Improving School Governance using an Action Learning Approach

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Work Package 3: Methodology, Needs analysis and common governance model

Deliverable 3.2: Common training model, guidelines and standards

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Dissemination Level		
P	Public	x
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1. Introduction

This report on "Common training model, guidelines and standards" is one of the deliverables that comprise IGUANA Work Package 3 - Methodology, Needs analysis and common governance model. The three deliverables can be seen as three logical steps in a process of identifying the needs of IGUANA target users, developing an initial common training model to address these needs, and validating the training model to arrive at an evidence-based assessment of the extent to which this training model is likely to meet the needs of IGUANA users.

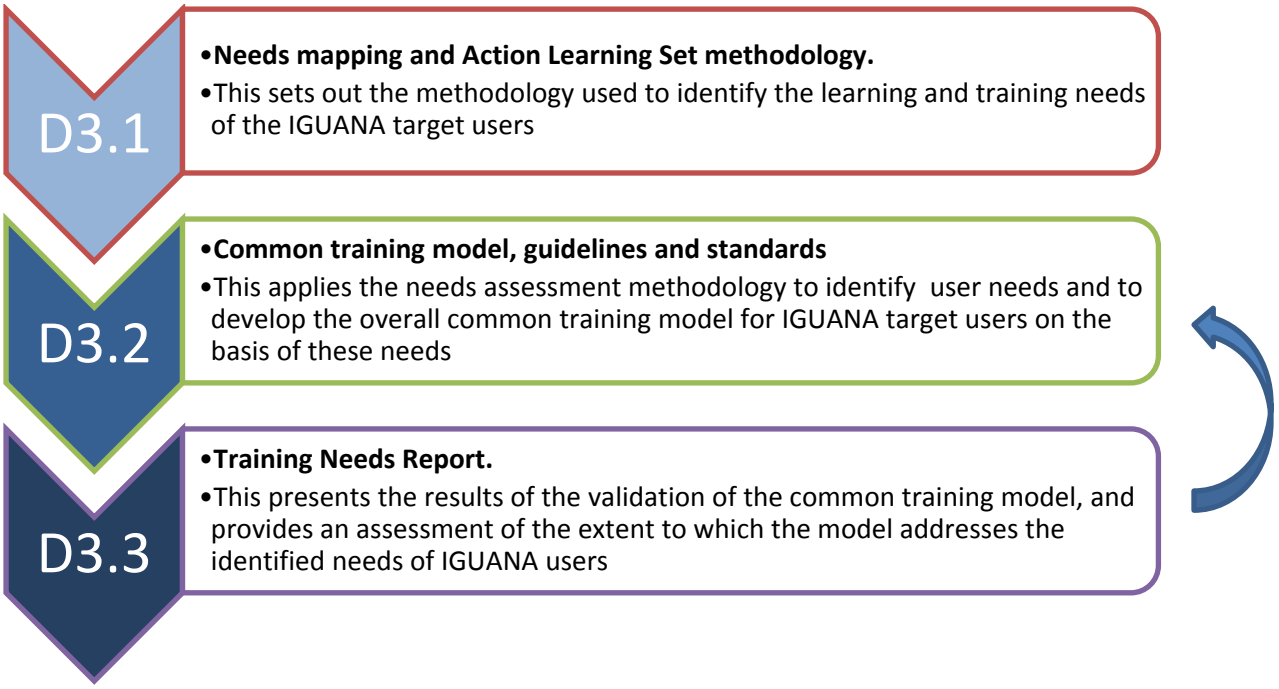

Figure 1 Relationship between the three WP3 deliverables

As Figure 1 shows, D3.1 presented the methodology used to carry out the needs assessment. D3.2 shows how the methodology presented in D3.1 was used to elicit initial needs from IGUANA target users, and then how the results of this needs elicitation process, reported in D3.3, are then used to develop a preliminary common training model for IGUANA.

In particular, this report presents the common approach that IGUANA adopts in order to target both individual users/members of school communities, as well as schools as organisations. The deliverable provides a detailed elaboration of the model specified in D3.1, reflecting also the results

of the implementation of the needs analysis approach set out in Deliverable 3.1. It also includes the review of existing literature and tools.

