all aspects of school culture and learning. It is about inducing a shift in mindset that encourages people in an organization to continuously reflect on their practices, celebrate failures as learning opportunities and collectively create the future they believe in.

Does it mean that 'Learning Organizations' are a panacea to all the problems related to schools?

Perhaps, no! Nevertheless Senge (1990), with whom the concept of the learning organization is closely associated, offers a no-nonsense rationale: "The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization" (p. 4). Thus a 'Learning Organization' would encourage people at all levels to learn from their own working environment on a regular basis. Additionally, it strives to create school ethos in which inquiry, reflection, learning, behaviour modification and progress are integral and indispensable.

Fortune Magazine reports that…..

92% of the Learning Organizations are likely to innovate.

58% are more empowered to meet the future demands of the sector.

Yet only 1% of employee's work week is dedicated to learning and development

Let us all as leaders at different levels ask ourselves…

How much time of a teacher's work week have we scheduled towards their self-reflection and professional development needs?

1.4 Understanding Schools as Learning Organizations

Against the backdrop of the above discussion, the most simplistic understanding of learning organization would be of an organization whose member are able to change their behaviours and mind-sets as a result of learning acquired through thier experiences. Further LO are organizations; in this case schools wherein its members are engaged in an ongoing process of improvement through collaborations and reflections and innovations and adaptations to improve the school's ability to learn and grow. This is driven by a shared and compelling vision of what the school can be in comparison to what it currently is, learning organization are ones in which all aims and objectives, plans and strategies and day-to-day activities are in coherence with learning of the staff and the organization as a whole. This on one hand, helps the staff and the organization to achieve their goals through constant learning and on the other, is a kind of competitive advantage for the organization (Sobhaninezjad et al., 2010).

Senge (1990) has described learning organizations as places where individuals see themselves as connected to the world and see how their own actions create the problems they experience. For example: the organizational structure would have an impact on the leadership and leadership in turn would impact the teaching–learning process, the school processes, the stakeholder engagement and much more; which in turn would impact the student learning. The result of this approach is that people are able to discover in an ongoing fashion how they create their reality as well as how they can change it. This approch is peddled as a highly effective approach for schools in addressing ongoing and

rapid change. This " shift of mind" encourages members of an organization to see things as related and constantly test their experience and transform it into knowledge making it accessible to the whole organization. Thus *a learning organisation is one in which people are aligned to a common purpose, are able to sense and interpret their changing environment, reflect on practice, generate new knowledge which they use, in turn, to innovate, evolve and grow.*

The above definition highlights three fundamental qualities of a learning organization:

1. Shared sense of purpose that unites the organization together.

2. Ability to continuously reflect on experiences and learn

3. Developing an attitude of inquiry and problem solving ability in every member in the organization; not just the highest in the hierarchy.

It is also to say, Learning organizations encourage self-organization; such that groups can come together to explore new ideas without being directed to do so by anyone outside the group. This is the process that occurs naturally in corridors, in play grounds or over a cup of tea. In the absence of such interactions and shared learning, organizations tend to repeat dysfunctional behaviours over and over again. For example: few children in a class have poorly performed – a remedial class is arranged for these children by the same teacher in the same manner without analysing or reflecting on the learning gap or teaching gap. So actually remedial also becomes a repetition of the classroom resulting into the child getting even more disinterested in many cases. Let us take another example from staff – generally every school would find 1-2 members of the staff who are demotivated and do not show enthusiasm in taking up any kind of responsibilities. Instead of probing into the cause and involving them

the principal ignores them and avoids assigning any duty. In some cases she may even taunts them publicly for having been irresponsible. this results in the teachers further withdrawing from the responsibilities and the administrator further showing authority by issuing memos. Thus the cycle of dysfunctional behaviours are repeated over and over again without reflecting on how it harms the relationships, the culture and the organizational climate and overall learning. Thus a learning attitude and culture of inquiry is key to a learning organization. However the operational guidance for actually making learning possible for all within the organization is not very clear in the literature.

1.5 Attributes of Learning Organization

Senge popularized the concept of the learning organization through his book *The Fifth Discipline*. In the book, he proposed the following five attributes/disciplines of LO:

1. Personal Mastery

2. Mental Models

3. Shared Vision

4. Team Learning

5. System's Thinking

These attributes are preconditions to the realization of the ideal and would empower organizations to be generative than adaptive and thus promote organizational health and raise organizational performance.
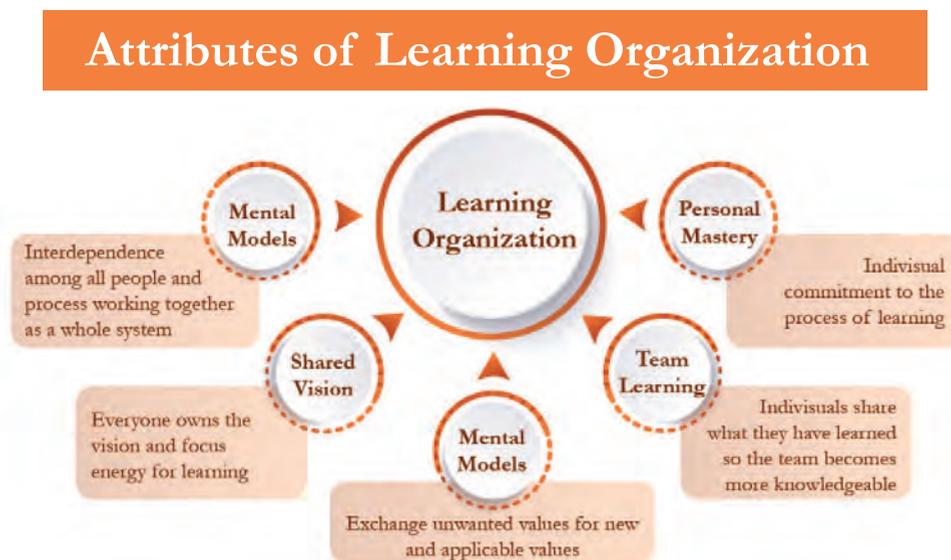
Peter Senge, The Fifth Discipline, 1990

Personal Mastery according to Senge (1990) is about clarifying personal vision, focusing energy, and seeing reality. Its essence lies in leading ourselves; reformulating the way we think about our future, and looking at the world with patience and with an objective mind. In this individuals learn to expand their own personal capacity to create results that they most desire. In this case, it would mean teachers creating a common learning space that encourages all fellow colleagues to develop themselves toward the goals and purposes that

they truly desire. Creating opportunities for such learning is the foremost task of a learning organization to help the members achieve their goals and personal growth. *"It takes a village to rear a child"* goes the saying. Similarly building schools as learning organizations is no small feat; it requires support from all system level officials like the commissioners, the education officers at different levels and more critically the school leader who takes an active role in fostering a learning culture that promotes the personal mastery of all.

Concept in action: Personal Mastery

At Modern School, Barakhamba, Delhi, the teachers have a special Teacher Development Unit that conducts regular appraisals, receive mentoring from senior colleagues, there are professional development opportunities both in-house and outside the school based on the teachers' developmental needs and teachers' progression as a teacher is based on the evolutionary journey of the teacher. Supporting their teachers for personal mastery is one of the guiding principles of the school. There are regular subject teachers' meetings, workshops, seminars, in-house discipline wise exhibitions that gives teachers a platform to share their practice, seek feedback and improve contributing towards the overall school quality.

Mental Models determine what we see. Mental models are frameworks consisting of our underlying assumptions from socialization, values, beliefs, education, and experience that helps us organize information and have a decisive influence on our behaviour and operation. Put simply, our mental models dictate how we understand our world. They are important because they heavily influence how we intake information, and how we react to it. Individuals, leaders, teams, and organizations need to understand the *why* behind their thinking and behaviours. Mental models influence not only leadership reasoning and behaviour but also organizational outcomes. And often, mental models become barriers to change, rather than enablers.

Theoretical Underpinnings

Concept in Action: Mental models demonstrated through interactions

As a doctoral scholar; I worked with elementary schools and was studying the engagement of the schools with the community. I worked with schools in the rural areas and was fortunate enough to be working with some really very passionate teachers and school heads. One such school head, I recall, made genuine efforts every day to visit each household in the school's catchment area, greet the parents, family members, ask the children to hurry-up for school and this was like a routine which the community also looked forward to, This led to a huge impact on the school-community relationships, the students' attendance which otherwise is a huge concern in rural areas and even the students' learning. However I noticed few children were irregular and lacked confidence and were slow in learning. While she pushed the other children to complete their tasks, to be regular, kept their parents also informed; I realized these children were not sufficiently motivated rather given very simple tasks to ensure their regularity and engagement in classrooms.

Since we shared good rapport; I gently probed her asking non-judgmental questions about her assumptions about these children and she said this to me:

"They are the children of migratory tribe; today they are here tomorrow they may leave; education is not important to them and anyway they are all first generation learners. I don't think they will follow through."

I recognized the mental model that this teacher held about the children of the migratory tribes and first generation learners – a mental model that did not serve them as learners.

It's important to therefore question; what mental models do we hold when we interact with our children? Are our communications governed by our mental models? How often are we able to recognise our mental models and challenge them?

Shared Vision involves individuals developing shared images of common and desirable futures and building a sense of commitment around it. While the content of the vision is fundamental, the process to create the vision is also important. Having a shared vision is more an outcome of a process than it is a starting point, and it entails an inclusive

process to create ownership (Fullan, 2006). Shared vision reflects a strong cohesion among the members, therefore it has a strong catalytic impact. For the school's leadership to simply present a vision to the rest of the school staff may not engage people over the long run, and even risk resistance. Watkins and Marsick (1996) therefore note that the organisation should invite people to contribute to the vision. As Senge et al. (2000, p. 25) note: "Students can be some of the most effective instigators for organizational learning".

Concept in Action: Shared vision

A ZillaParishad School,Wablevadi in the Pune district of Maharashtra transformed itself from being a dilapidated two room school before 2009 to an educational complex through the development of a shared vision and a commitment to achieve it. The children were invited by the head teacher of the school to share their imaginations about the school they would want to study in. Similarly parents shared their aspirations for their ward's education, teachers shared

Figure 1: Zilla Parishad School, Wablewadi, Pune

their perceptions of what a good school is and the kind of school they aspire to work in; thus came a shared vision and with it a shared commitment towards its achievement. Thus Wablewadi gradually became a community school that inspired many public as well as private schools towards a transformational journey.

