# artcore

## Organizational Culture for Deeper Learning:
## How to Saturate Your School

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The carrier of culture is, as author Daniel Quinn says, the story we tell ourselves over and over again. As we gradually see and experience the world anew, we start to tell a new story.
## ~Peter Senge

*What does organizational culture mean to you?*

# Agenda

- Objectives
- Introductions & Warm-up
- Backdrop and Purpose
- Stage 1: Discover – Portrait of a learner
- Stage 2: Interpret – Prototype a framework
- Stage 3: Ideas – Bring framework to life
- Stage 4: Experiment – Apply framework
- Stage 5: Evolve – Perform and reflect

# Objectives

- Prepare you all to…
  - Facilitate a generative, creative process in your school or organization
  - Grasp how explicit, aligned mental models undergird strong organizational culture
  - See how organizational culture drives systems, structures, and processes
  - Know how to align student learning outcomes and professional norms to harness the power of modeling and coherence

# What are mental models?

*The prevailing motivations and assumptions held (often unvoiced)
that guide how people think, act, and make decisions*

"There is no person that can't be housed." *Becky Margiotta*
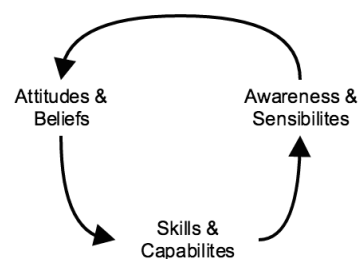
Mental models can be...
• Common set of values or beliefs (implicit or explicit)
• A conceptual or theoretical framework
• Cultural lens
• Governing principles
• Mission

# Why do mental models matter?

Peter Senge found three key guiding ideas for learning
organizations
  • The primacy of the whole
  • The community nature of the self
  • The generative power of language
• The deep learning cycle of
  organizational learning



Attitudes & Beliefs → Skills & Capabilites → Awareness & Sensibilites

# Four Mental Models

- EPIC's 4 Keys
- HTH's 4 Design Principles
  - Equity, Personalization, Authentic Work, Collaborative Design
- Native Hawaiian NĀ HOPENA A'O
  - Strengthened sense of Belonging, Responsibility, Excellence, Total Well-being, & Hawai'i
- Academy of Arts & Academics
  - EDCRO: Explore, Design, Create, Refine, Own

**think** deeply about what they are doing
**know** contextually why they learn
**act** purposefully to achieve their goals
**go** successfully through life's transitions

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*What mental models do you share in your learning organization?*
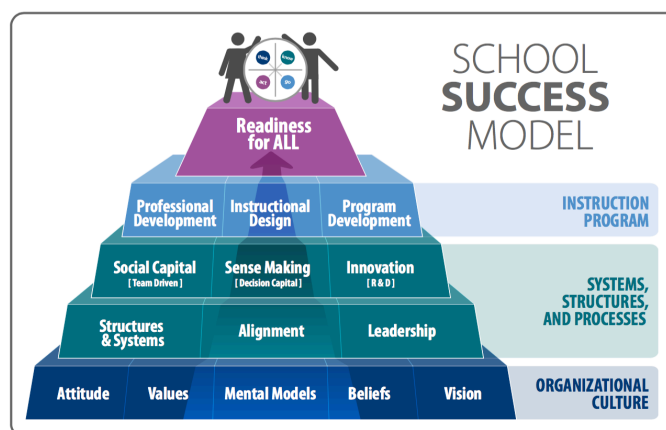
In groups of 3 find a common mental model

# The ArtCore Initiative

- Arts integration for sustainable school improvement
- Key mental models…
  - Studio Habits of Mind
  - ArtCore Weaver
  - Creative engagement
  - Meta-ArtCore



Studio Habits of Mind — Stretch & Explore, Express, Develop Craft, Envision, Understand Community, Observe, Engage & Persist, Reflect

# Schools as Learning Organizations
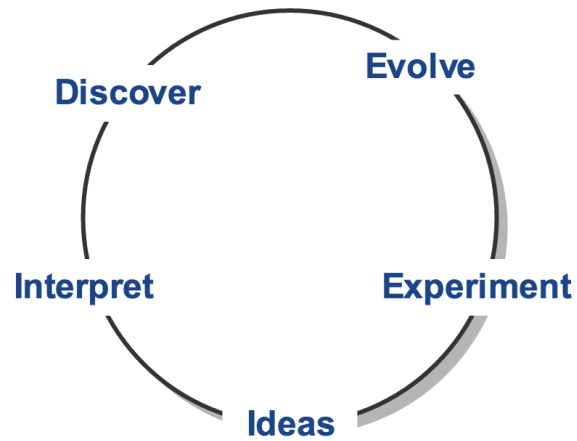


SCHOOL **SUCCESS** MODEL

What strikes you about the components of organizational culture?

