

# LEADING LEARNING SCHOOLS

Applying the tools of the 5 Learning Disciplines for Cultural Revitalisation and Curriculum Creativity



A 2-DAY  
Leadership Learning Forum  
Facilitated by **Bill Cropper**

**BRISBANE**  
**MAY 30-31 2011**

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Learning Solutions for Leadership & Change

## DO YOU WANT TO...

- ? Shape a shared vision of a learning school or ensure your current one is *really* shared and acted on
- ? Break out of the conventional mould of administrator/teacher and strengthen your role as a learning leader
- ? Clarify the challenges of being a school that leads through learning
- ? Work more collaboratively in school management teams that think together
- ? Revitalise your school learning culture and cultivate curriculum creativity
- ? Encourage real learning conversations throughout school and in classrooms
- ? Refresh your approach and apply new tools to create a more learning-centred environment for students and staff
- ? Broaden the support you need to sustain school transformation efforts and reduce the dependence-compliance mentality

## CHANGING SCHOOLS...

Your school's no doubt doing a good job right now. Yet there's always ways things can be better. All schools have pockets of excellence in terms of learning approaches, management practices or curriculum creativity – it's just that people don't always seem able to profitably share their learning and exploit its full potential.

*"If you want to improve a school system, before you change the rules, look first to the ways that people think and interact together" Senge Schools that Learn p. 19*

Learning approaches and school practices are under constant pressure to change – but which way and why? In *Schools that Learn*, Peter Senge - populariser of the learning organisation – says that while all schools see themselves as being in the business of learning, few are really learning-centred. There's now rapidly growing support to adopt the processes, principles and leadership practices of learning organisations in schools to:

- Break away from old 'industrial-age' schooling models and encourage *learner-centred* rather than *teacher-centred* learning.
- Build their own internal capacity to *learn-for-change* – and rely less on external, centrally imposed programs of school reform.
- Help students exercise their learning agility through *thinking/emotional literacy*, 'making connections' and seeing systemic relationships between things.



**Learning-Centred Schools** give school leaders at all levels the opportunity to extend their role as learning leaders by applying the principles and tools of the **5 Learning Disciplines** at individual, classroom and whole-school level: to involve everyone in shaping a *shared vision*; to cultivate critical reflection and emotional competence through *personal mastery*; to promote robust conversational skills and exchange ideas about professional practice improvements through *team learning*; and to build thinking literacy for challenging mindsets and cognitive growth through *mental modelling* and *systems thinking*.

Creating a learning school culture means leveraging the power of learning in new ways, breaking down boundaries to collective learning and improvement, challenging each other to reflect on professional and management practices and putting in place the infrastructure to support continuous creativity in learning practice.

*“Industrial-age schools are hopelessly failing... Schools that train people to obey authority and follow rules unquestioningly, will have poorly prepared their students for the evolving world they will live in. If we want the world to improve, then we will need schools that learn.”*  
Peter Senge, *Schools that Learn* pp 4, 7 & 9

It also means developing new insights into how to build real learning capability and increase the capacity of schools to meet, manage and learn from change. As the hub of potential learning communities everywhere, schools need to constantly re-invent and revitalise themselves to keep relevant - ‘not through regulation’ as Senge reminds us, but rather through ‘changing the way we think and interact together’.

## WHAT’S THIS PROGRAM ABOUT?

**Leading Learning Schools** is for principals, heads, teachers and educationists who want to apply the tools and practices of the 5 Learning Disciplines – *Shared Vision, Mental Models, Personal Mastery, Team Learning* and *Systems Thinking* – to reshape their school vision, revitalise their school culture or refresh their learning practices and approach. It aims to:

- Extend your leadership horizons by looking at the role teachers play as learning-leaders and exploring critical connections between leadership, learning and school transformation
- Give you practical insights into how to apply the 5 learning disciplines at both individual and classroom level as well as in the broader school-management context
- Help you develop a shared vision and clarify the change challenges of leading and working in a more learning-centred school
- Enhance thinking and emotional literacy and build capacity for people to work and learn together through challenging conversations and critical reflection on learning practice
- Identify key improvement areas to concentrate on to construct a more learning-centred school environment

 For a brief summary of the 5 Learning Disciplines see the back of this Brochure



## A PROFILE OF THE PROGRAM...

This special learning forum takes a 3-tiered look at how the concepts and practices of Senge’s 5 Learning Disciplines apply to individual teachers and school leaders, to classrooms and to the school as a whole learning system.

