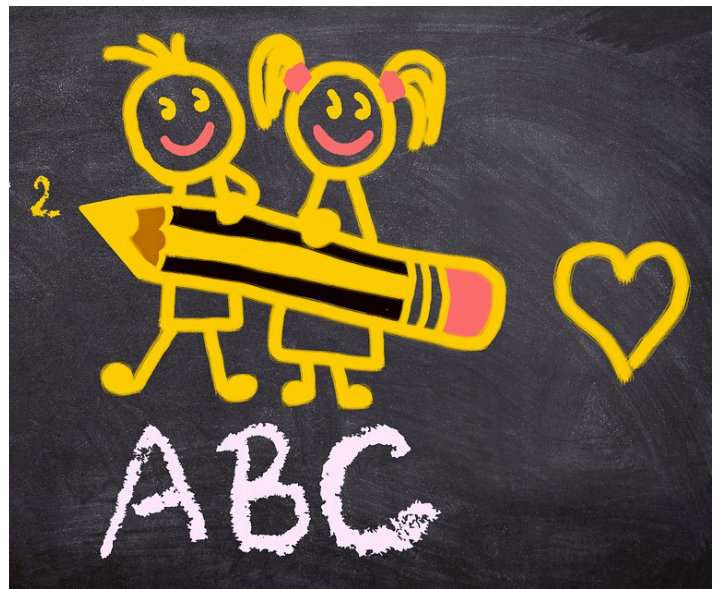




Reinventing Education

1st July 2019



Thank you!

This has been a lovely and enriching workshop. We appreciated each other and explored the questions we felt committed to. Thanks to all for this. We hope you will enjoy this harvesting document. And a special thank you to Teresa, our visual harvester.

The Reinventing Brussels Team



The invitation



Reinventing Education

« The time has come for us to consider seriously how to change our way of life, not through prayer or religious teaching, but through education. » Dalai Lama

Dears,

Education is fundamental to the evolution of our society and it is one of the most important paths to evolution. This is why in the frame of our project '[Reinventing Brussels](#)', we are organizing a *conversation* about reinventing education to explore some important questions:

- What are the new educational frameworks (active pedagogy, MOOC, new learning environments, ...)?
- What kind of organizational environments do we need for education (teal organizations, decentralized management, new collaboration practices, ...)?
- What kind of [educational ecosystem](#) should we build?
- Which experiments do we know (Freinet, Montessori, Teamlab, Molengeek, Steiner, Le Wagon, ...) and what can we learn from them?
- Who are some key actors in Belgium and the Brussels region?

This conversation will be an informal gathering, holding a space within which a small group of passionate people can share their ideas and visions. We expect a very diverse and rich group and we will harvest whatever may emerge. We hope to have people from Learn to be, Learning for Wellbeing, Bernhard & Jakob Possert from Austria, Schumacher College, Teamlab, The Wagon, Molengeek, Collège Saint-Michel, etc.

In one way or the other, you are actively involved or interested in the evolution of education. This is why we are sending you this invitation, which you may forward to other people you feel may be interested to join.

The venue will be Timesmore, boulevard Saint-Michel 47, 1040 Bruxelles, **Mon July 1st, from 14 :00 to 17:30**. Please let us know if you will attend by replying to this email. Because of the international attendance, the main language of interaction will be English.

Warm regards,

The Reinventing Brussels Team

Matrix of Educational Evolution

	STAGE	LEARNER	EDUCATOR	RELATIONSHIP	ORGANIZATION	GOVERNANCE
1.0 	AUTHORITY & INPUT CENTRIC	PASSIVE RECIPIENT	AUTHORITARIAN	DOWNLOADING (TEACHER CENTRIC)	CENTRALIZED, CLOSED	MACHINE BUREAUCRACY: NO FEEDBACK LOOP
2.0 	OUTPUT & TESTING CENTRIC	MEMORIZING INPUT	EXPERT	TESTING (INPUT-OUTPUT)	DECENTRALIZED, LESS CLOSED	PROFESSIONAL BUREAUCRACY: SLOW FEEDBACK LOOP
3.0 	LEARNER & STUDENT CENTRIC	EXPLORE NEW QUESTIONS	FACILITATOR	DIALOGIC	NETWORKED, OPENING	LEARNING SYSTEM: INSTITUTIONALIZED FEEDBACK LOOP
4.0 	CO-CREATION & INNOVATION CENTRIC	CO-SENSE AND SHAPE THE FUTURE	MIDWIFE: GENERATIVE COACHING	CO-CREATIVE	ECO-SYSTEM, BREATHING-IN, BREATHING-OUT	INNOVATION ECO-SYSTEM: SHARED AWARENESS OF THE WHOLE