This case study denotes how important it is for individuals and groups to spend time reflecting and dialoguing in order to develop a truly shared vision for the organisation. This dialogue however should not be limited to those normally working within the physical confounds of the school building. Instead, to be truly shared and relevant, for students and society, the development of a vision should include external stakeholders, including parents, the community, other education institutions or companies (School has the Initiative, 2014). They have a common stake in each other's future and the future of their community, and successful implementation of any school vision increasingly depends on such "partnerships" as a means for growing social and professional capital (Hargreaves

and Fullan, 2012), and for sustaining innovative change (Harris and van Tassel, 2005; OECD, 2013a).Schlechty (2009) states that in any organization where the only reason for participation of its members is compliance to a directive from above; it will not sustain difficult times. However amidst challenges too; members commit to the vision if it is based on a shared belief system.

Team learning involves relevant thinking skills that enable groups of people to develop intelligence and an ability that is greater than the sum of individual members' talents. It grows from suspending judgments and fostering dialogue. The essence of team learning is to be found in collective thinking and aligning with one another. Time use and organizational structures enhance the group's ability to use dialogue and discussion to think together in order for team learning to occur.

Concept in Action: Team learning

At the *Rajkiya Pratibha Vikas Vidhyalaya, Harinagar, Delhi*; within the school time-table is a teacher reflection time. The School also has a teacher development framework. The Last working day of every month is scheduled for an in-house seminar on any area of school's concern. The school time-table, the structure, the operations all are modified to suit learning and this has been communicated both to parents as also to the system officers; so as to avoid administrative hassle and discomfort. Moreover, the school makes it clear that a non-teaching day is not a non-learning day. Parents are equally a part of the discussions around learning. Thus, there is continuous dialoguewhich has led to the development of a culture of learning.

Schools as Learning Organizations: Nurturing Reflective Mindsets

In team learning; each member of the organization is perceived to be a continuous learner as well as a thinking individual capable of engaging into complex decision-making and creative problem solving.

Systems Thinking fuses the first four disciplines to create a whole from distinct parts. The essence of systems thinking is to see and understand things and phenomena as an integrated whole-together with their correlations, and to search for long-term impacts. It involves a way of thinking and understanding about forces and their interrelationships that shape the behaviour of systems. Just as we have the organ system in human beings, so do schools as organizations have the student welfare service, the admission service, counselling service, the assessment service and so on. In fact, the characteristics of a learning organization can probably be found in all these parts which are also sub-systems. Just as individuals learn through social interaction with others who think differently from themselves, so do organizations. To elaborate organization learn through the exchange of information among subsystems because each has dissimilar responsibilities and function but all add to the organizational knowledge and data.

Concept in Action: Systems' Thinking

At GHS, Anni, Kullu the School Principal Mr. Chauhan found that children were struggling in the first few years of their enrolment in grades 6th to 8th and some of them had their fundamentals really weak even when they reached grade 10. This was worrisome and troubling him the most. On many occasions he shared this with the staff only to hear from them that children from the feeder schools in the neighbourhood have really poor base and there is little we can do. It takes us three years to teach them what they should have learnt by grade five so how do we really help them achieve the age-appropriate learning outcomes.

Mr. Chauhan decided to meet all the primary and elementary school teachers and heads in the neighbourhood schools from where the potential students would be coming. Together they agreed to work in collaboration, developed a shared School Development Plan, share the school process and output data and collaboratively analyse the gaps in the student performance as also the teaching-learning processes.

The principal took a 360 degree approach interacting with students, parents, community and teachers, seeking support and commitment from all stakeholders to address the problem of poor performance and thus improved not only the records of their school rather all the schools in the neighbourhood through their integrated approach to school development and systems' thinking approach.

Senge (1990) depicted the core learning capabilities of organizations as a three-legged stool—a stool that would not stand if any of its legs were missing: the legs represent *aspiration* (personal mastery and shared vision), *reflective conversation* (mental models and team learning), and *understanding complexity* (systems thinking).

1.6 'Learning Organization' in Practice

A steadily growing body of scholars and practitioners has tried to define, describe and measure the school as learning organisation (SLO). No one, however, has fully succeeded in bringing clarity and a common understanding of the concept in terms of *what it would mean in practice*. Dunham (1989) states that change in people occurs in three domains; cognition, emotions, and behaviour. Therefore, for schools to transform themselves to LO, it is important to understand what it would mean in action when perceived through our senses, experienced through our feelings and understood through our cognition. In other words, what would one using four 'E's - Eyes, Ears, Emotion and Engagement see, hear, feel and understand about in a Learning Organization. Which means what Learning Organizations would mean in *'action'*? An attempt is therefore made to write what could be observed in schools which are moving or have already moved from being centred on circulars and administrative guidelines to being centred on learning for all with a strong learning culture. The following figure shows some of the more visible and less visible aspects of LO.

Schools as Learning Organizations: Nurturing Reflective Mindsets
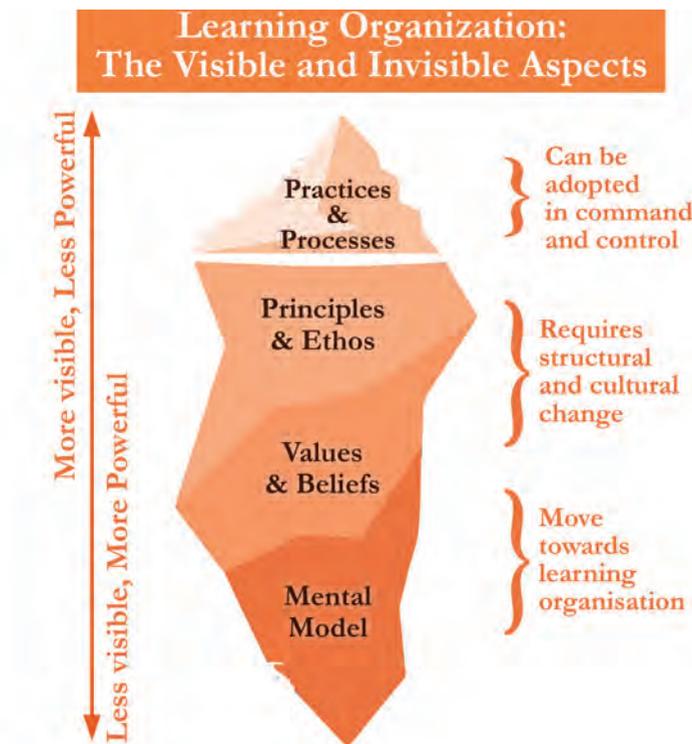
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A learning organization is in a "fully awakened" state which means every member of the organization is reflective and mindful of the actions. In a Learning Organization one would

See and hear:

1. People engaged in work are striving to reach their potential by collaborating with colleagues.

2. Every individual is in the pursuit of personal mastery, and their personal goals are in alignment with the mission of the organization.

3. They exchange information frequently with relevant external sources.

4. Gather, process, and analyse information in ways best suited to their purposes.

5. Train members to accurately assess and identify the organization's stages of development.

6. An incentive structure that recognizes efforts and encourages adaptive behaviour.

7. An institutional knowledge base and processes for creating new ideas.

Emotions/ Feel

1. Everyone is feeling important in their role and there is no superior and inferior role or position.

2. Service and support to others is the culture of the organization and practiced by all.

3. Interrelationships and processes that depend on each other.

4. They are "open systems" sensitive to the external environment, including social, political, and economic conditions.

Engagement – Cognitive and Social

1. Challenging but achievable shared goals

2. Staff takes risks in order to learn, and they understand how to seek enduring solutions to problems instead of quick fixes.

3. Teams work together to capitalize on the synergy of the continuous group learning for optimal performance and there is lifelong commitment to high quality work.

4. They get both individualized and collective feedback on deliverables and services.

5. They continuously refine their basic processes.

Further Yang, Watkins and Marsick (2004) identified seven action imperatives that characterise systems travelling towards becoming a learning organisation at individual, team and organisational levels:

7 Imperatives of a Learning Organization

1 Continuous learning represents an organisation's effort to create continuous learning opportunities for all its members;

2 Inquiry and dialogue refers to an organisation's effort in creating a culture of, feedback and experimentation;

3 Team learning reflects the 'spirit of collaboration and the collaborative skills that undergird the effective use of teams;

4 Embedded system for capturing and sharing learning indicates the efforts to establish systems to capture and share learning;

5 Empowerment signifies creation and sharing of collective vision, seek feedback, identify gaps between current status and future vision;

6 System connection reflects global thinking and actions to connect the organisation to its internal and external environment; and

7 Strategic leadership shows the extent to which leaders think strategically about how to use learning to create change and to move the organisation in new directions.

Given the seven action imperatives on LO and the discussion on what it means to be a LO in practice; it would be easier for you as leaders to lead your organizations towards these action imperatives and create a LO.

1.7   Creating a Learning Organization

Senge refrains from giving any roadmap for creating a LO and mentions that every organization has to create their own version of a learning organization which puts them on an evolutionary path. However it could be said that the establishment of a learning school requires a change in attitudes and values, the learning environment and culture at school. Above all it requires a belief that change is possible. This is described in literature as 'growth mindset' – a belief that no matter how well or poorly the school is performing, improvement in current practices (in this case students and teachers' learning and overall school learning) is always possible. The opposite is 'fixed mindset' –a belief that external factors such as students' socio-economic backgrounds, cultural capital, school resources, current levels of achievement, increased administrative responsibilities or the learning environment at school limit what is possible and make further improvement unlikely.

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In a learning organization, members commit to learning together and to sharing what is learned throughout the organization, they commit to a shared vision and engage in creating processes to realize the vision. Organizational learning can be accelerated when schools adopt a systematic approach to learning how to improve. Ortenblad (2002) describes four aspects that need to be implemented to learning in organizations:

Ensuring Learning in Organizations

Learning at work - rather than learning through formal courses, learning should be part of a regular exercise so as to refine practice.

Organisational learning - which is focused on the storage of knowledge in the organisational mind. Learning is viewed as the applications of knowledge at different levels.

The learning climate–Promoting a non-judgmental approach and developing a climate of trust that facilitates the learning of all;

The learning structure - is one with a high degree of flexibility and adaptability to change.

Thus, in order to establish such schools, leaders who are organized in thought and practice have enough love and interest in their jobs, are not afraid of creating centres of revolution that call for disruption and change, and aim at the total growth of human potentials are required.

Newmann, King, and Youngs (2000), for example, found that at the heart of school capacity are principals focused on the development of teachers' knowledge and skills, professional community, program coherence, and technical resources.

Is it possible to create schools that are able to continuously learn and adapt to a rapidly changing environment? If yes….

What can school leaders work towards for transforming their schools to learning organizations?