The deliverable is set out as follows:

- The overarching pedagogic approach of the IGUANA training model in terms of individual users, on the one hand, and schools, on the other hand, which combines the use of ICT tools with the action learning methodology. This includes the three strands of theory and practice that the pedagogic approach draws upon in terms of individual users, as well as the other three strands of theory and practice that concern change management at the organizational/ school level.
- The specification for the Emotional Intelligence self-assessment tool, targeted at individual users. This includes a review of the existing approaches and types of Emotional Intelligence assessment tools at individual level, and a presentation of the design principles upon which the IGUANA Emotional Intelligence self-assessment tool is based upon.
- The methodology for designing the tools that will be used in order to assess the innovation capacity of schools in order to help them come out from a cycle of stuckness and become more open to change and innovation. Since there are no established tests for this, the deliverable presents the proposed methodology for designing this tool, supported by evidence of the training needs analysis, set out in Deliverable 3.1 and fully reported in Deliverable 3.3.

2. Over-arching pedagogic approach

The over-arching pedagogic approach that underpins the structure and content of the learning framework – covering all three of its constituent elements (the self-assessment tools; the learning programme and the activities) – is pitched at two levels: the individual user of IGUANA, and the institutional user (the school).

At both levels, the pedagogic approach has been shaped with regard to four key challenges identified by the analysis carried out through Deliverable 3.1:

- The heterogeneity of the target users. The IGUANA audience represents a diverse constituency. Within schools, there are a range of stakeholder groups, with very different interests, needs and experiences (governors, managers, teaching staff, students). There are also big differences between schools, associated with geographical location, type of school, catchment population profile, and so on.
- The lack of an evidence base on what works. The jury is still out on what emotional intelligence is; how it can be learned and taught; what benefits it leads to and how these can be assessed. 'Stuckness' is even less developed as a concept and there is virtually no 'scientific evidence' in this field.
- The need to involve all stakeholders in the learning process as 'co-producers of knowledge', avoiding reinforcing existing power structures in schools.
- The need to support 'thinking outside the box' to enable innovative practices to develop.

The common approach proposed at both the individual and organisational levels to address these challenges is a blended learning environment, which combines ICT platforms and tools with action learning activities. This is underpinned by a technology development methodology that is based on a 'value embedded action systems' (Cullen and Cohen, 2006). This adopts a conventional 'iterative prototyping' cycle of needs analysis, prototyping, use, testing and re-design but incorporates systems within this process to engage users as co-collaborators in the cycle. This emphasises the early involvement of users not only in design but in the establishment of the 'sense of purpose' of the technologies through the use of them.

Within this broad blended learning environment, at the individual level, the pedagogic approach draws on three strands of theory and practice. Firstly, Vygotsky's (1978) 'zone of proximal development' (ZPD) method is proposed to develop learning tools and content aimed at scaffolding the learning of programme participants so they can develop emotional intelligence

competences at their own pace and within their own capabilities. Essentially, Vygotsky considered learning, in its formal guise as an educational process, to be an important determinant of stuckness: "although meaningful reality and knowledge about it are actively constructed by learners, accumulated social, cultural and material resources both embed and constrain this process". In other words, people who want to change themselves by learning something new are often prevented from changing by the very process of learning. Vygotsky used the concept of *zone of proximal development* – ZPD - to characterize the distance between the problem-solving abilities exhibited by a learner working alone and when the learner is collaborating with more experienced people. They provide the support that is necessary for the learner during the initial learning phase. But the crucial thing about the 'ZPD' is that this initial 'learning from mentors' later becomes unnecessary and can be removed as soon as this phase is over. Vygotsky also emphasised the "*cultural*" dimension of the zone of proximal development. This is the distance between institutionalised learning and the everyday experience of individuals. For many 'stuck' learners, the dis-connection between institutionalised learning and everyday life makes learning new things and changing behaviours very difficult. Finally, he argued that innovative learning – the kind that thinks outside the box – can only happen within a *collectivistic* environment. In this context, the zone of proximal development is the distance between everyday actions – what people are habituated to doing as individuals - and new forms of social action that can be collectively generated. The collectivist dimension illustrates the principle that 'learning alone' is no substitute for 'learning together'.

The second strand that shapes the proposed IGUANA pedagogic approach also emphasises the 'social context' of learning and draws on cognitive social learning theory (Bandura, 1977). This argues that development and behaviour change cannot be stimulated by teaching alone. Instead, it argues that people learn from one another, via observation, imitation, and modelling. Bandura suggested that people learn from observing role models in day-to-day life. Modelling influences learning primarily through its informative functions. Observers retain a symbolic representation of the modelled behaviour, which then serves as a blueprint for the behavior. Observational learning incorporates four components: attention, retention, motor, and motivational processes that help to understand why individuals imitate socially desirable behaviour. Role models enable people to internalise their sense of 'self-efficacy' because they see the benefits of learning and changing their behaviour demonstrated by other individuals.