[Vertical Literacy: Reimagining the 21st-Century University](#), by Otto Scharmer

Deep dive questions

We proposed the following 'deep' questions along the vertical columns of the matrix above:

- The learner
 - Which are the new learnings we need to integrate in education? Which learnings do we need? For which age? Here is also about the learner as a whole person: integration of head, heart, hand
- The educator
 - The role of the educator is changing and he is confronted with new challenges. What are the challenges of the educator? Which roles does the educator play in the future? Which competencies does he/she need to develop?
- The interaction learner-educator:
 - We see a wave of new pedagogies, what is the common thread between these? Which evolution do we need to face the challenges of the 21st century?
- The organization, structure, governance (The third teacher)
 - How should the educational 'system' (schools, universities, ...) evolve? What kind of governance/structure would be appropriate for each entity?
- All social fields (the fourth teacher) (a better, simpler name for it?)
 - How all the relationships among learners, educators, parents, community members, and Nature, open new as ways to deeper sources of knowing?

VINCENT
REINVENTING
BRUSSELS

CHECK-IN



REINVENTING EDUCATION

01/07/19 BRUSSELS

XENIA
IMAGINE
CENTER

ROB
EUROPEAN
INSTITUTIONS

CAROLINE
LEARN TO BE

ERIKA
CITIZENAE

ULRIKE
EUROPEAN
COMMISSION

CHANTEL
ADHD ASC LD
BELGIUM

JAKOB
STUDENT

JASE
JADES

DAMIEN
HEAD OF VINCI

SOFIE
TEACHER

EDDY
LECTURER KDG

MARGOT
BE EDUCATION

BERNHARD
CONSULTANT

GRACE
COACHING

JANNIK
ASHOKA

PASCALE
DEVELOP. PEOPLE

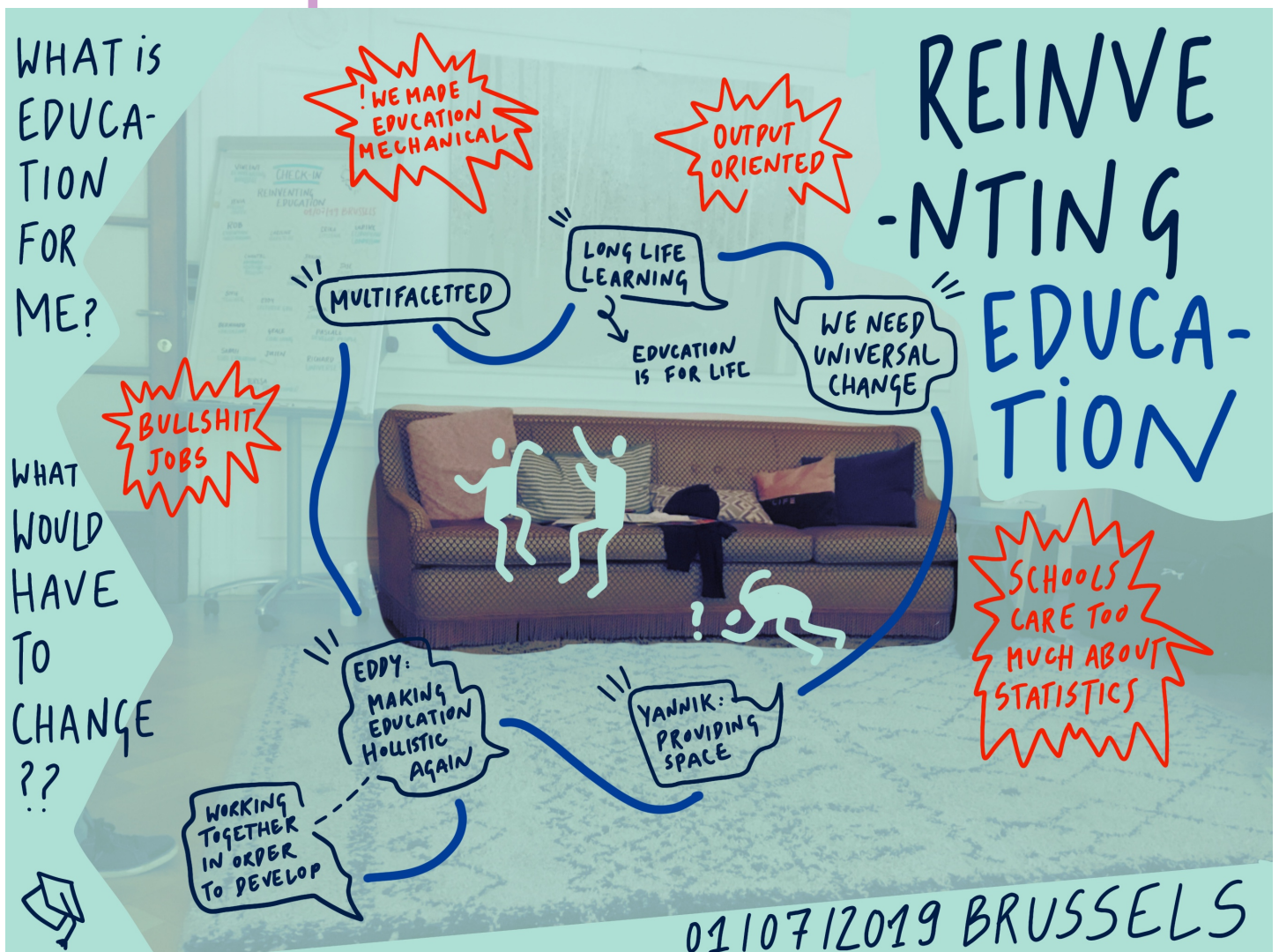
SARAH
ESBL EVOLUTION

JULIEN

RICHARD
UNIVERSE

TERESA
VISUAL PRACTITIONER

What is education for me?





Educator

The Questions

The role of the educator is changing and he is confronted with new challenges.

What are the challenges of the educator?

Which roles does the educator play in the future?

Which competencies does he/she need to develop?

Roles

Coaching rather than teaching

More intermediary, into interactions

Challenges

Time : 3 days pedagogy in Belgium, in China 12 days

Speed of the change

Support need from the school

Programs to follow

School directors need more training

Breaking links after one year

Sense of purpose

Fixed chairs in the class room makes interaction very difficult

Competencies

Competencies of adults or children ?

Skills :

- Find support, collaboration (with the outside world, with the children)
- Team Leader
- Balance

Summer universities needed

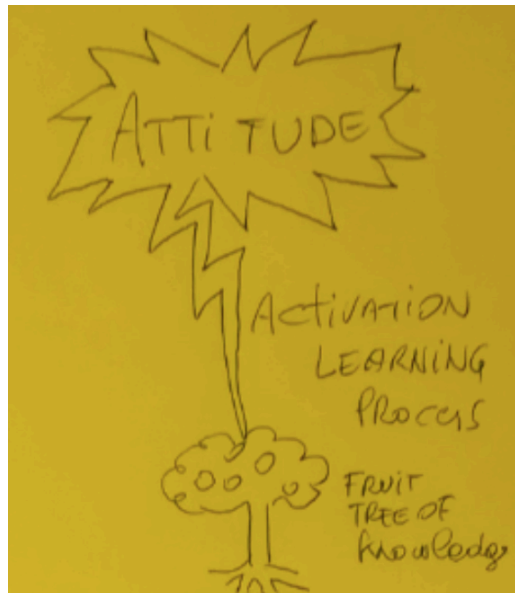
Personal development, conflict resolution