Theoretical Underpinnings

Steps for Transforming Schools to Learning Organizations

Source: https://dandypeople.com/blog/learning-organization-what-it-is-and-why-it-matters/
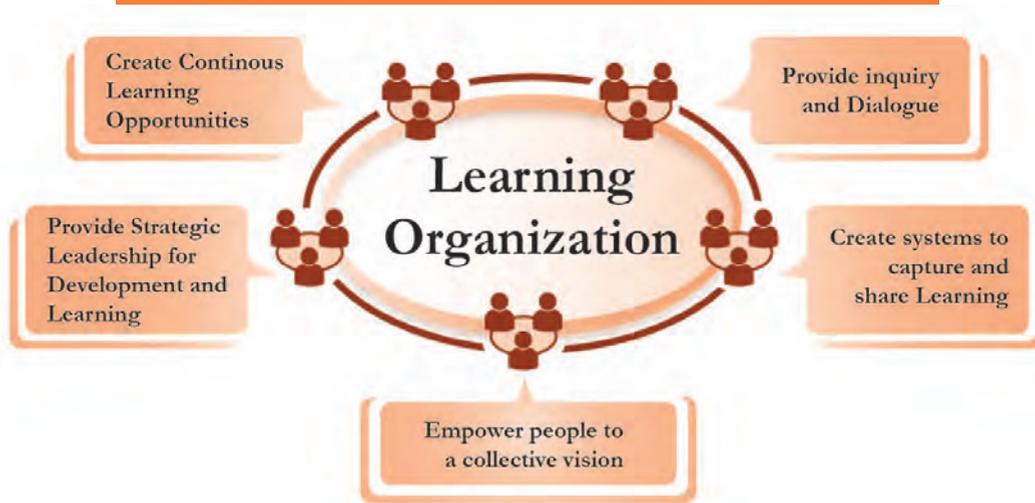
For the Development of Personal Mastery:

Schools leaders create....

- 👍 Provisions for time and resources and mechanism to support for individual learning.

- 👍 Opportunities for intentional learning where teachers have control over what they learn and when they learn it.

- 👍 A climate of trust and non-judgmental approach that allows for examination of basic assumptions and their revision through learning.

For the Continuous Evolution of Mental Models:

School Leaders need ....

- 👍 To realize that reliance on readymade solutions 'given from above' can be detrimental for continuous change.

- 👍 To agree to suspend assumptions and refrain from imposing views on others.

- 👍 To uncover thought processes and create shared insight that generate new shared perceptions.

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👍 To develop a collaborative, trustworthy climate that provides the psychological safety necessary for sharing, reflecting, and innovating.

👍 To develop a common focus on teaching and learning for meeting the needs of individual students.

👍 To develop a recognition that teaching is not simply the transfer of information.

For the Development of Shared Vision:

The collective ability to recognize the difference between the current reality and the goal of the organization and work towards the attainment of the goal in a flexible, evolving manner. For this school leaders must engage in.

👍 The establishment of a shared focus on meeting the needs of each learner through continuous reflections on teaching and learning processes.

👍 A shared responsibility among the school personnel for the overall success of the school that counteracts any kind of fragmentation or isolation.

👍 The ongoing discussion and development of appropriate forms of assessment tools and their reflective application to the efforts of the members of the organization.

Figure 2: Different Processes for the Development of a Shared Vision

Source: Bryan Smith (2011). The Fifth Discipline Field Book:Strategies for Building a Learning Organization

Theoretical Underpinnings

### For the Development of Team Learning:

School Leaders need......

- 👍 To make provision of time, resources and support for the development of structures, beliefs and activities that promotes the activity of teachers learning together.

- 👍 To develop a culture where staff learns how to suspend their assumptions and interact without being opinionated.

- 👍 The promotion of beliefs and practices that encourage teachers to team with their colleagues.

For the Application of Systems Thinking:

Making any change in an organization without recognizing the inter connectedness amongst its different parts or sub-systems is likely to be ineffectual at best and deleterious at worst. Therefore, school leaders must…...

- 👍 Design structures, guide activities and inculcate beliefs and behaviours that promote an interdependent approach among members of the organization.

- 👍 Share leadership in a manner that helps to support teachers to become change agents.

- 👍 Develop a belief that decisions for change should be based on the effect they will have on achieving the shared purpose of the members of the organization.

Making all this happen requires an understanding of the practices and processes at school that support learning, a collaborative methodology, a growth mindset and patience to continuously move through the action-reflection cycles using evidences of change.

SECTION I

Action - Reflection for Transforming school to Learning Organizations

Continoues Learning Cycle

- Current State
- Specifying Desired State
- Designing Improvement Strategies
- Collecting evidence of improvement
- Reflecting and learning

1. Knowing the Current State of School

A plan for change and improvement depends on a sound understanding of the core processes and practices that support learning, the current levels of students' engagement in learning, academic achievement and participation of all stakeholders around school improvement. At this stage the information about current student outcomes and prevailing school practices collected systematically and reliably forms the basis for any kind of reflections and discussions. This data should reflect the realities of the school's current performance – not somebody's intentions, opinions or beliefs about what is happening in the school.

2. Specifying Desired State

A specified desired state could be in the form of a vision statement, goals and specific and few general objectives that could lead the school towards being a LO. This vision and goals should be arrived through an intense dialogue with all stakeholders such that it becomes obligatory for them to support the realizing of the vision. This step usually involves answering questions such as:

- What are our dreams for our children?

- What skills, attitudes and dispositions do our pupils need for their future?

- What school outcomes do we most want to improve?

- What are the levels of improvement we are aiming for?

3. Designing and Implementing an Effective Plan

Once the current state is known and the future goals are specified, the next step is to plan the strategy or strategies that could help achieve what school intends to implement. In general, better student outcomes are achieved through more effective, evidence-based school and classroom practices. A School Development Plan (SDP) makes explicit the changes in practice a school intends to make. Desired improvements may include, but are not limited to, improvements in student achievement, attendance, student attitudes and engagement, learning opportunities at school, engagement opportunities for collaborative inquiry and reflection. However these are the more visible and tangible aspects of the outcomes. SDP also specifies the less visible and intangible aspects like changes in school culture, staff professional development and the physical resources and finances required for effective implementation. A SDP recognises the need to prioritise, set realistic expectations, and provide the time required for meaningful and sustainable improvement.

4. Measuring and Monitoring Improvements

The fourth step is to decide how do your measure the change and confirm the effectiveness of your strategies. Questions include:

- What are the measurable improvements in the outcomes the school was trying for?

- What is the evidence?

- Is the improvement significant and sustainable?

Conclusions about improvements would therefore need to be compared over time and possibly across different instruments. Changes must also be large enough to indicate meaningful improvements rather than chance fluctuations. And conclusions about improvements can be made with more confidence when there is evidence of a trend in outcome measures over an extended period.

5. Reflection, Feedback and Learning

Finally, the transformation plan should include a plan for reflection and learning from the improvement efforts. The goal should be to review the implementation of the strategy and draw learning from it so as to re-plan. Questions include:

- Was the strategy implemented uniformly across the school?

- Are any challenges in implementation of the strategy reported?

- Did the implementation lead to any visible changes in the school practices?

- How sustainable are the improvements?

- If there was no improvement, what lessons can be learned?

Answers to such questions would guide the school's future improvement efforts. **'This is not about 'revolutionary' change, but rather about 'evolutionary' change – starting from where you are, experimenting, adapting and learning by doing – with all changes based on evaluated evidence.'**

These five-step process cycle provides a systematic way of exploring the impact of changed school and classroom practices on improved student outcomes. It contributes to a continuous improvement culture underpinned by:

- A belief that continual improvement is possible

- An understanding that improvement depends on learning how to improve collectively as a school community

- A shared commitment to institutional vision and goals

- An understanding that professional learning is accelerated by the disciplined study of individual improvement efforts.

1.8 Summary

In the strictest sense, Senge's concept of LO does not find a real world reference in the research literature rather a Learning Organization is a belief in the ability of the people and organizations to change and become more effective through open communications and empowerment of its community as well as through a culture of collaboration. Being a part of a learning organization is about being "fully aware" of one's current state and

striving to reach one's fullest potential through development of a shared vision and engaging in a process of collective inquiry with team colleagues. Members in a LO have mental models that guide them in the pursuit of personal mastery and are not enslaved by the bureaucratic demands; rather they see themselves as part of an interdependent and interrelated system. They take risks in order to learn and understand how to seek enduring solutions to problems instead of quick fixes through continuous engagement in teams.

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SECTION II

Facilitators' Toolkit

A. Blueprint

B. Session Manual and Resources

A. Blueprint

Sr. No.	Session Focus	Focal Points	Group/Individual	Activities	Material required	Time in Min
S1.	Ice-breaking and introducing the concept	■ Checking our mental frames about schools and learning. ■ Minding the vocabulary around education	Group	D1.S1.A1 Activity 1: Word Association game	none	15 min
	Inevitability of Learning for Institutional growth	Personifying Schools as Organizations	Individual	D1.S1.A2 Activity 2: Personifying Schools as Organizations: Mapping the institutional journey	2 Graffiti Sheets Pen, Markers Paste-its Bell	40 min
	Learning Organization	Briefly defining Learning Organization, explaining its characteristics as well as critiques	P1 - Large Group P2 – In pairs	D1.S1.A3 Activity 3: Will happen in two parts: Part I: Lecture for the entire group Part II: In pairs a "Say Something worksheet" would be given and participants would be expected to discuss their learning and write in their respective worksheets and paste it on their nearby walls https://www.youtube.com/ watch?v=vc2ruCErTok&t=55s	Worksheet Pen	30 + 20 min

Schools as Learning Organizations: Nurturing Reflective Mindsets

Sr. No.	Session Focus	Focal Points	Group/ Individual	Activities	Material required	Time in Min
S2.	Senge's Concept of Schools as Learning Organizations	Outline of Five Disciplines Personal Mastery Mental Models Shared Vision Team Learning System's Thinking	Small Groups	D1.S2.A1 Activity 1: Attributes of Learning Organization Understanding every discipline as a theoretical construct as also in practice Interview with David Garwin and Amy Edmondson https://youtu.be/IUP4WcfNyAA Video link of a lecture of Peter Senge - https://youtu.be/0QtQqZ6Q5-o	Hand-outs, Note pad, Chart papers, markers and pens	40 + 50 + 10 min
S3	Application of the five disciplines in the schools	Applying the five disciplines – Ideating exercise	Small and large groups	D1.S3.A1 Activity 1: Thought Showering Exercise Ideating activities and interventions for applying the five disciplines of learning organization in schools	Chart paper, sketch pens, sticky notes, bell or music	40 min
		Achieving of personal mastery	Indivisual activity	D1.S3.A2 Personal Mastery – Putting the 'ME' in Leadership	Hand-outs on Personal mastery, pens	30 min
		Challenging mental models	Small Group activity	D1.S3.A3 Challenging Mental Models: Being open to learning	Chart psper, Markers and pens	30 min

