

# Adaptive Schools Foundation Seminar *Learning Guide*

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**The Adaptive School: A Sourcebook for Developing Collaborative Groups, 2009**

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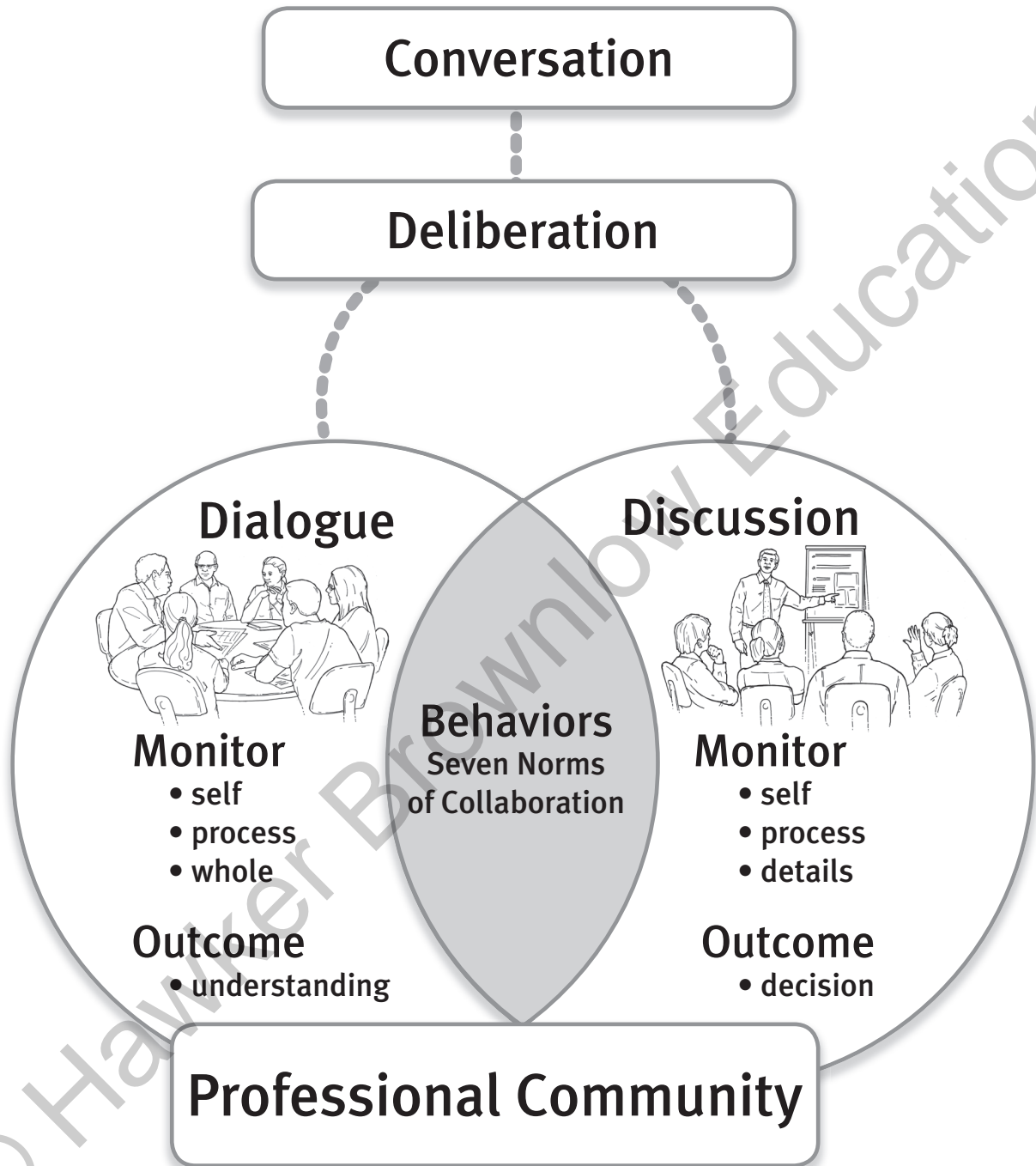
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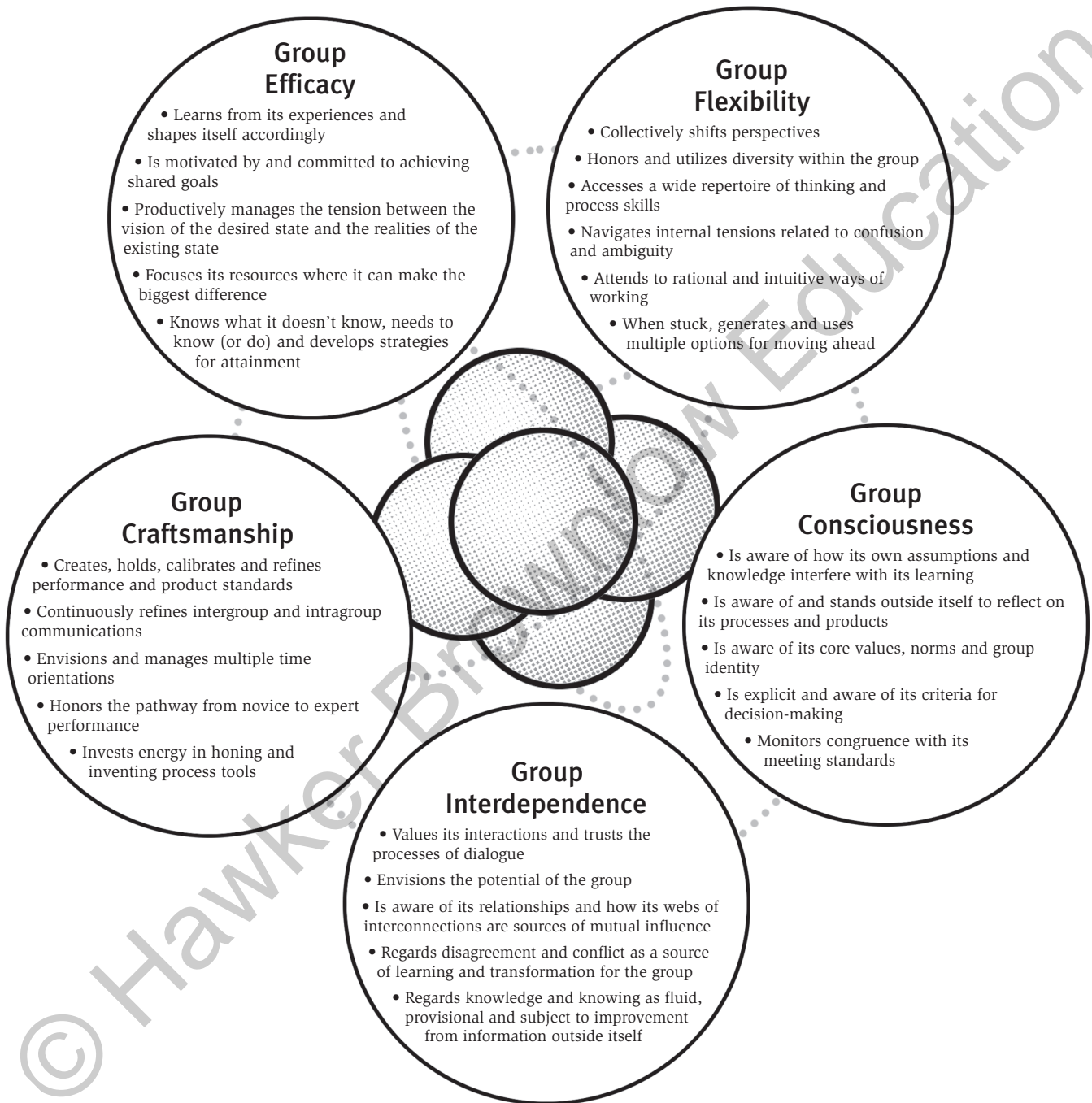
## Contents