The third strand draws on Freire's concept of 'conscientisation' (Freire, 1972). Essentially, Freire argued that education is a powerful reinforce of patterns of repetitive behaviour, which in turn reinforce stratification systems. Behavioural stuckness leads to unintentionally self-defeating

behaviour (Twenge et al, 2002). Education is a key contributing factor in this process because it is 'learned' through communicative interaction in peer groups and in the community, and passed down from generation to generation. In this sense, 'emotional 'illiteracy' can be seen as both a cause and effect of social exclusion - and a defining factor in all power relations. In order to break this self-reinforcing cycle, Freire highlighted the importance of 'collaborative dialogue' between the 'oppressed' and those who control knowledge, arguing that it is only through creating spaces in which 'critical reflection' is brought to bear on the power relations that underpin learning exclusion that the self-defeating cycle of exclusion can be broken. This critical reflection and collaborative dialogue requires that the oppressed and the powerful 'step into each other's shoes' so that together they can work to produce 'sensemaking'. Like Vygotsky, Freire was convinced that real change can only come about through 'action learning'.

At the organisational level, the IGUANA pedagogic approach also incorporates three strands of theory and practice. First, the learning environment created by the blended learning approach is intended to create a 'holding environment' (Winnicott, 1965). Winnicott argued that a child's journey to self-awareness – the transition between the child being entirely dependent on its parents to becoming an autonomous self – is shaped by the space in which the child makes the separation between dependency and autonomy. In this space, the child makes use of 'transitional objects' – things that are 'not-me and yet not not-me either' – for example a favourite teddy bear or doll - which the child uses in times of stress to make this separation less traumatic. In organisational theory, the holding environment is migrated to the group context, becoming a space that is receptive to the birth of new ideas and changes that will eventually stimulate growth (Kaplan, 1978). However, in most organisations, the holding environment is deployed not as a space for the cultivation of self-awareness but as a device for the containment of anxiety and for the repression of change. Organisational theory has drawn on the work of Melanie Klein (1959) in this regard, arguing that organisations deploy two defensive positions or stances which people use that interfere with the expression of their inner experience. The first one – the defensive position – is driven by fear of total indifference. Members of the work group are afraid of opening up their inner experience to support change for fear that no-one in the organization will respond. The second one – the paranoid position – is driven by fear of retaliation. It is difficult to risk expressing vulnerable inner experiences (i.e., to tell the truth in a controversial situation) when faced with the possibility of being attacked or punished). The IGUANA blended learning environment, which uses virtual spaces supported by action learning sets, is aimed at creating a safe and nurturing space to enable these complex organisational dynamics to surface and be explored.

The second strand of theory and practice that shapes the IGUANA pedagogic approach at the school level is based on supporting the school to develop as a learning organisation. This entails supporting progressive 'adaptive learning' within the participating schools. Figure 1 shows this process schematically.