Sr. No.	Session Focus	Focal Points	Group/ Individual	Activities	Material required	Time in Min
S4.	What does Learning Organization mean in practice?	Outlining the characteristic feature of LO in behavioural terms –	Small Groups	D1.S4.A1 Activity 1: Visualization Exercise Drawing the visible changes in an organization if it were a LO. Aspects like: ■ Continuous Inquiry and dialogue; ■ Team learning; ■ Autonomy with responsibility; ■ System connection	Chart papers, markers and pens	50 min
S5.	School Self-Assessment	Understanding the status–quo and identifying gaps	Part I – Small Group Part II - Individually	D2.S5.A1 Activity 1: Engaging in Self-Reflection Part I: School Self-Assessment Tool 1 Collective dialogue on what stops us from being LO Part II: School Self-Assessment Tool 2 ■ Survey tool for presenting the status quo	Self-Assessment Tool	30 + 30 + 30 min

Facilitator's Toolkit

Sr. No.	Session Focus	Focal Points	Group/ Individual	Activities	Material required	Time in Min
S6.	Creating a Learning Organization	Drawing an action plan to transform schools into learning organization and making it part of the School Development Plan	Small group exercise	D2.S6.A1 Activity 7: Developing a School Development Plan with a focus on transforming schools into LO	Chart Paper, paste its, marker pens and pencils	90 min
S7	Creating a Learning Organization	Drawing an action plan to transform schools into learning organization and making it part of the School Development Plan	Small group exercise	D2.S7.A1 Activity 7: Developing a School Development Plan with a focus on transforming schools into LO	Chart Paper, paste its, marker pens and pencils	90 min
S8	Consolidating Learning and Sharing the Action Plans					

B. Session Manual and Resources

Day and Session	Session Title	Session Resources	
		Type	Title
D1. S1. A1	Purpose of Schools	None	D1.S1.A1. Word Association game
D1. S1. A2	Need and Significance of Organizational Learning	Worksheets	D1.S1.A2. Personifying Schools as Organizations
D1. S1. A3	Conceptualizing Learning Organization	Worksheet	D1.S1.A3 Say Something.
D1. S2. A1	Five Disciplines of Learning Organization	Reading	D1.S2.A1. Attributes of Learning Organization
D1. S3. A1	Brainstorming the application of Senge's Five Disciplines	None	D1.S3.A1 Thought Showering Exercise
D1.S3.A2	Coaching for Personal Mastery Goal	Worksheet	D1.S3.A2 Putting 'ME' in Leadership
D1.S3.A3	Challenging Mental Models	None	None
D1. S4. A1	Learning Organization in Practice	None	D1.S4.A1 Visualization Exercise
D2. S5. A1	School Self-Assessment and Reflection	Worksheets	D2. S5.A1 School Self- Assessment Tools
D2. S6 & S7. A1	Creating a Learning Organization - Discussion	None	
	Creating a Learning Organization - Planning	Worksheet	D2.S7.A1 Template for planning
D2. S8	Consolidation of two days learning		

D1.S1.A1

Activity: Word Association Game

Time Required: 15 minutes

Objectives:

■ Participants will be able to question their understanding about some of the educational vocabulary.

■ Participants will arrive at the key purpose of Schools

Group Size: Large Group activity

Material Required: White board and markers

Steps for Facilitation:

1. The facilitator will explain to the participants the game 'word association' through commonly understood examples like Table- Chair, Sit-Ease-Relax, *Sachin Tendulkar*- Cricket-Sportsmanship, etc.

2. The facilitator will give one word and all participants would each give an associated word to it. The conditions are: a) the participants cannot repeat any word b) they will not get any thinking time; c) if one takes more than 3-5 seconds, their turn will pass to next.

3. Before starting the game the facilitator will ask one of the participants to volunteer and write down all the words that emerge during the game in a notepad.

4. The facilitator in this manner will give 3-4 words like 'School, teacher, students, education,' learning and play the game as a rapid fire round.

5. Once rounds for each word is done, the facilitator may then write all the words on a white board.

6. Draw the attention of the group towards all the words that arose during the rapid fire round.

7. Debrief on the type of words and the number of words that have emerged and why these words may have emerged.

Points for Debriefing:

■ Ask the participants to think whether it is a limitation of their vocabulary or lack of time that restricted the number of words?

SECTION II

- Is it because it was rapid fire and no thinking time was provided that you were repetitive?

- If there was no thinking time, where did the words come from?

- Discuss on how our sub-conscious governs not only our thoughts but also our actions

- What is the key purpose of School?

- Who is the learning for in schools?

- Can learning for all – be it students, staff, teaching faculty and administration be ensured?

Key Takeaways:

- Learning is the key purpose of Schooling

- Learning is for all – students, staff, school leaders and administrators alike

- Unless learning for all is ensured, students do not learn and organizations do not grow

D1.S1.A2

Activity: Personifying Schools as Organizations

Time Required: 40 Minutes

Objectives:

■ Participants will be able to understand the significance of organizational learning

■ Participants will be able to map their school's journey and their organizational learning enroute.

Group Size - Individual activity

Material Required - Print-outs of words, chart papers, worksheets, markers, thumb-pins

Steps for Facilitation:

1. The facilitator will paste the prints of two words – Valleys and Peaks on two different chart papers and put up on opposite walls

2. Each participant would be given small plain worksheets where they are instructed to write their school's name on it.

3. Now instruct each participant to write about the journey of change in their organizations as they saw since they have joined the school (if someone is recently posted, they could write about previous school) – the very high points or achievements of their school are denoted by 'PEAKS' while failures or concerns of their school denoted by 'VALLEYS'.

4. Participants are instructed to write either or both depending upon their experience.

5. For every achievement or failure every participant is instructed to draw a learning each time the school succeeded or failed.

6. Did your school as a collective draw any learning from such events? If there has been no process for such reflection and lesson drawing – leave the learning portion blank on the worksheet

Points for Debriefing:

■ Has your organization grown over the years? Does it continue to remain the same since you joined?

- What did you do differently and why that changed the course of action in the organization – whether it took you towards peaks, valleys or you could add other metaphors that could denote your assessment.

- Read out few learnings that are put up on walls and discuss how collective reflection and learning are important.

- Pose a question – Is learning only for individuals or could it be extended to organizations as well?

> **Key Takeaways:**
>
> There is a collective organizational memory generated through collective reflections and learning which is very significant for overall organizational and individual growth.

Graffiti Sheets/ Tent Cards on different sides of walls with the following words

Peaks

Valleys

Schools as Learning Organizations: Nurturing Reflective Mindsets

D1.S1.A3

Activity: Introducing the Concept of Learning Organizations

Time Required: 30 + 20 minutes

Objectives:

- Participants will be able to explain the concept of Learning Organization

- Participants will be able to relate the concept with their school's functioning.

Group Size: Large Group activity followed by discussion in pairs

Material Required - Worksheets, chart paper, markers, Pens, thumb pins

Steps for Facilitation:

1. The facilitator would give an overview of the emergence of the term 'Learning Organization'

2. The typology and different perspectives and multiple definitions and explanations on LO will be explained; also discuss some of the criticisms of the concept.

3. After the lecture in a large group; distribute the "Say something worksheet" to every participant.

4. Divide the group into pairs and ask each pair to discuss the incomplete statements in the sheet and write their feelings and learning.

5. All participants should paste their learning sheets on the walls besides them or if the space does not permit put it on the table in front.

6. Each participant may then take a walk and read the learning of every other fellow participant.

Points for Debriefing:

- What does the conceptualization about learning organization tell us about its attributes?

- If you were to visit a school which is a learning organization what would you see, hear and feel?

- Do you see any meaning in becoming a learning organization?

Key Takeaways:

Learning Organization is one which is able to change its behaviours and mind-sets as a result of learning acquired through continuous engagement of its members in an ongoing process of reflection, collaboration, improvement, innovation, and adaptation to improve the school's ability to meet the needs of its students; driven by a shared and compelling vision of what the school can be in comparison to what it is currently.

D1.S1.A3 "Say Something"

I didn't know that…….	I learnt ……
I wonder how to …..	I feel…….

Activity: Attributes of Learning Organization

Time Required: 40 + 50 + 10 Minutes

Objectives-The participants will be able to

- ■ Acquire knowledge on the theories of learning organization.

- ■ Understand the attributes/disciplines of schools as learning organization.

- ■ Analyse case studies.

Group Size: Small group activity and Individual reading

Material Required - Handouts, chart paper, markers, sticky notes, flash cards with names of each attributes

Steps for Facilitation:

1. Divide the large group into five small groups as per the 5 Disciplines using the flash cards.

2. Distribute Handouts pertaining to Peter Senge's concept of learning organization.

3. Each group is expected to read on a single discipline and discuss within their groups their understanding of the Discipline.

4. Discuss within your group the concept as a theory as also as practice within your institutions

5. Write the key points of discussion on small worksheets and put up on chart and present to the larger group

Points for Debriefing:

- ■ How is each discipline contributing to the making of a learning organization?

- ■ Invite sharing of real life examples, case studies, situations etc. from your experience.

- ■ How would you know if your school is a learning organization?

Key Takeaways:

According to Senge the five disciplines are preconditions to the realization of the ideal; wherein personal mastery is about clarifying personal vision, focusing energy, and seeing reality. Shared vision is built by transforming personal vision into common vision. Mental models are put together by unearthing internal pictures and understanding how they shape actions. Team learning grows from suspending judgments and fostering dialogue. And systems thinking fuses the first four disciplines to create a whole from distinct parts.

Handout 1: Personal Mastery

Personal mastery is the first discipline. For the organization to learn, each individual member of an organization must continue to learn. Without individual growth, the organization will stand still. Of course, this does not assure the organization will continue learning just because each member learns; however, the converse is true. An organization will not continue learning if the individuals are not learning. Personal mastery goes beyond competency and skills; it is about deepening our personal visions, of focusing our energies, of developing patience, and of seeing reality objectively (Smith, 2001).

Observing and trying to make sense of current realities is another aspect of personal mastery. For example, educators might want to ponder why students are failing or dropping out of school. Teachers might want to ponder the isolation or connectedness they feel at work. According to Senge (1990), personal mastery "…is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence and their growth areas". Looking within oneself is not easy, but is necessary for personal growth.

 "At the heart of a learning organization is a shift of mind – from seeing ourselves as separate from the world to connected to the world, from seeing problems as caused by someone or something 'out there' to seeing how our own actions create the problems we experience. A learning organization is a place where people are continually discovering how they create their reality and how they can change it."