<b>About the Co-Directors and Co-Developers</b> .....	3
<b>Preface</b> .....	5
<b>Introduction</b> .....	6
<b>Adaptive Schools Concept Map</b> .....	9
Fractal Partners .....	10
Clock Partners .....	11
<b>Strategies</b> .....	12
<b>Goal</b> .....	13
<b>Day One – Entering the Territory</b> .....	15
Inclusion Activities: Grounding .....	16
Three Focus Areas .....	17
Adaptive Schools and Professional Community .....	18
Elements of Professional Community: Jigsaw Notes .....	19
Elements of Professional Community: Group Reading .....	20
Adaptive Schools and Professional Community .....	24
Ways of Talking .....	25
Path of Dialogue .....	28
Path of Discussion .....	30
<b>Day Two – Developing Groups</b> .....	33
Dynamical Principles .....	34
Group-Member Capabilities .....	35
Promoting a Spirit of Inquiry .....	38
The Seven Norms of Collaborative Work .....	40
Norms Inventory Rating Perceptions of Myself .....	41
Norms Inventory Rating Our Perceptions of Our Group .....	43
Personal Seven Norms Assessment Likert Scale .....	45
Group Seven Norms Assessment Likert Scale .....	46
Pausing .....	48
Paraphrasing .....	49
Posing Questions .....	50
Putting Ideas on the Table .....	52
Providing Data .....	53
Paying Attention to Self and Others .....	54
Presuming Positive Intentions .....	55
<b>Day Three – Conducting Successful Meetings</b> .....	57
Organizing Principles .....	58
Five Energy Sources for High-Performing Groups .....	59
Structures for Successful Meetings Overview .....	62
Decide on Decision-Making .....	63
Naïve Questions .....	66
Consensus as the Holy Grail .....	67
Develop Standards Overview .....	68
One Process at a Time .....	72
Facilitator Nonverbals .....	73
One Topic at a Time .....	74

