



Welcome to HSD Institute's Quarterly Associates' Meeting Annual Meeting

March 19, 2015

Your Host:

Glenda Eoyang, Ph.D.

Executive Director

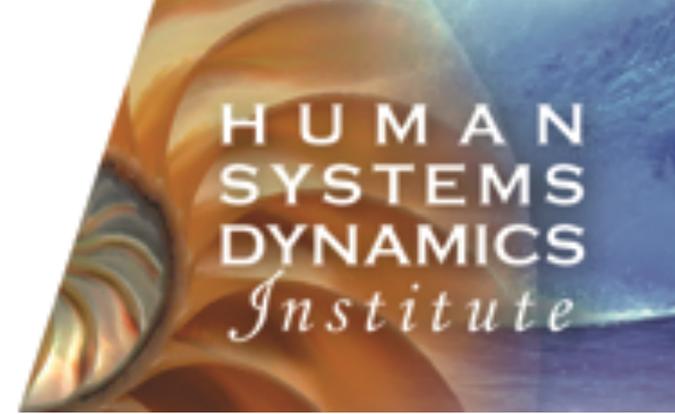
Today's Agenda



- Glenda Eoyang, Executive Director
 - ***Creating the Future Today***
- Ian Creery
 - ***Simple Rules in a Changing Landscape***
- Stewart Mennin & Mary Nations
 - ***HSD and Leadership Training***
- Leslie Patterson
 - ***Patterns of Instruction in Public Ed***



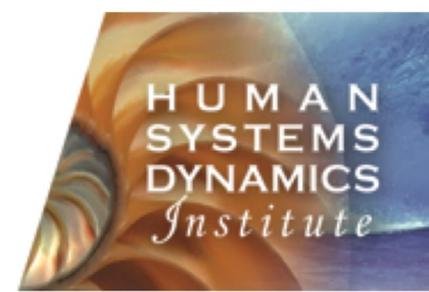
Glenda Eoyang



Human Systems Dynamics Creating the Future

March 19, 2015

HSD Network



- Everything you hear today and . . .
- Network Board exploring options for self-organizing action
- Praxis circles online and in TCs—Thanks, Anne, Griff, Judy, and Lecia
- Praxis of emerging HSD fractal—Thanks, Judy
- Exploring the next conference—Thanks, Heather
- Health and Learning Hub—Thanks, Many
- Education Hub and Advisory—Thanks, Leslie, Royce, and All
- Learning group convening in Amsterdam—Thanks, Jouke and group
- And . . . What joyful HSD practice are you up to?

Human Systems Dynamics Institute



What is our goal?

Resolve the Unsolvable
Tame the Wicked

So what do we do?



Now what will we do for you?



Resolve the Unsolvable

What? *Plan*

What are your most unsolvable issues?

So what patterns produce those issues?

Now what will shift the patterns to resolve the issues?

So what? *Implement*

What are barriers to Adaptive Change?

So what policies, processes, practices, or people can bridge the barrier?

Now what action will build the bridge and deliver outcomes?

Now what? *Evaluate*

What is working and what is not?

So what adaptations will improve outcomes?

Now what systemic change will sustain Adaptive capacity?

Plan for Adaptive Change:

- Objectives
- Deliverables
- Outcomes
- Measures

Adaptive Change:

- Policy
- Process
- Practice
- People

Adaptive Capacity for future change:

- Lessons learned
- Sustainability
- Relationships
- Performance



Ian Creery

Our Goal



- Take Adaptive Action to create a pathway to culture change in the Canada School of Public Service.