- Peter Senge (1990)

It means turning the mirror inwards on ourselves. It starts by clarifying the things that really matter to us. Some premises underlying practices of personal mastery are:

Personal Purpose and Vision – Having a clear focus on "How can I make a difference?"

"Personal vision is a key to unlocking the power of purpose. A personal vision is powerful to the extent that it expresses one's underlying purpose. It is the vehicle for bringing purpose into the domain of acts and commitments." Peter Senge The Fifth Discipline Field book

Personal Values – Being guided by and acting out from a clear set of values.

Schools as Learning Organizations: Nurturing Reflective Mindsets

Personal Perception – seeing ourselves more accurately. This also extends to how you see other people, events and situations too.

Personal Alignment is the degree to which our personal vision, purpose, values and behaviours are congruent with each other.

Personal Awareness is how much you know (or are willing to know) about yourself – what makes you the way you are, your wants, drives, needs, desires and preferences. It is being able to step back and become an observer of what you are really like: your patterns of thinking, feelings and behaviours; seeing how these patterns impact others and affect the quality of your interactions; strengthening those that get you good results and changing those that do not.

Personal Transformation is the creative capacity we all have to re-shape, re-new or re-invent ourselves to be more in harmony with our personal vision, values and purpose.

Reflective Questions

1. Do I take a pit-stop break at regular intervals and review where I am, what do I want, where do I wish to go as a teacher, as a leader and as an individual?

2. Do I think about how my perceptions, beliefs and value system affect my actions or lack of actions?

3. Am I able to take responsibility for my actions and hold myself accountable for everything that happens in and around me?

4. When in conflict, do I analyse and evaluate my thought process?

5. Do I plan for my self-development plan keeping my strengths and areas of improvement in mind?

6. Do I question my awareness and my ignorance w.r.t Personal Mastery?

Reflections as a Leader

1. As a leader how would I want to support and strategize the personal mastery goals for my colleagues?

2. Why do you think Senge emphasizes on 'personal mastery' of individual member?

3. When did you last plan for the learning of your fellow colleagues?

4. How do you foster a climate in which the principles of Personal Mastery are practiced in daily life?

Schools as Learning Organizations: Nurturing Reflective Mindsets

Handout 2: Mental Models

Another discipline is mental models. Senge defines mental models as "deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action" (1990, p. 8). Mental models can be illustrated as two individuals observing the exact same scenario. When asked to account what they observed, each will provide a different explanation since it is affected by their assumptions and experiences as well. Mental models tend to hinder a person's ability to change. Assumptions are often made because individuals have a predefined notion of how things ought to be. For instance, a teacher might assume that students do not care about their education because of their off task behavior during class. A parent might assume the teacher does not care about his/her child because the teacher does not call home when the child is off task during class. The practical application of mental models dispels the often misperceived notion, in both the world of business and education that people will not ask questions unless they know the answers. Senge (2000) explains, "People ask questions in the practice of this discipline because they are trying to learn more about their own, and each other's, most deeply held attitudes and beliefs" (p. 68).

Case Study Reading

Mr. Ramesh has been transferred as a TGT Science, in Government School, Badmer and has been appointed through a transparent merit system. The Principal, Shri Beniwalji, prior to Mr. Ramesh's joining had already obtained a report about him, from his previous school, which to his misfortune was not so positive. Shri Beniwalji decides to limit him to upper primary classes and not give secondary classes for teaching. Shri Beniwalji also keeps him engaged in administrative tasks, considering that anyway he is not capable of making much difference to children's learning. Ramesh on different occasions proves himself through his content mastery, communication skills and positive aptitude. However he always finds himself on the receiving end and eventually ends up losing interest in teaching. Gradually he starts conforming to the principal's perception about himself.

Discuss

- Inspite of Mr. Ramesh's merit and performance, why do you think Shri Beniwalji restricted him to upper primary classes and engaged him in administrative tasks only?

- How do you think perceptions/ mind-sets affect what we do?

- In the above case study you saw how Shri Beniwalji's image about Mr Ramesh guided his actions. In fact, Shri Beniwalji was so confident about what he was doing that he did not even question himself for once. What do you understand about Mental Models through this case study?

Mental Model is About:

- Making our assumptions and inferences more transparent to us and to others.

- Surfacing our own personal pictures of the world and rigorously scrutinizing them.

- Increasing awareness of our own and others' attitudes, beliefs and perceptions that influence thinking, behaviour and interactions

- Continually re-evaluating our mental models to increase our capability to better govern our own actions and to continuously grow.

The discipline of 'mental modelling' means questioning our attitudes and beliefs.

Mental Models are the pictures or images, assumptions or stories of how we perceive the world, work and people. It is like wearing a green glass and seeing the entire world as green. Psychologists call this "Selective observation".

Reflective Questions

- Are you aware of your own mental models?

- Think in your group and list your mental models?

- Have you ever questioned your mental models?

- Is there any process or practice in your organization where it would be ok to question each-others mental models?

Handout 3: Shared Vision

Creating a shared vision is another discipline that will keep organizations learning. Many people still have the misconception that it is the CEO's or principal's job to create the vision. In other words, a person with authority creates the vision; however Senge (2000) reminds us that a vision created by a leader will not be sustained. All people have some idea or vision about what they want to accomplish each day. Such as, teachers have a vision of the best practices they wish to implement in the classroom; students have aspirations of what they want to learn; parents might have a vision that their child is able to perform better at the end of the day, and educational leaders have a vision to meet state mandated standards.

According to Senge (2000), "The discipline of shared vision is the set of tools and techniques for bringing all of these disparate aspirations into alignment around the things people have in common…" Individuals bring to the establishment personal aspirations they wish to have fulfilled, but then individuals will always have one thing in common: the school or the organization. Without a shared vision, the organization will be challenged to communicate its purpose and work collaboratively. Shared visions are uplifting and tend to encourage experimentation and creativity, plus they can create enthusiasm that spreads throughout the organization. Fullan suggests that the intent of building a shared vision is to continuously help members expand their thoughts and personal visions. If people do not have their own vision, they may simply **comply with the existing but will not commit to it.** Because then the vision does not come from heart.

According to Carl Jung, *"Your vision will become clear only when you can look into your own heart.... **Who looks outside, dreams; who looks inside, awakes.**"* What is this vision that is found within our hearts and how could this be created? Mink says that this would not happen overnight and is very challenging too. A vision is a vivid mental image; graphic and life like that is very important to us, i.e., held within our hearts. It is often a goal that the individual wants to reach. In systems thinking that goal is most often a long term goal, something that can be a leading star for the individual. In the context of school organizations; vision answers to the question,

"What kind of school do we want to create?"

Shared Vision is when everyone involved in the school carries a similar image of a collective

idea on how the school must transform. Take the case of preparation of school's annual pedagogical plan. It will require everybody, from principal to class teachers to subject teachers to have a shared vision regarding the approach to pedagogy - whether it should be joyful and experiential or routine and traditional. This shared vision will then ensure syncing of all individual plans into a larger shared vision plan.

Reflective Questions:

- What is the vision of your school?

- Do you have a shared vision?

- When was the last meeting that you had around vision development and ownership with your staff?

Handout 4: Team Learning

Building on personal mastery and shared visions, team learning is a discipline that will be good for both the individual and the organization. Senge (1990) states, "The discipline of team learning starts with 'dialogue', the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together'. Teaching teams should dialogue about student assessments and instructional best practices with the hopes of improving student achievement and their own teaching methodologies. Unfortunately, some teaching teams come together without an agenda and, at the conclusion of the meeting, have not accomplished anything that will improve themselves or their students. This is not to say that teachers must think alike to be a member of a productive functioning team. Teachers who think differently from one another can enhance the team learning process. In an interview with Jane Schultz (1999), Senge discusses learning organizations as "…diverse webs of teams who continually help one another, rely on one another, and learn with and from one another, not individuals" (p. 3).

While team learning sounds a bit like team building, it actually focuses on the learning activity of the group rather than the development of team processes. Individual learning, no matter how wonderful it is or how great it makes us feel, is fundamentally irrelevant to organization because virtually all important decisions occurs in teams. The learning units of organizations are teams who need one another to act. Team learning means an organizational commitment to work together synergistically.

Case Study

Let us look at a practical example of the different ways in which a conventional team and learning team might approach the same issue.

Conventional Team

The language team at the Vivekanand Model School, Sajjangadh had always considered themselves to be efficient. Most of the staff had been with the school for a long time and were quite established now. They knew their job well and were also trained in administrative tasks. Any new comers were either given junior classes or were made to assist others. Mrs. Singh and Mr.Abraham would take the board classes. All agreed on this since the purpose was to achieve good results. Not surprisingly, there was some dissatisfaction amongst some staff members, who would have liked to teach the top and saw no reason why they

should not be given the opportunity. While by and large this remained beneath the surface or indirectly surfaced as an occasional remark in staff meetings, on the whole the team's purpose was achieved year after year, and the faculty produced good Board results.

Learning Team

As a learning team, this case would have been handled in the following manner:

Firstly they could have organized a genuine discussion about the main purpose of Mathematics education. This would challenge the individual and faculty beliefs and assumptions on teaching of mathematics and its purpose.

Secondly they could examine the current practices in the teaching of mathematics until a consensus was reached on the common team goals that everybody could commit to.

Thirdly the team could have thought from the perspective of the commonly agreed purpose and goals – learning for all. Team members could have analysed the current practices and seen if these were helping or hindering the purpose of that goal. It is possible that an open discussion around this issue would have highlighted that while the current practices yielded 100% board results, they had built capacity of only Mrs Singh and Mr Abraham and loss of any one of them would result in considerable jeopardy.

Fourthly the team would discuss how to make learning a satisfying experience both for students as also for teachers, enhancing their educative skills and treating everybody as equals.

Lastly the learning team would find ways to develop the capacity of all its members in the conviction that this interchange of knowledge and skills enriches performance at both individual and faculty level. Thus, if the practice of examining beliefs and reflecting on practice is established at a collective level, the team has the will, the capacity and the procedure to go on learning and solving problems to the benefit of the whole organization. The team has now learnt how to learn.

Discuss

- Based on the case study, identify and list out the characteristics of a learning team.

- What processes would you create in your school to develop a learning team?