# Ways of Talking



# Five Energy Sources for High-Performing Groups



**Structures for Successful Meetings**

*Decide on Decision-Making*

**Develop Standards**

*One Process at a Time*

*One Topic at a Time*

**Balance Participation**

*Understand and Agree on Roles*

*Engage Cognitive Conflict*

Design the Surround

# Structures for Successful Meetings

1. Decide on Decision-Making
2. Develop Standards
  - One Process at a Time
  - One Topic at a Time
  - Balance Participation
  - Understand and Agree on Roles
  - Engage Cognitive Conflict
3. Design the Surround

## Balance Participation Notes

Know

New

Next

# Four Hats of Shared Leadership

In an adaptive organization, leadership is shared — all the players wear all the hats.

All participants must have the knowledge and skills to manage themselves and to manage and lead others. Leadership is a shared function in meetings, in professional learning activities, in action research and in projects.

Recognizing the hats and knowing when and how to change them is shared knowledge within the organization, because when values, roles and work relationships are clear, decisions about appropriate behavior are easy.

We offer definitions to illustrate the major functions of the four leadership roles and the distinctions between these roles.

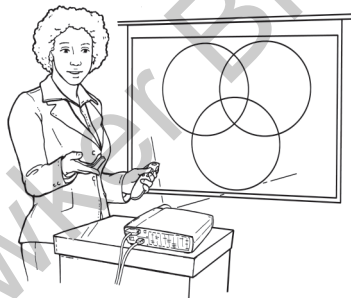


## Facilitating

To facilitate means “make easier.”

A facilitator conducts a meeting in which the purpose may be dialogue, shared decision-making, planning or problem solving. The facilitator directs the procedures to be used in the meeting, choreographs the energy within the group and maintains a focus on one content and one process at a time.

The facilitator should rarely be the person in the group with the greatest role or knowledge authority.



## Presenting

To present is to teach.

A presenter’s goals are to extend and enrich knowledge, skills, or attitudes and to help these to be applied in people’s work. A presenter may adopt many stances — expert, colleague, novice or friend, and use many strategies of presentation — lecture, cooperative learning or study groups.

Premier presenters are guided by clarity of instructional outcomes and the continual assessment of goal achievement.



## Coaching

To coach is to help a group take action toward its goals while simultaneously helping it to develop expertise in planning, reflecting, problem solving and decision-making.

The coach takes a nonjudgmental stance and uses the tools of pausing, paraphrasing, posing questions. The skillful coach focuses on the perceptions of group members and their thinking, and decision-making processes to develop the resources for self-directed learning.



## Consulting

A consultant can be an information specialist or an advocate for content or process.

As an information specialist, the consultant delivers technical knowledge to a group. As a content advocate, the consultant encourages group members to use a certain strategy, adopt a particular program or purchase a specific brand of equipment or materials. As a process advocate, the consultant attempts to influence the group’s methodology. For example, the consultant might recommend an open meeting rather than a closed one in order to increase trust in the system. To effectively consult, one must have trust, commonly defined goals and the group’s desired outcomes clearly in mind.

# Clock Partners

Make appointments with four people, one for each indicated hour on the clock.  
Record the appointment in the corresponding slot on your clocks.