➡ **DAY 1...** Looks at key concepts behind ‘learning schools’ through the lens of the 5 Learning Disciplines... and their application to school management and classroom delivery

➡ **DAY 2...** Provides more in-depth personal exploration of the tools of the 5 Disciplines to professional practice and school-based scenarios...



**DAY 1 in detail...**

- Leading learning schools: Roles of teachers as learning leaders
- Key concepts behind the learning school
- Personal & Team Learning School Audit
- Principles & practices of the 5 Disciplines
- A primer for puzzling the 5 Disciplines
- Using the 5 Disciplines for *powerful learning* - at school, personal and professional level
- Shared Vision: What we can create together?*
- Shaping a school vision: Tools and processes
- Mental Models: Unlocking 'habits of mind'*
- Thinking literacy: Tools for the classroom
- The 5 Disciplines as a framework for curriculum integration

**DAY 2 in detail...**

- Systems Thinking: Mapping mental models and seeing connections and relationships*
- Team Learning: Learning from action and conversational capability*
- Learning together: Sustaining substantive conversations and learningful dialogue
- Personal Mastery: Learning to be me – choice, authenticity & self-responsibility*
- Integrating emotional intelligence into class, personal and professional practice
- Reflecting on my leadership learning behaviours – classroom, team and school
- Sustaining commitment: Identify actions at school, team, personal level
- Develop a personal effectiveness/school revitalisation plan

**POST-PROGRAM OUTCOMES...**

During the program, you identify areas of learning endeavour to apply/test-out the 5 learning disciplines on – a dilemma, a problem, a change opportunity or improvement. You'll also work with others to plan a learning-exchange to demonstrate application of particular tools to real-life school learning situations.

*'Recommended for all leaders who want to anticipate the effects of proposed changes and proactively plan for best outcomes – and the guidebook is GREAT!! Opportunities to "dip into" it during the forum were very useful and revealed just how much it contains. Potential uses are limitless and I just know it's going to be tattered from overuse'. Donna Falls, Middle School Principal – Calamvale Community College*

After the program, you'll be encouraged to develop a personalised action-plan to enhance a particular professional practice area or carry out back-at-school activities to promote specific improvement opportunities you've identified. You'll also receive **Leading Learning Schools** – a guide to applying the tools of the 5 Disciplines for real school management and creative classroom applications.

**THE 5 LEARNING DISCIPLINES**

The **5 Learning Disciplines** are a set of principles and practices for building school-learning capability. They're not reforms, or programs or policies that you impose on people so much as *'guiding ideas'* and tools that can assist you to tackle real problems, change issues and integrated learning challenges all schools grapple with. They can support schools:

- At the organisation level - by acting as guides in shaping shared understandings, rekindling commitment, planning change and forging effective school management teams
- In the class-room – by broadening and deepening learner-centred flexibility and providing integrating tools no matter what the particular topic or subject.
- At a personal level – by helping people 'tune into themselves', manage the impact of their own thinking and learn new skills, tools and approaches that extend their effectiveness as learning leaders.

**Five Learning Disciplines**





Here's a 'thumb-nail' of each of the 5 Learning Disciplines...



- **Shared Vision:** All learning schools need people coming together to shape a shared vision, sharing their aspirations, hopes, dreams and values of what school leaders, teachers, students, parents and the broader community want to create together – and from this forging commitment to a common purpose and gaining agreement on guiding principles and practices to get them there.