- Discuss. You are only as strong as your team – so make a good one

- Brainstorm. Team of teachers Vs group of individuals

Reflective Questions

1. What are you doing in your leadership role to support opportunities for team learning?

2. How is individual development taken care of in your school so that every teacher has a chance to grow?

Handout 5: Systems' Thinking

Systems' thinking is the fifth discipline that fuses and integrates the other disciplines into one comprehensible body. One aspect of systems thinking is focusing on the whole, as opposed to focusing on the individual parts – a practice not usually practiced. For example, a principal's office is a fast-paced area where problem solving occurs every minute. A parent calls, a teacher comes to the office, a student is in the office, a counsellor needs assistance, or another administrator is requesting help – each of these situations requires an immediate response. The system that is in place is to prioritize the problems and then begin "putting out the fires," so to speak. Instead of searching for solutions to why the problems are occurring, the focus shifts to solving the problem and then moves on to the next problem. Thus, a cycle of problem solving is set in motion.

Senge (2000), suggests that in the long run each quick fix will do more harm than good: "Moreover, reacting to each event quickly, and solving problems as quickly as they come up, helps develop a kind of "attention-deficit culture" in the school system". Instead of discovering methods for preventing each crisis, people become good at reacting to a crisis. Senge has identified a number of systems thinking practices, each with a different degree of rigor, approaches and views. Each systems thinking form can be used for different purposes and in different circumstances.

Creating an organization with an emphasis on developing personal mastery, creating mental models building shared vision, improving team learning, and understanding systems thinking will have the potential of allowing organizations or schools to be more convivial and creative.

"The Fifth discipline i.e. Systems Thinking is the cornerstone of how learning organizations think about their world …. the essence lies in a shift of mind: seeing interrelationships rather than linear cause-effect chains , and seeing processes of change rather than snapshots"

Applying systems thinking to school situation requires taking a helicopter view and keeping the macro reality in mind rather than look at it in isolation. Systems thinking lays emphasis on continuously asking the question 'WHY' than 'WHO'. For example, recently there was a media report on mass cheating in a particular state. At this point of time, giving stern ultimatums and holding staff and principals responsible for it would punish the culprits but not curb the menace of mass cheating. However, asking larger questions and looking

at the root cause as educationists may help us understand where it originates from and therefore how to deal with it.

A. Children Caught Cheating:

1. **Why are children cheating?**

    For good results

2. **Why do they want good results?**

    Self image, pressure from parents and society to perform well, social image

3. **Why do parents pressurize?**

    Because they want viable future for their children in this intensely competitive world /because they are also governed by social pressures and competitions

4. **Why do they think there is only one viable future?**

    Because they have not been exposed to other alternatives for children / Because they do not feel confident and fear risking the less tried alternatives

5. **Why have they not been exposed to other alternatives?**

    Lack of parenting/orientation/counselling sessions in school

    and so forth ….

B. Teachers Co-operated with the Students

1. **Why did teachers cooperate in copying?**

    Because they feel their performance is judged through the students' grades

2. **Why is their performance being judged through students' grades?**

    Because learning seemingly is understood to be directly proportional to teaching

3. **Why teachers are apparently held responsible for child's learning?**

    Because somebody has to be blamed for a wrong; neither parents nor child can be blamed so…. or because students have not understood the concepts correctly

4. **Why have the children not understood the concepts?**

    And so forth…….

So in this case, for reaching at the exact cause we will have to continuously ask **'Why'** questions and for cheating to be eliminated, parents, teachers, and the community will need to be involved in finding solutions for a problem too complex for ultimatums to resolve. Because, the essential properties that describe any system are properties of the whole which none of its parts demonstrate. For example, the essential property of an automobile is that it can take you from one place to another. No single part of an automobile – a wheel, an axle, a carburettor – can do that. An automobile is not the sum of its parts; it is the product of their interactions. Hence one has to look at the entire system as a whole to identify causes and work on resolving problems from the root.

Systems thinking equips a leader to look at issues and problems from a macro perspective, while at the same time looking at the inter-relationships between different aspects of the same problem. It also helps the leader to resolve problems at their root cause rather than at a superficial level.

Let us do it

1. Take any problem that you recently faced at school. Use the systems thinking perspective and analyse the problem.

2. Discuss how a learning team would have worked on the same problem than a conventional team.

3. What changes have been made in your school in the past year in your school? What new learning has taken place?

4. Discuss about change and how your team felt about change; take particular instances to reflect upon.

Facilitator's Toolkit

D1.S3.A1

Activity: Thought Showering Exercise

Time required - 40 Minutes

Objectives - The participants will be able to

■ Brainstorm the application of each of the five disciplines

Group Size: Individual and Group activity

Material Required - A4 Sheets, chart papers, sketch pens, sticky notes

Steps for Facilitation:

1. Take five charts and write the names of each disciplines and paste on different corners of room.

2. Place large sized sticky notes and sketch pens next to each chart paper.

3. Ask participants to choose any one discipline and form a group. It is advised to choose a discipline other than the one they were previously assigned to.

4. Instruct the participants that there would be a bell that would ring after 10 minutes, as soon as the bell rings, participants should move from one discipline to the other.

5. While working with any one discipline in the group; participants are expected to brainstorm activities and initiatives that could be taken up to ensure personal mastery, be aware of mental models, and practice shared vision, team learning and system's thinking in your small groups.

6. Participants pick up sticky notes and each member in the group writes on the initiatives they would take in their schools to ensure personal mastery, be aware of mental models, practice shared vision, team learning and system's thinking

7. Once all members have moved across all the disciplines; the facilitator may pause the music/bell and stop the game.

8. One participant from each group may stay next to the chart papers to read out the ideas while the others can go back and sit.

9. Read through all the thoughts/ideas that have been showered on the chart paper.

10. Participants may be given opportunities to explain any thought or idea if they want

Points for Debriefing:

- What would it take to just practice what you ideated?

- Plan for the resources, expertise, willingness and restructuring and reorganization that would be required for the change to take place.

> **Key Takeaways:**
>
> Knowledge without its application is just like a seed in a pocket. Organizations will not learn unless its members commit to share practice, reflect and draw learning for organizational improvement.

Facilitator's Toolkit

D1.S3.A2

Activity: Personal Mastery – Putting the 'ME' in Leadership

Time Required: 30 minutes

Objectives: Participants will be able to…

■ Assess how personally aware they are as leaders

■ Develop a personal vision, personal goals for self as well as profession.

Group Size: Individual Activity

Material Required: Hand-outs on Personal mastery, pens

Steps for Facilitation:

Participants may be given the personal mastery sheet to help them assess where they stand on their personal mastery journey.

Each participant is expected to read through the sheet and honestly assess how personally aware they are leaders.

Following the Personal Mastery Assessment sheet (D1.S3.A2-R1) participants may reflect on what they would want to work on.

Once the participants are aware of their personal mastery, they may be distributed the coaching for Personal Mastery Sheet (D1. S3. A2-R2) to actually move towards being more self-aware and mindful as a leader.

Points for Debriefing

How Self-Awareness and Mindfulness contribute towards Personal Mastery?

How can one align personal purpose and vision with institutional goals and vision?

> **Key Takeaways:**
>
> Personal Mastery is the first step towards Learning Organization. It begins by encouraging self to move towards a better self every moment, every day throughout life.

Putting the 'ME' in Leadership

Senge, believes that leadership starts with "learning to lead self". It is connected to a quality we call 'mindfulness' – the ability to see how our thoughts and feelings create much of the reality we experience and how we contribute to the situations that arise around us. So it is based on a number of key principles that occur in the following order:

1. Establish and live your deep-seated values,

2. Be motivated by your personal vision and purpose, and

3. Hold creative tension between your vision and your current reality.

Here are some of the attributes of a 'Self Aware' Leader; a leader who has sound level of personal mastery. Please read through each of the statements. Against each statement is a Likert scale. Rate yourself in the scale of 1 to 3.

1. Beginning to work on 'Personal Mastery'

2. Just learning to be mindful

3. Practicing being a 'Mindful' leader

Sr. No.	Attributes of a Leader with 'sound level' of Personal Mastery	1	2	3
1	Dedicated to creating and leading out of a personal vision.			
2	Accurately assess the gap between current reality and personal vision that propels them forward.			
3	Mindful, present and practise regular self-reflection and inquiry.			
4	Understand personal feelings, behaviours, mental models and embrace self-management			

5	Develops 'thinking literacy' skills and changes mindsets and behaviour patterns to achieve greater levels of self-awareness.			
6	Ensures clear values and principles inform all aspects of their life and use these to determine decisions and take directions.			
7	Have a special sense of purpose and vision that is more of a calling – not just goals.			
8	Can step back from a situation, see it from many different angles and make many different connections.			
9	Are curious, inquisitive and place a high value on learning as both a way to create change and as an important cultural element.			
10	Seek constant feedback on how they come across, accurately assess themselves and are open to changing their patterns.			
11	Challenges prevailing modes of thinking and display mental agility in terms of seeing mental models and assumptions.			
12	Are systems-thinkers – can see bigger pictures, subtle interconnections and also their contribution as a part in a larger system.			

Coaching for Personal Mastery

Integrating personal mastery into your leadership means being more self- aware of one's strengths and weaknesses, being open to learning, being mindful, developing new personal skills and capabilities that can empower and transform self in ways that is close to the personal vision and goals. Coaching for Personal Mastery is making a habit of self-reflection.

Personal Vision: It begins with defining your personal vision of a leader that you want to be. Identifying your current state and making efforts to regularly pursue your goals. The following figure explains the process.

Coaching for Personal Mastery Sheet

Pen down your thoughts on the following sheet to coach yourself towards Personal Mastery

Areas for Self Awareness	Prompts for being more Self-aware
My personal vision of a leader is…	Deeper reflection on beliefs, values and ethos will support the development of personal vision
Personal Purpose…	Deeper reflection on life purpose, educational philosophy and teaching philosophy would
Strong Me… Aspects that bring me closer to my personal vision	Feedback from friends and colleagues
Weak Me…Aspects that take me farther from my personal vision	Seeking honest feedback, open to listening and learning
My Emotions/feelings… Engagement with Self	Self-dialogue and self-acceptance
My Social Awareness –Empathy, Connecting with people, Resonant Leadership	Listening to understand
Self-Management – Self Control, Managing moods, Work-life Balance	Prioritizing important against urgent
Relationship Management – Team person, Collaborating, making networks	Knowing and understanding people

SECTION II

Activity Challenging Mental Models: Being Open to Learn

Time Required: 30 minutes

Objectives: Participants will be able to…

- Assess how aware they are as teachers and leaders about their existing mental models

- Challenge their existing mental models

- See the cause-effect relationship between personal mental mdels and its impact on organizational mental models.

Group Size: Individual Activity

Material Required: Chart Paper, Marker pens

Steps for Facilitation:

1. Participants are divided into groups of five.

2. Participants in their small groups are requested to make a list of the common stereotypes that they have formed either due to personal experiences or due to social upbringing or as a result of the passing on of the social mental models. For example., Women are poor drivers; Old people keep nagging, Children from illiterate parents or marginalized families fail to perform and such others…

3. Participants may pick up any one socially inherited model and any one personal mental model that they have which they feel needs to be challenged and hampers their personal or social growth or is a barrier in their relationships with others or in becoming a better teacher.