Culture



- The culture we have vs the culture we want

Our Sticky Issues



- Cultural legacy of the past
- Capacity to deliver (number of people, abilities and technology)
- Clarity around SD – we don't know what we don't know – need to have the rules of the game before we can play

Our Simple Rules



- Aim for excellence, search for solutions but act (take action)
- Trust in others and be trustworthy
- Seek the views and help of others and honour their contribution
- Dare to experiment and take risks; own and learn from the results
- Think and act as one school



Stewart Mennin



Mary Nations

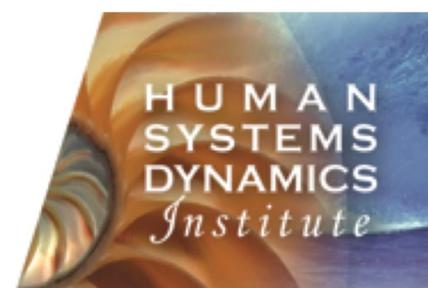


Work in Progress

Leadership and Adaptive Capacity

Stewart Mennin & Mary Nations

Background



- The need: Leadership in health professions education & practice
- For whom? Assoc Med Ed Europe (AMEE)
- History: 10 yrs AMEE pre-, during, & post-congress
 - F2F + Portfolio
- 2nd generation: 8 weeks online - 4 two-week modules
 - live webinars, discussions,
 - readings, work-related tasks, exercises,
 - portfolios & individual feedback
- International Certificate

4 Modules



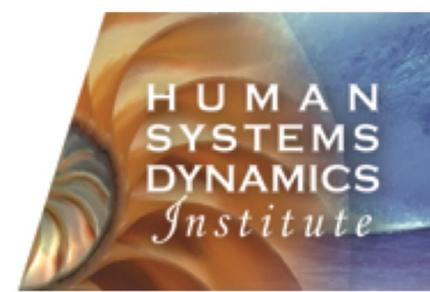
1. When is leadership?
 - Patterns, conditions, landscape
 - Adaptive leadership
 - Generative engagement

2. Change – 3 kinds of change
 - Constraints & Landscape

3. Negotiation & Generative Engagement
 - Praxis

4. Resilience, Sustainability, Succession

The Challenge



- Focus on the essence of the course
- Variable expression of essence online
8 weeks & 10 days face-to-face
- HSD through generative engagement

Generative Engagement



Identity

*Who are we
together?*

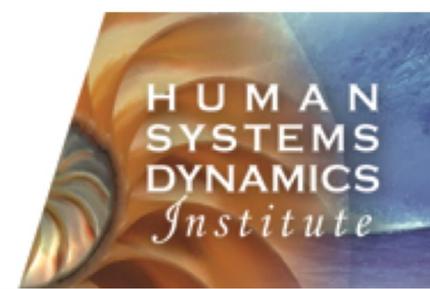
Power

*How do we
influence?
How are we
influenced?*

Voice

*Do we grant voice?
Do we generate
voice others can
attend to?*

TIME: Decrease Online --Increase Face 2 Face Fit for function



	Similar	Different
Course Material (ideas, content, activities)	Pre work, take home, day work-	Just in time option, less take home
Interpersonal Relational, collaboration	Portfolio responses, asynchrony, 1 hr lecture	Stewart face to face
Quantity of Work Individual Group, collaborative	Reduced Increased	
Reflection Time	Fewer degrees of freedom,	More degrees of freedom
Essence of course	Shape context-	Exchanges are different in emotional and temporal quality
Participants	Medical area, post-graduate- 22 countries	More homogeneity, all in one post-grad in same school Used to face to face and online
Faculty/Course Directors	Essence (CAS, HSD, leadership)-material, subject area, international certificate from AMEE,	Increase HSD component, Compression of time, homogeneity of students, credit MS program UIC superstructure,

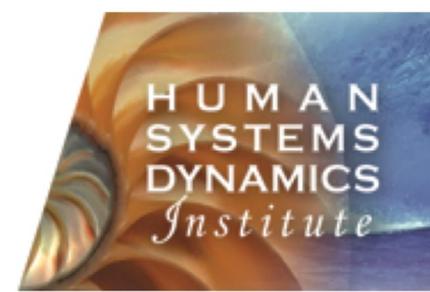
Now What Will We Do?