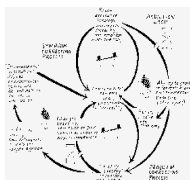
- **Mental Models** – the beliefs, values, mind-sets and assumptions we interpret everything against – determine the way we all think and act. Mental Modelling involves understanding how we see the world, how others around us may see it differently and developing self-reflection and inquiry skills to practice making our mental models clearer for each other. Being able to challenge and question our own learned habits of mind and challenge each others' assumptions builds shared understanding – and is a key to thinking literacy.



- **Personal Mastery** is centrally to do with personal vision, emotional intelligence and self-awareness - how much we know about ourselves and how clearly we can picture what we most want to create in life. It's a set of life-skills practices that support both children and adults – in keeping their dreams alive and enhancing their level of self-understanding and the quality of their interaction and relationships with others. This discipline also encompasses personal development pathways such as self-image, self-esteem and self-empowerment – along with 'emotional intelligences' like self-efficacy, the ability to read/regulate our own feelings, understand our behaviour and the impact our feelings and behaviour have on us and others around us.



- **Team Learning** is the discipline of 'thinking together' with others – sharing their experience, insights, knowledge and skills with each other about how to learn better together. Between teachers and in the classroom, people learn to use new conversational tools like skillful discussion and dialogue to develop critical reflection skills and conduct more robust inquiry through team-based action-learning. Team learning is also the discipline of socio-emotional intelligence. It can be fostered inside classrooms, in school management teams, with parents, in the broader community and in groups pursuing school change and transformation.



- **Systems Thinking** is the discipline for engaging people in collaborative learning by describing situations, comprehending complexity and seeing inter-connections. It's a framework for seeing interrelationships that underlie complex situations and interactions rather than simplistic (and mostly inaccurate) linear cause-effect chains. People learn to use Systems Thinking Maps to analyse situations, events, problems and possible causes/courses and find better (and often not obvious) leverage points in a system for change, improvement or just seeing things differently.

## ABOUT YOUR SESSION LEADER...

**BILL CROPPER** (*The Change Forum*) has been an exponent of organisational learning since the early 1990's. He has a wealth of practical experience in strategic change management, leadership learning, coaching and group facilitation in a wide range of federal, state and local government organisations throughout Australia.

In addition to programs of major organisational change, Bill is a learning consultant, mentor and leadership coach for a diverse range of public sector and community organisations, providing facilitation and coaching services to senior executives, managers and work teams around change management, team reformation, organisation renewal, strategic planning, and the application of Peter Senge's 5

*"You're brilliant! This stuff creeps up on you slowly and penetrates your psyche until you're talking and walking the talk. Great having done the course with colleagues – now we often sit and talk and thrash concepts out to gain deeper understandings."* Kerri Giebel, Fraser-Coolooloolo District Education Directorate



**Learning Disciplines** to build the leadership and learning capacity of organisations, teams and individuals. Bill's ongoing passion for learning-centred leadership inspired the development of his **Learning-Centred Leadership Series** – a preferred service selected to support leadership development in the Qld Public Service. **Leading Learning Schools** is a specially tailored program adapted from this series.

Bill is keenly interested in the benefits of conversational coaching and emotional intelligence to create connective and compassionate workplaces, promote productive, open interchanges and facilitate personal growth and change mastery. Since 2003 he's been running countless rounds of conversational coaching, emotional intelligence and culture change clinics publicly and in-house and regularly provides facilitation, training and coaching services to senior executives, managers, work teams and community groups around leadership capacity-building and workplace culture change. He has a down-to-earth, relaxed and outgoing style and works comfortably with people from all levels, occupations and backgrounds.