4. Participants may use the following process to challenge their mental models within their small groups:

   - Ask provoking questions to reason out or make one aware of one's thinking.

   - Bring examples or facts that challenge the hypotheses and advocate a point against the stereotypic thinking.

   - Inquire into the thinking of the other personal and develop a meaningful dialogue to challenge each other's points of view.

- Avoid jumping into any kind of conclusion; the point is simply being open to new learning and not to prove any point.

- Just be aware what led you or anyone to this way of thinking or feeling, and whether the results intended were achieved?

Points for Debriefing

- Breaking mental models is a powerful practice for individuals and leaders alike. Debrief on how do you apply this practice for your organization.

- How do you identify organizational mental models that may be affecting the organizational culture and ethos.

Key Takeaways:

"In times of transformation, it's not just technology that gets obsolete. Our thinking does too." Learning is not just adding to what we already know, it is also about unlearning. Its like peeling the old paint before you put on a new paint on the wall. Challenging your beliefs and assumptions is never easy, but can be achieved using:

- Inquiry (asking questions to check your assumptions)

- Dialogue (working together to tackle complex problems)

- Reflection (paying attention to your thoughts, feelings and behaviours and what effect these may have on you and others around you)

Schools as Learning Organizations: Nurturing Reflective Mindsets

D1.S4.A1

Activity: Understanding Learning Organisation in Behavioural Terms

Time required - 60 Minutes

Objectives - The participants will be able to

■   Understand Learning Organization as it plays out in practice

■   Identify actionable aspects of Learning Organisation

Group Size: Individual and Group activity

Material Required - A4 Sheets, Marker, Sketch pen, drawing pencils

Steps for Facilitation:

1.   The facilitator will lead the participants to a visualization exercise as follows:

■   Participants are divided into groups and asked to imagine that their school has become a learning organization. What would they see, hear and feel differently in their school now?

■   Each member of the group is to pen down their thoughts on the changes they envision in their schools on some of the pointers given below in the table:

Themes for Discussion	Practices in a Learning Organization
Group 1 : Engagements with Parents and community – participation in student learning, vision sharing, school development, etc.	Enlist the changes you envision when your School becomes a LO?
Group 2 : Engagement with Students – Participation in learning and performance, discipline, ownership for school	
Group 3 : Engagement with staff – Division of work, Relationship and interactions, learning opportunities, review and feedback, belongingness	

Group 4 : Engagements with peers – Staff Room discussions, interactions during staff meetings, sharing and learning, acceptance of other's views, working as professional learning community	
Group 5 : School Environment – the walls, the ambience, the organization of infrastructure that supports learning, School Culture – norms of participation, values, trust, alignment to school Vision; Leadership at all levels	
Group 6: Changes in individual behaviours – Students, Teachers, Leadership at all levels	

2. Participants after individual writing exercise would discuss their thoughts in their groups and write the commonly agreed thoughts on a chart paper and paste it on the wall.

Note: Facilitator will reiterate that the thoughts expressed should focus on the three 'Es' Eyes, Ears, Emotions.

(Eg. Parents – see – teachers are involved in the learning of their ward and they make sure that each child is taken care of; they organize personalized sessions etc. They hear that the teachers and leadership is more supportive and concerned about their child's learning than complaining. They sense and feel the positive culture in the school whenever they visit the school and their suggestions and complaints receive immediate response and so on…..)

Eyes – See

Ears – Hear

Emotion – Sense and Feel

3. Give sufficient time and freedom for imagination and ensure that all members of the group participate and give their inputs.

4. Allow each group to make one presentation and limit the time to 10 minutes

5. Randomly pick up the responses of different groups and bring out the behavioural aspects or characteristic features of learning organization that would tell participants about how they could transform their schools to learning organization.

6. Let the responses be pasted on chart papers to be used for drawing a strategic plan for transforming schools to learning organization.

Points for Debriefing:

How much of what you just imagined is being practiced or could be practiced in your schools transforming it into a learning organization?

> **Key Takeaways:**
>
> In behavioural terms LO is centred on learning for all, at all times, in all places. It is basically about openness to learn

D2.S5.A1

Activity: School Self - Assessment

Time required -30+30+30 Minutes

Objectives - The participants will be able to

- Conduct School Self-Assessment

- Analyse where the school lies on the developmental continuum

Group Size -Individual and Group activity

Material Required - School Self-Assessment Handouts, Worksheets and internet access and system for taking the online tool

Steps for Facilitation:

School Self-Assessment Tool 1

1. The facilitator may distribute the School Self-Assessment Handout to each participant.

2. This tool has a few statements to be answered individually followed by reflective questions to be discussed in the group.

3. Discuss the responses in your small groups. If any member in the group has maximum 'Yes' prepare a case study of the school to find out the best practices. Similarly, if there is any school that has maximum 'No' should also be studied as a case to understand about the school culture, ethos and values.

School Self-Assessment Tool 2

1. Facilitator instructs participants to use the online link for taking up the school self-assessment tool individually keeping their own school in mind.

   https://hbs.qualtrics.com/jfe/form/SV_b7rYZGRxuMEyHRz?Q_JFE=qdg

2. Participants are not expected to share the scores unless they are willing to discuss; however honest responses would yield a real picture of the school culture and ethos and lead to effective dialogue on the process required for change.

3. For a 360degree report of the school, all school heads should encourage their teachers and staff to take up the online test and results of all should then be collated for further review and feedback.

4. There is no right or wrong answer and an honest response is better than an ideal response.

Points for Debriefing:

- What is the learning about your organization that you arrived at?

- Does it help you know your organization better?

- Have you been able to see the gaps in organizational learning?

- Do you think your organization would be better prepared to undergo change if it goes through this reality check?

Key Takeaways:

"Measure what you value, instead of valuing what you have measured" is a quote by a great leadership scholar Andy Hargreaves. It is important for school leaders to measure organizational preparedness, ethos, values and culture for learning if we value 'learning' else we would only have to contend with some academic scores than holistic learning.

Self-Assessment Tool 1

The following are a set of reflective questions. In your small groups discuss on each of these questions and take detailed notes on the practices in different schools to draw learning from each experience – whether worth emulating or discarding.

Leadership for Learning

In my School…	Yes /No
People indicate their points of view on problems or challenges.	
Opinions that do not coincide with the majority are appreciated.	
A constructive critique of the problems that arise is welcome.	
People speak openly about the mistakes that happen at work so that they do not happen again.	
Valuable information from other schools or educational institutions is systematically collected.	
You feel comfortable talking about your professional problems and disagreements.	
You frequently carry out educational innovation projects.	
Formal procedure for conducting and evaluating new educational projects	
There is delegation in decision making and is of a participatory nature (decisions are made by the most prepared person or the one that has most responsibility).	

If answers to all of these statements is YES – Share how you arrived at it in the group

If answers to all or some of these questions is NO – Reflect 'What stops you from encouraging challenging questions, or accepting disagreements and difference of opinions or making decision making participatory?'

Learning structure-

In your school…	Yes /No
The changes that affect you directly are communicated efficiently.	

In your school…	Yes /No
The key knowledge for decision making are quickly and accurately communicated.	
Information about teachers, families and students is systematically collected.	
Different perspectives for solving problems are discussed in the working meetings.	
Identifies and analyses the underlying assumptions that affect key decisions (getting to the bottom of the problem).	
Suggestions, problems or proposals are carefully attended to.	
Do you think that your school has a flexible organizational structure (as opposed to hierarchical organization)?	

If answers to all of these statements is YES – Share how you arrived at it in the group

If answers to all or some of these questions is NO – Reflect on how do you re-structure your organization so as to support learning?

Learning opportunities-

In your school…	Yes /No
You have effective time to carry out training activities.	
There are meeting places to learn from experts from the departments themselves, from other schools or from other educational institutions.	
Time and resources are provided to identify issues and challenges for the organization.	
There are sufficient opportunities to learn and develop your skills.	
There is a self-designed learning trajectory chart for teacher to keep monitoring their learning every six months.	
There is a mentor-mentee relationship between the senior staff and the novice teachers.	

If answers to all of these statements is YES – Share how you arrived at it in the group

If answers to all or some of these questions is NO – Reflect. How you could inculcate some or all of these practices in your school? Also think how does this impact the relationships at school?

Learning culture-

In your school…	Yes /No
You are interested in trying different alternatives in order to improve your work.	
You agree that the learning and training activities you carry out are beneficial for your staff.	
Special time is scheduled for reflection in the school calendar and applies equally to –students, teachers and heads of departments.	
Learning doesn't flow in hierarchy – teachers are open to learning from students and school leaders from teachers.	
Classrooms are open, all the time for any kind of observation either by peer or supervisor or school leader.	

If answers to all of these statements is YES – Share how you arrived at it in the group

If answers to all or some of these questions is NO – Reflect and write. What changes you would need to initiate to develop a Culture of Learning?

Self-Assessment Tool 2- Individual

Please click on the URL given below and take an online assessment of your school's Learning capability. The tool is developed by David Garvin and Amy Edmondson at the Harvard Business School. While the tool is designed for assessing all types of organizations; and you may find some items which may not suit Schools as Organizations; nevertheless it helps in analyzing the progressive nature and environment of your school.

https://hbs.qualtrics.com/jfe/form/SV_b7rYZGRxuMEyHRz?Q_JFE=qdg

For a better understanding of your school; we would request that you share this link with all your teachers. Let all the teaching and non-teaching staff rate the school's work environment.

Consolidate the findings received from all staff members and analyze where the school stands in terms of its learning capabilities and the conducive environment it provides to all – Staff, Students and other stakeholders. This tool would be a good beginning for each one of you as school leaders to collaboratively work towards a vision for developing schools as learning organizations.

Post Assessment Exercise

Make a list of some of the things that you would want to change in your schools so as to become a learning organization. Use the following heads to give a comprehensive thought:

- Leadership

- Teacher Development

- Classroom processes

- School Infrastructure and/or arrangements

- Interactions – School Leader and Teacher, Teacher and Student, Teacher and Parent so on

- Staff Meetings

- Student Learning: Achievements and Disappointments and dealing with it

- Paste the ideas on to a chart paper so as to get a comprehensive understanding of the gaps and the strategic steps to bridge the gaps.

Additional Tool

Participants could use this tool in future for continuous assessment and to identify how far their school is on the continuum of development.