How do you think those components interact?

# Design thinking cycle (IDEO, 2012)

Discover

Evolve

Interpret

Experiment

Ideas

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**Stage 1: Discover**

# Find a Common Story

- Find a photograph of a student that strikes you and think about who they are
- Pair up and tell a story about <u>what that student is thinking</u> in that moment
- Find another pair and begin to tie the story across the students together as if they were all from the same school
  - What does learning look like?
  - How do students think and behave?
  - What do students need to be able to do?
  - What are students' strengths and assets?
  - What does that school value?

# Adopt a role

- Principal
- Teacher
- Student
- Parent
- Community member
- Others?

# Sculpt a bust: Portrait of an ideal learner

- How should they...
  - See the world?
  - Feel in the world?
  - Think and make meaning in the world?
  - Move through the world?
  - Tinker in the world?

- Use metaphor to describe assets, dispositions, characteristics, and needs



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# Brain and Biology Break
## 10 minutes

**Stage 2: Interpret**

# Metaphor magic

- Jot down a few metaphors you applied to your sculpture
  - Ex: wild and crazy hair as an expression of creativity and uniqueness

- Create a list of 10-20 distinct features of the learner – write each down
  - What she/he can do
  - How she/he thinks and feels
  - How she/he learns
- Gallery walk

**Stage 3: Ideas**

# Bring the framework to life

- Converge your ideas into a framework that has no more than **5 concepts**
  - Hint: Go back to the original commonalities you ideated across the student photos
- Apply your framework to student learning
  - *Make >1 Essential Question for each component*
- Ex. One school's framework is PILOTS —"I" is for *Imagine*
  - *Can I visualize what I am trying to do?*
  - *Did I consider alternatives? Different perspectives?*
  - *Did I wonder why? Did I link a new connection?*
  - *What do I want my life to be like in 5 days…weeks…months…years?*
  - *How can I represent my ideas using words, pictures, symbols, sound, or movement?*

# Model via adult norms

- Use student framework to align professional agreements and essential questions
- Ex. PILOTS —*Imagine*

  *Agreements*
    - *We will play with possibilities and take responsible risks*
    - *We will challenge one another to hold a curious mind and push through perceived limitations*
    - *We will encourage fresh ideas and approaches*

  *Essential Questions*
    - *Am I looking at this from more than one angle with a flexible mind?*
    - *Am I having fun with the work?*
    - *Have I created opportunities for imagination for students, colleagues, and myself*
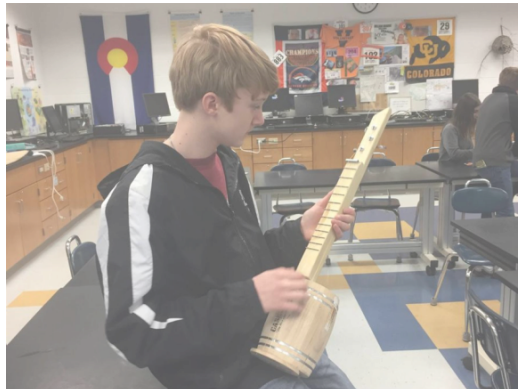


# Stage 4: Experiment using Tableaux

# Textures of Tableaux

- Composition
- Frozen Shapes
- Focal Points
- Implied Motion
- Multiple Levels
- Depth
- Facial Expressions
- Proximity
- Audience Orientation

# Tableaux

- Draw on School Success model to identify a challenge that has arisen in your hypothetical school
- Decide which components of your unifying framework could empower finding a solution
- Concept attainment strategy: Example and non-example
- Integrate your essential questions and/or agreements into the performance

**Stage 5: Evolve**

# Growth

*Where do we go from here?*

Group Tableaux Finale

# Thank you!

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