How to hold the space in your class

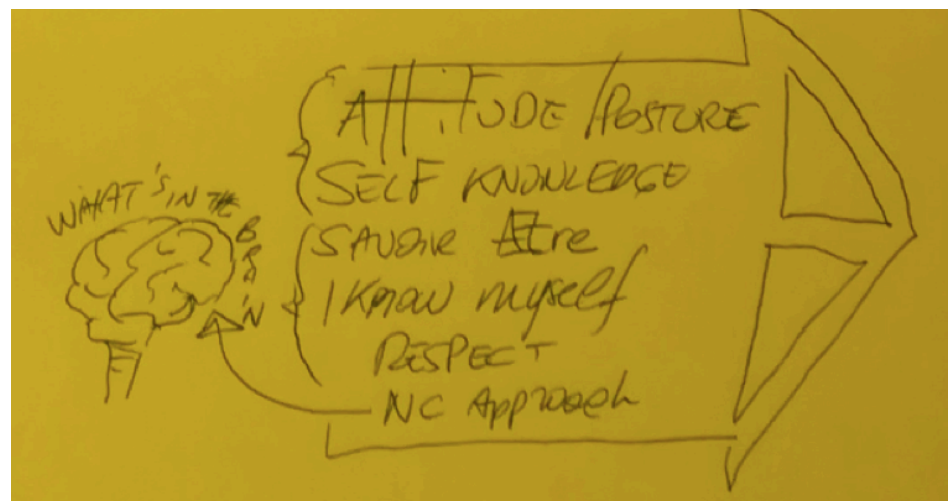
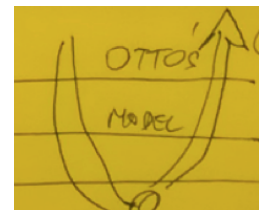
Love the people you are teaching