The OECD- UNICEF paper proposes an integrated "school as learning organisation" model that focuses on:

1	Developing and sharing a vision centred on the learning of all students
2	Creating and supporting continuous learning opportunities for all staff
3	Promoting team learning and collaboration among all staff
4	Establishing a culture of inquiry, innovation and exploration
5	Embedding systems for collecting and exchanging knowledge and learning
6	Leading with and from the external environment and larger learning system
7	Modelling and growing learning

I. Criteria for Self Assessment of 'School as a Learning Organization'

Criteria	Descriptor
Inert	School is at Inertia in almost all the 7 domains. The school continues to do what it is doing.
Reactive.	The school learning culture is limited and is reflected in some corrective measures as and when situations demand.
Stable	The school has documented processes for almost all the domains and is engaged in school improvement plans with involvement of senior school leaders.
Optimal	The school as learning organisation has the capacity to change and adapt routinely to new environments and circumstances as its members, individually and together, learn their way to realising their vision. Schools develop processes and Institutionalized mechanisms for data collection, strategies, structure and analysis that leads to school improvement plan with the underlying factors of Trust, Time, Technology and Thinking Together

II. Self-Assessment

1. Developing and sharing a vision centred on the learning of all students

A shared and inclusive vision aims to enhance the learning experiences and outcomes of all students	Inert	Reactive	Stable	Optimal
1.1 The vision focuses on a broad range of learning outcomes, encompasses both the present and the future, and is inspiring and motivating				
1.2 Learning and teaching are oriented towards realising the vision				
1.3 Vision is the outcome of a process involving all staff				

		Inert	Reactive	Stable	Optimal
1.4	Students, parents, the external community and other partners are invited to contribute to the school's vision				

2. Creating and supportin g continuous learning opportunities for all staff

Educators as learners		Inert	Reactive	Stable	Optimal
2.1	All staff engage in continuous professional learning				
2.2	New staff receive induction and mentoring support				
2.3	Professional learning is focused on student learning and school goals				
2.4	Staff are fully engaged in identifying the aims and priorities for their own professional learning				
2.5	Professional learning challenges thinking as part of changing practice				
2.6	Professional learning connects work-based learning and external expertise				
2.7	Professional learning is based on assessment and feedback				
2.8	Time and other resources are provided to support professional learning				
2.9	The school's culture promotes and supports professional learning				

3. Promoting team learning and collaboration among all staff

Staff is encouraged to share, peer coach and learn together	Inert	Reactive	Stable	Optimal
3.1 Staff learn how to work together as a team				
3.2 Collaborative working and collective learning – face-to-face and through ICTs – are focused and enhance learning experiences and outcomes of students and/or staff practice				
3.3 Staff feel comfortable turning to each other for consultation and advice				
3.4 Trust and mutual respect are core values				
3.5 Staff reflect together on how to make their own learning more powerful				
3.6 The school allocates time and other resources for collaborative working and collective learning				

4. Establishing a culture of inquiry, innovation and exploration

Staff is continuously engaged in self-improvement that will lead to improvement in students' learning	Inert	Reactive	Stable	Optimal
4.1 Staff want and dare to experiment and innovate in their practice				
4.2 The school supports and recognises staff for taking initiative and risks				
4.3 Staff engage in forms of inquiry to investigate and extend their practice				

Schools as Learning Organizations: Nurturing Reflective Mindsets

		Inert	Reactive	Stable	Optimal
4.4	Inquiry is used to establish and maintain a rhythm of learning, change and innovation				
4.5	Staff have open minds towards doing things differently				
4.6	Problems and mistakes are seen as opportunities for learning				
4.7	Students are actively engaged in inquiry				

5. Embedding systems for collecting and exchanging knowledge and learning

Schools develop processes and Institutionalized mechanisms for data collection, strategies, structure and analysis that leads to school improvement plan		Inert	Reactive	Stable	Optimal
5.1	Systems are in place to examine progress and gaps between current and expected impact				
5.2	Examples of practice – good and bad – are made available to all staff to analyses				
5.3	Sources of research evidence are readily available and easily accessed				
5.4	Structures for regular dialogue and knowledge exchange are in place				
5.5	Staff have the capacity to analyse and use multiple sources of data for feedback, including through ICT, to inform teaching and allocate resources				

		Inert	Reactive	Stable	Optimal
5.6	The school development plan is evidence-informed, based on learning from self-assessment, and updated regularly				
5.7	The school regularly evaluates its theories of action, amending and updating them as necessary				
5.8	The school evaluates the impact of professional learning				

6. Leading with and from the external environment and larger learning system

The school is an ' open system ' that is proactively engaged in forming partnerships with students, parents, teachers, local community to provide a wider range of experiences to the students		Inert	Reactive	Stable	Optimal
6.1	The school scans its external environment to respond quickly to challenges and opportunities				
6.2	The school is an open system, welcoming approaches from potential external collaborators				
6.3	Partnerships are based on equality of relationships and opportunities for mutual learning				
6.4	The school collaborates with parents/guardians and the community as partners in the education process and the organisation of the school				

		Inert	Reactive	Stable	Optimal
6.5	Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school- to-school collaborations				
6.6	The school partners with higher education institutions, businesses, and/or public or non-governmental organisations in efforts to deepen and extend learning				
6.7	ICT is widely used to facilitate communication, knowledge exchange and collaboration with the external environment				

7.   Modelling and growing learning

By engaging in professional learning as "lead learners", and creating the conditions for others to do the same, school leaders model and champion such professionalism throughout the school and beyond the school's boundaries.		Inert	Reactive	Stable	Optimal
7.1	School leaders model learning leadership, distribute leadership and help grow other leaders, including students				
7.2	School leaders are proactive and creative change agents				
7.3	School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange				
7.4	School leaders ensure that the organization's actions are consistent with its vision, goals and values				

7.5	School leaders ensure the school is characterized by a 'rhythm' of learning, change and innovation				
7.6	School leaders promote and participate in strong collaboration with other schools, parents, the community, higher education institutions and other partners				
7.7	School leaders ensure an integrated approach to responding to students' learning and other needs				

D2.S6.A1. & S7.A1

Activity: Transforming Schools to Learning Organization – Plan for Implementation

Time required -30+30+30 Minutes

Objectives - The participants will be able to

- Develop a plan for the transformation of schools to learning organization

Group Size -Small Group activity

Material Required - Plan sheets, sticky notes, pens, pencils, scale

Steps for Facilitation:

1. Participants are divided into five groups and each group is given the planning template.

2. Based on the thematic areas that the group has participants are expected to discuss and come up with list of activities that could be initiated in the order of priority.

3. Participants are also expected to keep track of their regular school routine and plan in such a manner that things are accommodated in the school schedule.

4. Participants discuss and deliberate on each of the thematic area to arrive at a plan for implementation.

Points for Debriefing:

- Ask the participants to visualize the implementation of these strategies, the challenges, the hopes and the transformed state.

Key Takeaways:

Unless it is a part of the daily dialogue, language and discussions it does not become a reality. Learning organization to be a reality has to be part of the daily dialogue, discussion and schedule.

Creating a Transformational Plan Time required

Five thematic areas for discussion are as follows:

1. **Personal/Professional Development Plan:** - Under this theme Heads of Institute are expected to identify strategies that would support the Personal Mastery goals of every staff member

2. **Collective Inquiry and Reflection Plan:** -Under this theme the Heads of Institute are expected to design strategies for analyzing the overall progress of school in general and academic achievement of students in particular. Further plan for a collective inquiry and reflection time so as to challenge some assumptions, hypotheses and mental models and engage in evidence-based decision making and planning.

3. **Culture of Collaboration, trust and support:** Under this theme the Heads of Institute are expected to set norms of participation, check opinionated view-points, discourage finger pointing by initiating practices that encourage trust and hope and thus encourage learning communities.

4. **Shared Vision Shared Commitment Shared Ownership:** Under this theme the Heads of Institute are expected to plan for creating a shared vision; thereby inviting ownership and commitment of all stakeholders.

5. **System's Perspective for School Improvement:** Under this theme the Heads of Institute are expected to draw the inter-relationship and interdependence of all key components of school so as to develop a system's thinking perspective.

For each of these themes develop a perspective annual plan as given in the template below:

Goal/ Objectives	Strategies	Indicator of Success	Method of Evaluation	Time Target	People in charge	Resources Required

Activity: Consolidation of Learning

Time required - 30 Minutes

Objectives - The participants will be able to

- Understand the significance of transforming schools to learning organizations

- Consolidate on the two days learning.

- Commit for change

Group Size - Small Group activity

Material Required - index cards of three different colors - pink, yellow and green, sheets, sticky notes, pens, pencils, chart papers, marker pens

Steps for Facilitation:

1. Divide the participants into small groups of five each.

2. Distribute three coloured sheets to each participant in every group

3. Explain the colour coding;

4. Blue - COnsolidation of key learning points

5. Yellow- Commitment to CHnage

6. Pink - Feedback for improvement

7. Each participant is expected to give their observations on each of the three sheets.

8. WIthin small group participants may share their learning and consolidate the group learning in a chart paper.

9. Participants may similarly consolidate the feedback from the group.

10. Three major aspects of the feedback may be written on three separate sticky notes and pasted on a chart paper.

11. The chart paper may then be rotated to each group and the feedback from each group may be collected.

12. As for the commitments, each commitment is very important and means the world to each school, therefore every participant may be given separate yellow colored sheets to write their commitments.

13. Instruct participants to fold the yellow sheet and write their name and date on each commitment sheet.

14. Each participant may be given a potted plant and the yellow sheet symbollically denotes seed of commitment.

15. The participant may sow the seed of commitment to the pot given to each one of them and take that as a return gift to their school.

16. Each participant is requested to nurture the commitment and transform their schools to learning organizations.

Consolidation

An idea is as good as its implementation and learning is as good as the change it brings in the mindset, behaviours and actions impacting not only self but others.

FACILITATOR'S MANUAL

Kashyapi Awasthi
Preeti Vivek Mishra

SCHOOLS AS LEARNING ORGANIZATIONS:
Nurturing Reflective Mindsets

Kashyapi Awasthi

1

TRANSFORMING SCHOOL ETHOS:
Developing an Inspiring Work Space

Preeti Vivek Mishra

2

PROFESSIONAL LEARNING COMMUNITIES:
Forging Teacher Collaborations

Kashyapi Awasthi

3

REORIENTING REVIEW AND FEEDBACK PRACTICES:
Foregrounding Teaching-Learning

Kashyapi Awasthi

4

NURTURING BELONGINGNESS:
Strengthening Socio-emotional Connectedness

5

PROMOTING MENTAL HEALTH:
Enabling a Whole *School* Approach

Preeti Vivek Mishra

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