

# Adaptive Schools Foundation Seminar *Learning Guide*

First published in 2019 by Thinking Collaborative



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Graphics/Layout by Maeriel Mumpar • Updates/Revisions by Jerry Russell, [www.jerryrussell.com](http://www.jerryrussell.com)

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Republished in Australia in 2019 by Hawker Brownlow Education



PO Box 580, Moorabbin, Victoria 3189, Australia  
Phone: (03) 8558 2444 Fax: (03) 8558 2400  
Website: [www.hbe.com.au](http://www.hbe.com.au)  
Email: [orders@hbe.com.au](mailto:orders@hbe.com.au)

Code: CFAS9747  
ISBN: 9781760569747  
0819

Printed in Australia

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It indicates the page number(s) for more resources available in the *Adaptive Schools Sourcebook*.



## Preface

This seminar represents much of our learning about school systems and groups in the past 20 years of working with educators in settings that span the globe. Although each school is unique, there are social patterns that are easily recognizable when people gather in groups to work together. Drawing on these experiences and looking at group work through the theoretical filters of biology, ecology, quantum physics, complexity science, systems thinking, and cognitive and social psychology we offer a practical set of principles and tools for developing and facilitating collaborative groups.

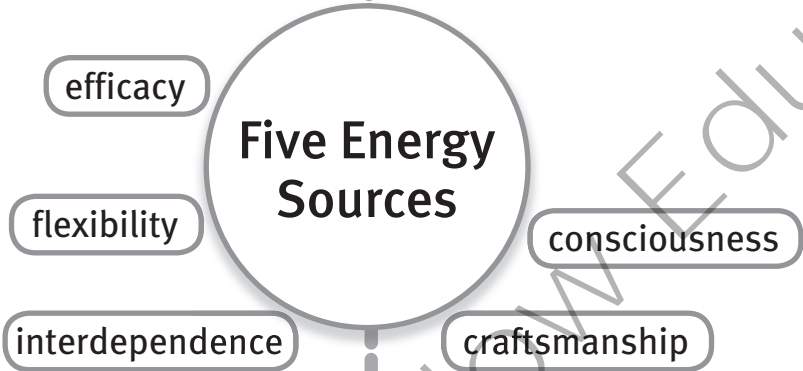
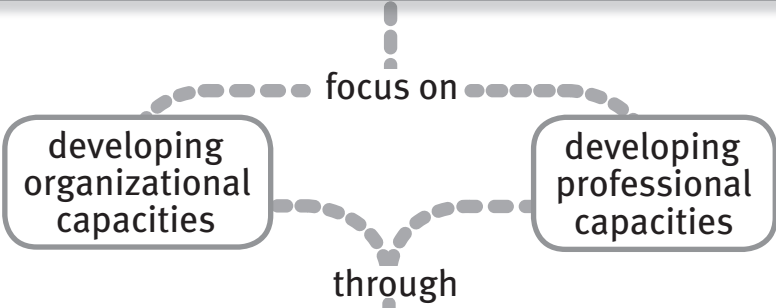
The Adaptive School is about developing strong schools in which collaborative faculties are capable of meeting the certain challenges of today and the uncertain challenges of tomorrow. Some schools are flourishing. Others are making remarkable gains in improving student achievement, increasing attendance, attaining higher post-school accomplishments, and developing satisfying relationships with communities. Some schools produce only fair results; others languish. We believe that all can be better.

As realists, we recognize that difficult and different challenges beset schools and communities in their quest to serve students. Issues differ. Urbanism and ruralism bring their own special problems. Defeatism, extremism, apathy, or politics infect some schools. Some schools become obsessed with ensuring predictable results. Others struggle to overcome the effects of extreme poverty, neglected children, or the burdens of ponderous bureaucracy. Money can bring its own problems. Some affluent communities lobby for traditional definitions of success at the expense of other needs. In some districts teachers and students struggle daily with inadequate and outdated materials and facilities. Regardless of the nature of the issues, our premise is that the means for improvement exist within the school community. The practical ideas and tools in this book show how to activate these resources if they are dormant and focus them if they are scattered.

This seminar offers the tools and concepts necessary to develop the skills and structures of inquiry and collaboration. Although each school is unique, there are social patterns that are easily recognizable when people gather in groups to work together. Drawing on these experiences and looking at group work through the theoretical filters of biology, ecology, quantum physics, complexity science, systems thinking, and cognitive and social psychology we offer a practical set of principles and tools for developing and facilitating collaborative groups.

**Robert Garmston and Bruce Wellman, Co-Developers**

# Adaptive Schools



## Four Group Member Capabilities

- know one's intentions and choose congruent behaviors
- set aside unproductive patterns of listening, responding and inquiring
- know when to self-assert and when to integrate
- know and support the group's purposes, processes and development

## The Four Hats of Shared Leadership

- |            |         |
|------------|---------|
| Facilitate | Coach   |
| Present    | Consult |

which require

- Maps and Lenses
- Strategies and Moves
- Seven Norms of Collaboration

## Collective Responsibility for Student Learning

producing