Build relationships

Erika

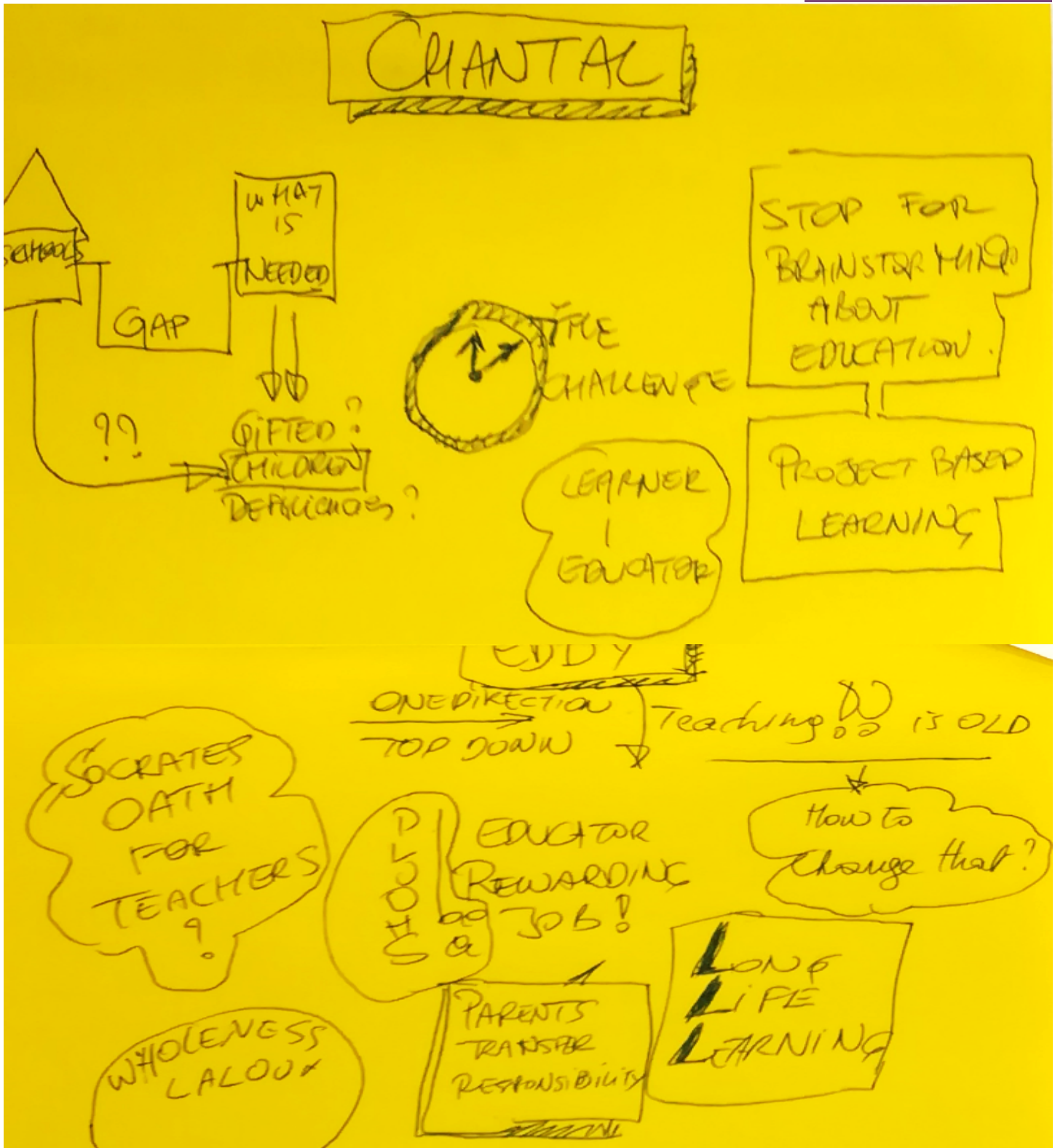


Caroline



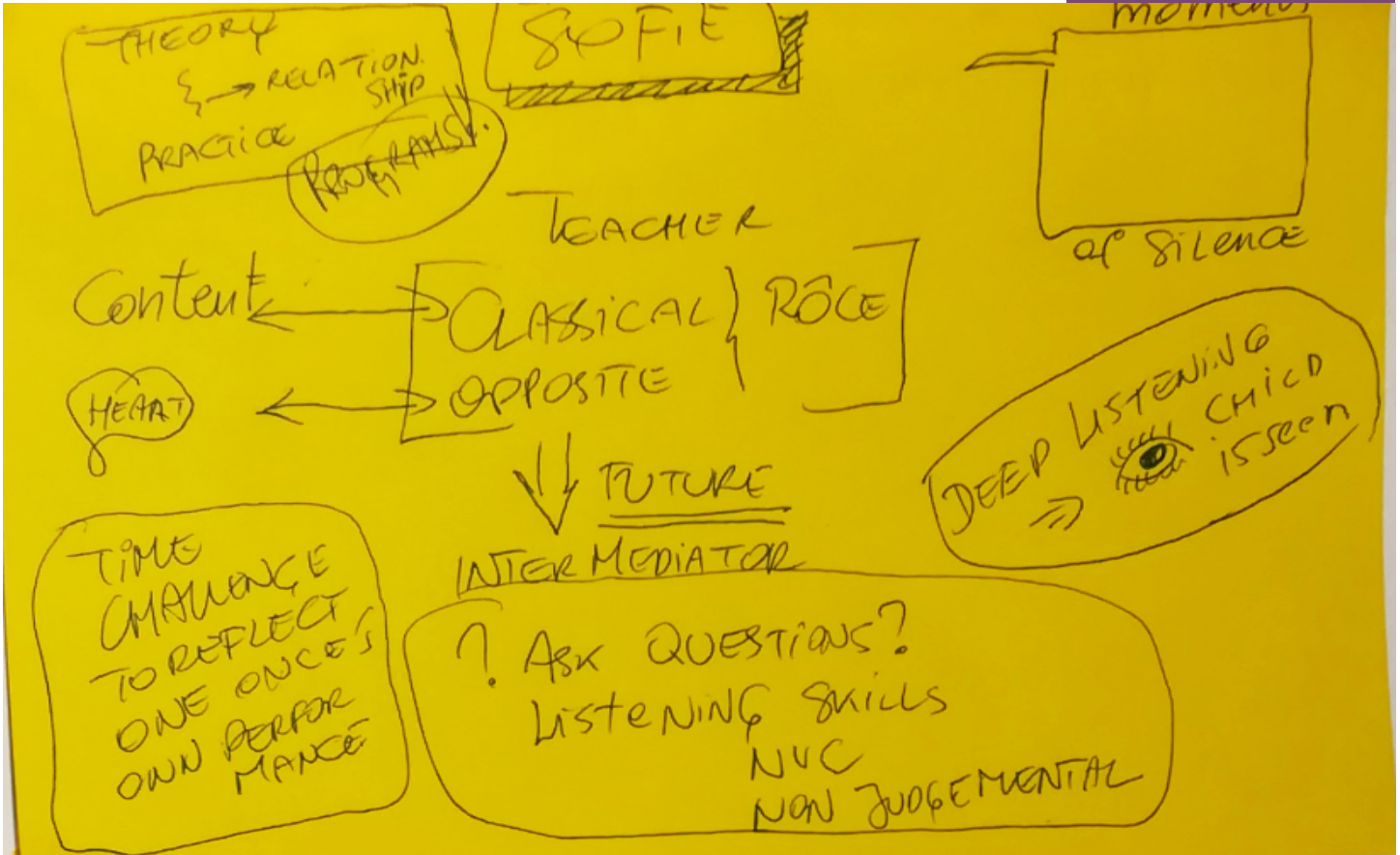


Educator





Educator





For the evolution of the school 'system', what kind of governance

We tackled this by addressing the following questions:

- What is the purpose of governance?
- What are the different options?
- What is changing in the environment that might impact governance?
- What might be the most appropriate governance approach to respond to the external drivers?