- Reduce reading
- Increase dynamical interaction
- Emphasize continuity
 - Generative Engagement
 - Learning
 - Patterns
 - Adaptive Action
- Learn & do it again



Leslie Patterson

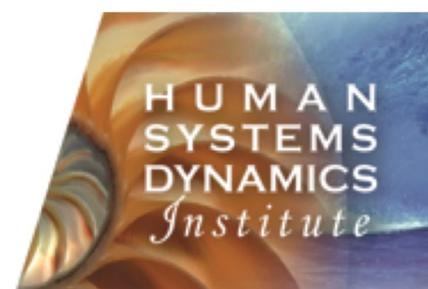


- 2014-16 – Project to support professional development for writing instruction
- Funded by Texas Education Agency
- All content areas, grades 6-12
- North Star was funded to support 8 districts
- <http://www.writefortexas.org>
- <http://www.northstaroftexaswritingproject.org>

Common Mistakes in



- Standardize instructional practice
- Focus on “best practice”
- Focus on individual classrooms
- Focus on “gaps” instead of assets



Life is a process of working out what's not working for you and disentangling yourself from it and trying then not walk into the same thing again. Watching your patterns and correcting them if you can.

--Siobhan Fahey

Goal: Set conditions for generative literacy learning

Question: How can we influence current patterns to create system change toward that goal?

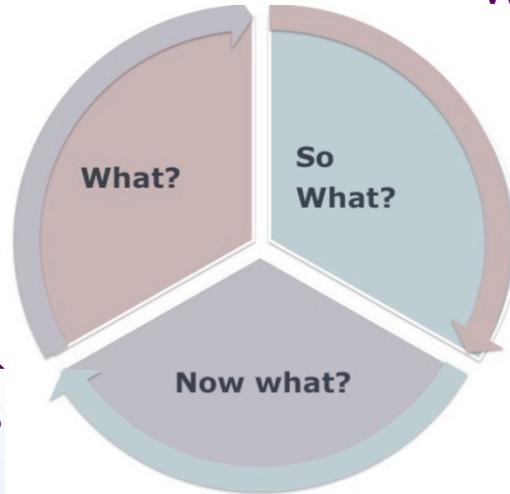


Our “Go-To” M&Ms

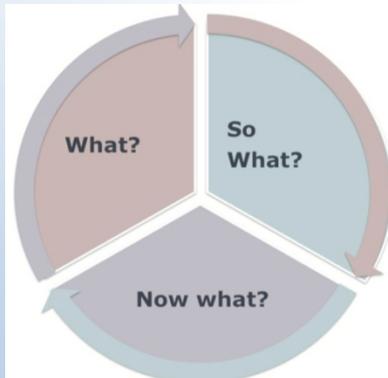
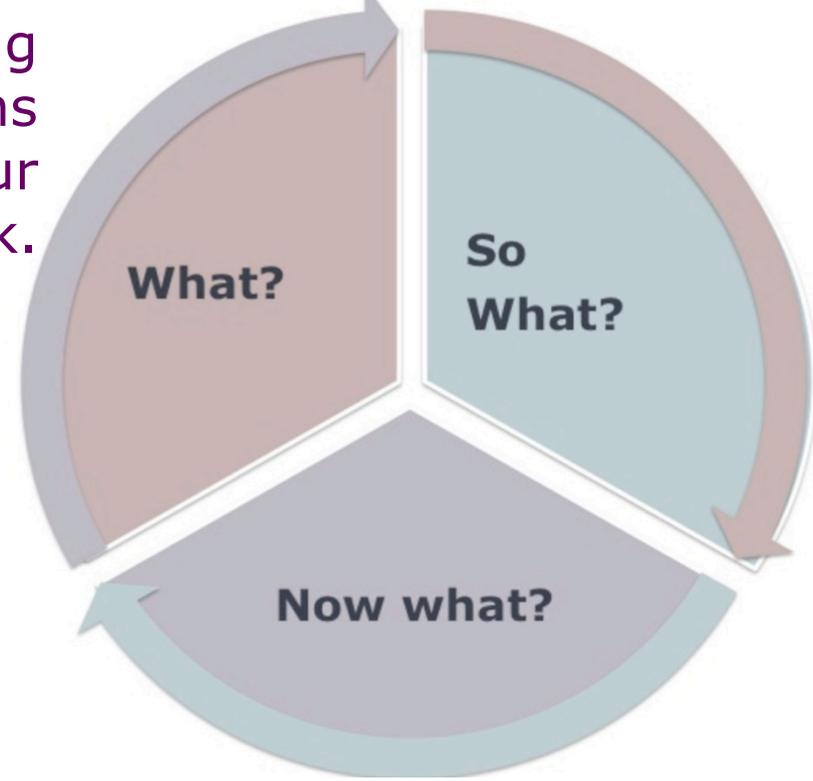
- Adaptive Action
- Patterns
- Three Big Questions)
 - Who are we and what are we about?
 - What differences make a difference to our Work?
 - How do we work on our Work?
- Coaching/Teaching Landscape