#### 👉 What school leaders and educators say about **Leading Learning Schools**...

*"The 5 Disciplines changed my whole view of the change process as I knew it. You carefully inducted us into thinking through them, then we had a chance to really put them to practical use - unpacking deeper thoughts around the disciplines and picking up on areas we wanted to explore. The challenge now is to share this with my change team and encourage all to commit to using them. The book of tools great – should be standard issue for any change manager – not to mention classroom teachers!"*

Robert Crooks, Deputy Principal – Woree SHS

*"Thought provoking and provided me with some impetus to inject these ideas into my staff planning programs. I found the Guidebook excellent. As I said at the workshop, it is the best resource I've ever received from a workshop. It shows an excellent synopsis of the literature and associated activities with excellent practical application to the school setting and gives you so much to go back and refer to in your own time. I have since read the Guide and it pulled so many of the elements of the workshop together for me. It has given me some great action planning ideas."* Lyn Bishop, Principal – Sheldon College

*"Enjoyable and very challenging. It's made me think and plan actions to improve our school ethos and sense of community. I found you easy to work with and sensitive to the needs of the group. A very worthwhile and valuable two days leading to more positive actions in the future. And the guide is very, very well done."* Patricia O'Brien, Deputy Principal – Redbank Plains SHS

*"Thank you for a very enlightening, worthwhile and thought-provoking experience. The tools were very useful to explore our own situation and your level of experience was very evident in the familiar way you treated the materials. I enjoyed the introductory activity immensely as it opened up completely new thought options – and the concept of a learning journey developed through our discussions. The reinforcing of the action learning cycle was also very timely..."* Jolyon Clarke – School of Distance Education

*"Fantastic! A very worthwhile workshop. I really enjoyed the program and delivery of the workshop. It flowed really well and I liked the format of both days. The activities were very relevant and I enjoyed the opportunity to share stories from other schools. Plenty of discussion opportunity and lots of 'choice' opportunities too. The take home guide is wonderful. I spent time reading it straight after the workshop. It's an easy format to follow. I'm very grateful for the information I have to transfer back to my own school setting."* Chrisandra Czisowski – Marsden State School

*"Most worthwhile. You have a knack of getting something positive and deep out of everybody's reactions. Some sound concrete things to go away with and the changes of pace worked well. The book is EXCELLENT bedtime reading. It helps to refocus and there's so much more in it as well! As most have said, it is probably the best tool they have seen."* Michelle Hamlin, Deputy Principal – Moorooka State School


*"Leading Learning Schools was excellent and I'd recommend it highly. The first activity was excellent and gave me good ideas for school. It set the scene for the rest of the program. I was good that the school team had a lot of time together. I would recommend that schools send teams as the time for reflection and sharing was excellent. The course structure and content matched what I needed to be doing at this time and thus I was very happy with things. The guidebook is great and was a real bonus for me."* Wayne Troyahn, Principal – Nambour SHS

*"Very worthwhile. Method of delivery was good: good balance between doing and listening. The casual atmosphere and small numbers was a plus. Initially, there was a lot to take in and I really wanted to stop and talk to my colleague to put it into a school perspective. Day 2 was better here – when we worked more in like-school groups and started to see how it would work for us."* Michelle D'Netto, Deputy Principal – Calamvale Community College



## WHY NOT RUN LEADING LEARNING SCHOOLS IN-HOUSE?

If you have a group of 10 or more, you can arrange to run **Leading Learning Schools** in-house or for a collection of schools in your zone. You can also tailor it:

- As part of your school's team development, strategic planning, community consultation or vision-setting processes
  - To use as a valuable intervention in the planning or preparation phase of your own school change programs
  - As the basis for individualised or small group school-leader coaching programs
-  Contact **Bill Cropper** on **07-4068 7591** to discuss options for in-house clinics.

## MORE ABOUT THE LEARNING-CENTRED LEADERSHIP SERIES...

 Each of the 12 Modules that make up our **Learning Centred Leadership Series** covers a major learning, leadership or change arena (summary next page) and can be combined in various ways to fit particular team or organisation change or development strategies.

Several modules are also offered as **public programs** for people keen to pursue individual and team skills development outside of the general change or improvement directions being undertaken by their organisation at any given time. The Series has been selected as a preferred service to support leadership development in the Qld Public Service.