What is the purpose of governance?

To ensure the sustainable high performance of the school system?

What are the sub-questions? E.g.:

- How to align and engage people (staff, students ...)?
 - How to establish purpose, mission, vision ...?
 - How to set objectives?
 - How to motivate people?
- How to get people working well together?
 - How to coordinate activities?
 - Bureaucracy or Self-organisation?
 - How to make decisions?
 - Hierarchy or Collective approaches
- How to link with the external environment / stakeholders?

What are the options?

Traditionally, governance seems to have been more based on a powerful leader + bureaucracy and hierarchical decision making. The alternative would be an approach based on greater self-organising and collective mission, vision, strategy setting and decision making.

Which would fit the emerging context better? What are the drivers of change?

- Complaints about the quality of the output (student competences, ability to handle complexity and change ...)
- Students dropping out of the system early?
- Difficulty in recruiting and retaining teachers?
- Employers moving towards greater self-organisation

What's a good governance fit to the emerging context?

Perhaps, given the drivers, a system based on greater self-organisation could be:

- better able to more fully using the talent of staff and students
- encourage more teachers to join the system
- increase engagement by increasing the involvement of stakeholders (staff, students ..)
- allow students to gain experience in self-organisation

EVOLUTION of SCHOOL SYSTEM

what kind of governance

WHY WOULD SOCIOCRACY WORK BETTER?

« WE NEED
A WHOLE VILLAGE
TO EDUCATE
A CHILD »

SHARING
GOOD PRACTICES

GUIDING
INSTEAD OF
TRANSMITTING

ECEC
SCHOOLS

ENTRE-
PRENUIAL
APPROACH

WHAT IS THE
ESSENCE of
GOVERNANCE
ALIGNING &
ENGAGING

WHAT
ABOUT CONTEXT?
STRUCTURING
CONNECTIONS WITH
CONTEXT

PROBLEMATIC
SCHOOLS
HAVE
SHOWN
AMAZING
IMPROVEM.

CREATE
SAFE-SPACES

PRESENT
DIRECTION
SOLUTIONS

PEOPLE
with a
VISION

FOR
SHARING VISIONS

EVERY
SCHOOL
NEED
DIFFERENT
MEASURES

DISCOUR
DIALOGUE

WHAT
ARE THE
INSCENTIVES
of the HEADMA-
STERS?
YOU CAN'T
OBLIGE THEM TO
FACILITATE CHANGE

MOVING TOWARDS
SELF-GOVERNANCE

SHARED
LEADERSHIP

CONSCIENT
DESISION-MAKING

NOT
FORCING
THOSE WHO
DON'T WANT
TO CHANGE

CONCERNS:

WE NEED ALL
VALUE CIRCLES

(red, blue, green, orange)

these need
to be balanced

HOW? CREATING
COLOR
COLUMNS

WHAT IS THE ENERGY
BEHIND THESE BIG IDEAS



All social fields, the 4th teacher

Relationships among learners, educators, parents, community members, nature ... open new ways to deeper sources of knowing

Insights from Xenia, Damien, Jase, Vincent & Pascale

Global view, **holistic**, to not separate people, groups or disciplines.

Connection to **nature**, life changing, shared presence, deep ecology with Gaia at the center, one with Earth, a living system/hyper complex, the forest as a generative resource.

Art also creates a deep connection

Rituals & lyrics to express gratitude (opposite of the « hungry ghosts), **spirituality**

Re-introduce the concept of **initiation** (developping **maturity** by welcoming and challenging)

Holding the space, a role for leaders & educators

Learning living in community, reconnect to the **social field**

Adapt or develop **confidence** to bring change

Need for inspired people that show the way => tipping points

Narratives to mobilize

Alternative schools, learn without lessons, fill the gap between knowing & doing

Discover traditions, approach **other** cultures, get **out of** school walls, **change** of environment to get **different perspectives**

Taking **risk** and accepting **mistakes** as another learning source.

« **Unlearn** » with the objective to go to the essence - to be done at the right time and space.

Transcend & include