Adaptive Action

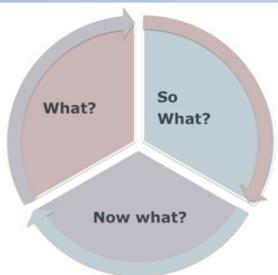
Our National Writing Project site team plans and implements our work.



Campus & district teams make decisions.

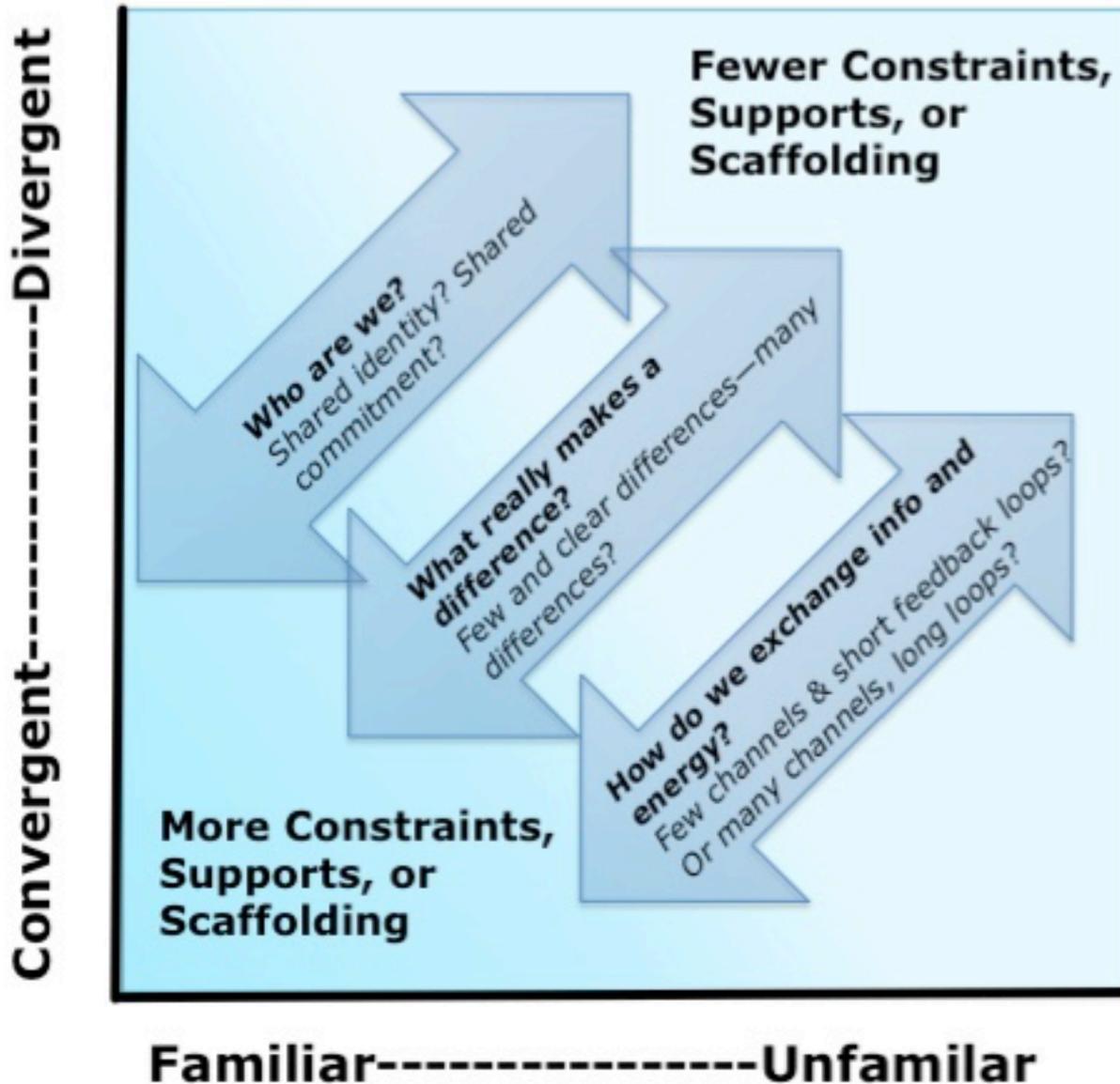


Teachers assess what students need to learn next and take appropriate action.

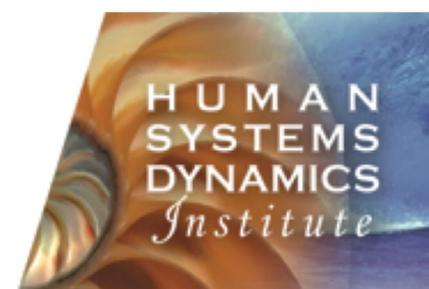


Students read & write to learn and to change the world.

Teacher's (or Coach's) Landscape



Patterns of Generative Learning



Learners focus only on their own needs and concerns.	Empathy and Community	Learners take multiple perspectives, imagining how others feel and think.
* * *	* * *	* * *
Learners focus on rote learning and recall of facts.	Deep Content Learning	Learners build capacity to make sense of the world— the past, present, and future.
* * *	* * *	* * *
Learners passively accept the "truth" from others.	Inquiry	Learners embrace uncertainty— noticing and interpreting patterns.
* * *	* * *	* * *
Learners don't perceive their work as meaningful; they resist ownership.	Authenticity	Learners eagerly engage in tasks they see as significant.
* * *	* * *	* * *
Learners struggle with challenging tasks alone.	Modeling and Apprenticeship	Learners work with peers and teachers as they build confidence and expertise.