### The Learning Centred Leadership Series

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|--|--|
| <b>LCL-1:</b> The Learning-Centred Leader      | <b>LCL-7:</b> Leading Action Learning              |
| <b>LCL-2:</b> Leading with Vision              | <b>LCL-8:</b> Leading through Conversations        |
| <b>LCL-3:</b> Learning to Lead Change          | <b>LCL-9:</b> Learning to be a Coaching Leader     |
| <b>LCL-4:</b> Learning to Redesign Work        | <b>LCL-10:</b> Mastering Personal Leadership       |
| <b>LCL-5:</b> Leading through Teams            | <b>LCL-11:</b> Mental Models for Managers          |
| <b>LCL-6:</b> Learning Leaders as Facilitators | <b>LCL-12:</b> Leading with Emotional Intelligence |

To obtain a **Prospectus** on the **The Learning-Centred Leadership Series** or for more information on our in-house programs or coaching, facilitation and change consultancy services... Contact **Bill Cropper** on  **07-4068 7591**  **0429-687513**  [leadership.clinics@thechangeforum.com](mailto:leadership.clinics@thechangeforum.com)

## OTHER PROGRAMS BY THE CHANGE FORUM...

Change Forum programs regularly attended by principals, school leaders, teachers and admin staff include: **Personal Mastery: Leading with EI** – our core EI program for leaders on how to apply 7 key EI practices to energise leadership, create more connective team relationships and bring out the best in others. **Teaching with EI** – a tailored EI program for schools is designed to introduce teachers to some classroom-specific applications for social and emotional learning at school.

**Leading through Conversations** is a really useful 2-day clinic that explores 7 essential principles for more considered, constructive conversation to help strengthen your capacity for conversational leadership in a wide range of settings. **Dealing with Difficult Discussions** addresses those more contentious, confronting conversations that so many of us find difficult to handle well, and **Leading Culture Change** offers a forum to explore the contrast between constructive and dislocated work cultures and provides a substantial resource kit of tools, ideas and planning strategies to get started in earnest on culture change – whether a team, a division or a whole organisation.

Regular public clinics are offered in selected regional centres and all Change Forum programs are available for delivery in-school – in standard format or customised to help address particular issues or needs.

Also Register **ON-LINE** at <http://www.thechangeforum.com/Registration.htm>

**Early Registration DISCOUNTS#:** 35+ Days \$594 per person Full Fee: \$660 per person  
Queensland Schools 21+ Days \$627 per person

All Fees GST inc. Fees due on registration, payable within 14 days of Invoice and prior to attending;  
Fee transferable up to 14 days prior but not refundable; Substitute welcome up to commencement; See website for full terms & conditions  
EFT & Credit Card payment preferred; Card processing fee applies; Purchase Orders not accepted as payment; Priority given to paid reservations;  
Fee covers course attendance, guidebook, lunch and refreshments only – travel, accommodation and sundries not included.

▶▶ **YES! Please Register me for [ ] place/s to attend**

**Event Title:** [ ] **Leading Learning Schools**  
(Please mark clearly)

**AT Location:** [ ] **ON: Day/s:** [ ] **Month:** [ ]

Substantial self-coaching Toolkit on "Leading Learning Schools" included in course fee

Lunch and refreshments included; Venue details provided on confirmation of booking

🕒 Please come along by 8.30am to meet others and be ready for an 8.45am start; approx 4.30pm finish  
(Timing may vary occasionally please confirm this with us prior to attendance)

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<b>Last Name:</b>	[ ]	[ ]	[ ]
<b>Position Title:</b>	[ ]	[ ]	[ ]
<b>Unit/Dept:</b>	[ ]	[ ]	[ ]
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▶▶ **More Information?** 📞 TEL: 07-4068 7591 📱 Mob: 0429-687 591 or Bill Cropper: 0429-687513  
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