* * *	* * *	* * *
Learners take action without considering feedback or new information.	Re-visioning	Learners reflect, assess, and take informed action to adapt to changing conditions.
* * *	* * *	* * *
Learners resist engaging in conversations about their learning.	Dialogue	Learners eagerly engage in conversations about their learning.
* * *	* * *	* * *

Let us hear from you!



Thanks

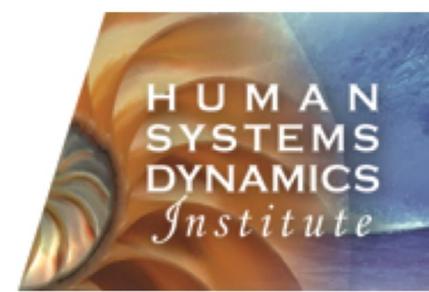


To Ian, Stewart, Mary, and Leslie for being with us today to share your HSD stories

To each of you

- for being with us today
- for joining us on this learning path
- for sharing your unique HSD stories

Join Us!



Mar 26 7:00 pm CDT	<i>Negotiating Difference in Classrooms, Cafeterias, and Soccer Fields</i>
April 2 nd 11:00 am CDT	<i>Through the Looking Glass: The Altered Reality of HSD</i>
April 13 th 11:00 AM CDT	<i>Ricardo Wilson-Grau in the Systems and Peace: Emerging Frontiers Series</i>

- Register for the next Live Virtual Workshop:

<http://www.adaptiveaction.org/Landing-Pages/Webinar-Registration>

- Register for the Educator series:

<https://hsdineducation.wordpress.com/webinar-series/>

- Register for the Systems and Peace series: bit.ly/peacesystems