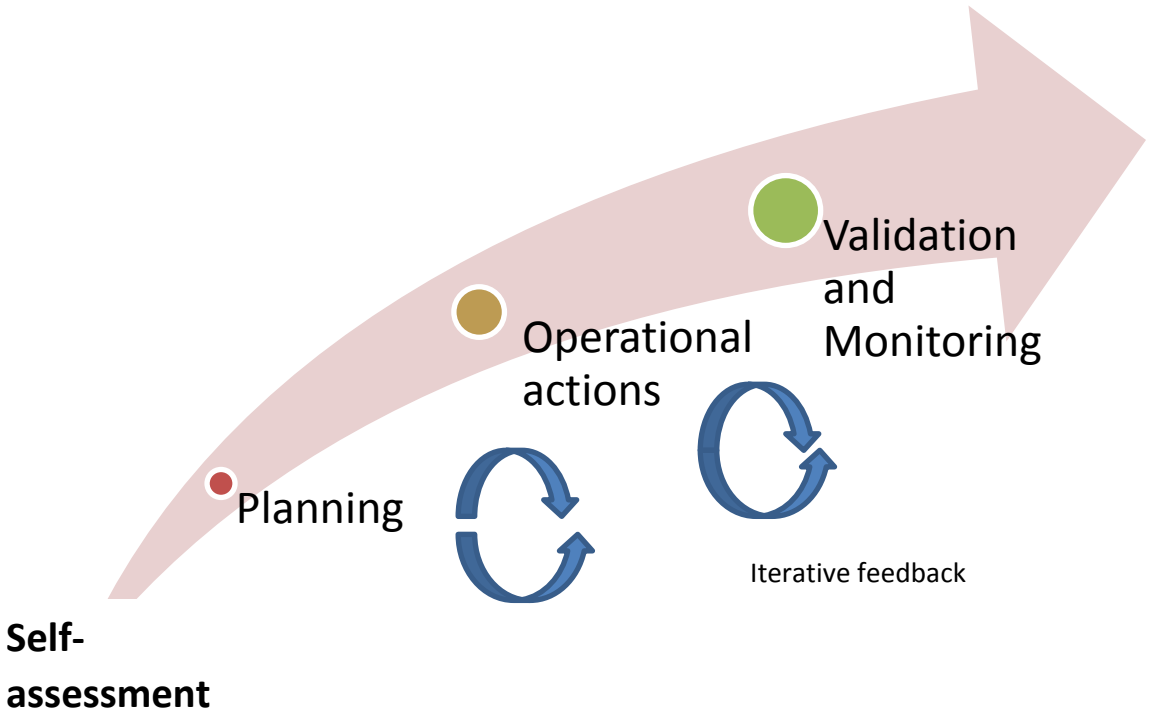

Figure 2 Promoting organisational learning in IGUANA schools though an adaptive systems process

The overall aim of the proposed approach is to generate 'iterative feedback loops' within each school in order to support 'organisational learning' (Argyris & Schön, 1996). Using this approach, the expectation is that a system to support the 'change programme' is progressively established within each school, and becomes progressively refined through the aggregation of the organisational learning derived from the experiences of the IGUANA stakeholders in applying the learning derived from IGUANA – and particularly the benchmarking and peer review activities - in their practice. As Figure 2 shows, five stages are envisaged in this process:

- enhancing the self-assessment tools (see below)
- using the results of the self- assessment tool to develop a change programme
- planning for change through developing a 'logical framework' for the implementation of the process
- operational actions to implement the logical framework
- validation of the implementation process through monitoring

The methodology can thus be seen as an 'action research' and 'action learning' exercise that 'endeavours to achieve 'an improved understanding of a practice, improved understanding of a situation and the improvement revision of practice […] through collaboration between researchers and practitioners' (Carr and Kemmis, 1986) and via a cycle of empirical enquiry that is both grounded in theory and supported by evidence (Reason and Bradbury, 2001). By embedding iterative feedback loops within the process, the approach also aims to combine the 'formal knowledge' embedded in the IGUANA learning programme with the 'tacit' and experiential knowledge of the stakeholders involved. This 'adaptive systems' design aims to ensure that the innovations developed in the participating schools are grounded both conceptually and through experiential learning (Nonanka and von Krogh, 2009).

This in turn requires embedding in the IGUANA pedagogic approach mechanisms for collaborative knowledge production, or what Weick (1995) has called 'sensemaking'. Collaborative knowledge is supported in IGUANA through the social media tools and through the IGUANA activities (Action Learning Sets; Assignments; Benchmarking; Peer Review).

3. Specification for the emotional intelligence self-assessment tool

In line with the overall pedagogic approach outlined above, the EI self-assessment tool needs to negotiate a delicate balance that entails:

- making sure that users who may already be prone to feelings of being 'not good enough' don't get taken through a process whereby they are rated on their emotional intelligence and thus feel they are not good enough emotionally
- extracting much needed data on the level and nature of emotional intelligence in schools

- avoiding reinforcing the idea that emotional intelligence is about 'being a good citizen', always being positive and about 'character-building'
- avoiding re-inventing the wheel by replicating the EI 'tests' that are widely available
- engaging users in co-producing the tool

Current EI tests – mostly available commercially and therefore copyrighted – are conceptually of two types:

- Ability-based. This model treats EI as a traditional intelligence that is measured using ability-type tests (Mayer, Caruso and Salovey, 2000).
- Trait-based. This model uses emotion-related self-perceptions and dispositions located at the lower levels of personality hierarchies (Bar-On , 1997).

These two types broadly govern how the test is delivered, i.e. ability-based tests are typically measured through performance testing and trait-based tests through self-report measures

An example of an Ability-based test – the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) – is shown in Figure 3.

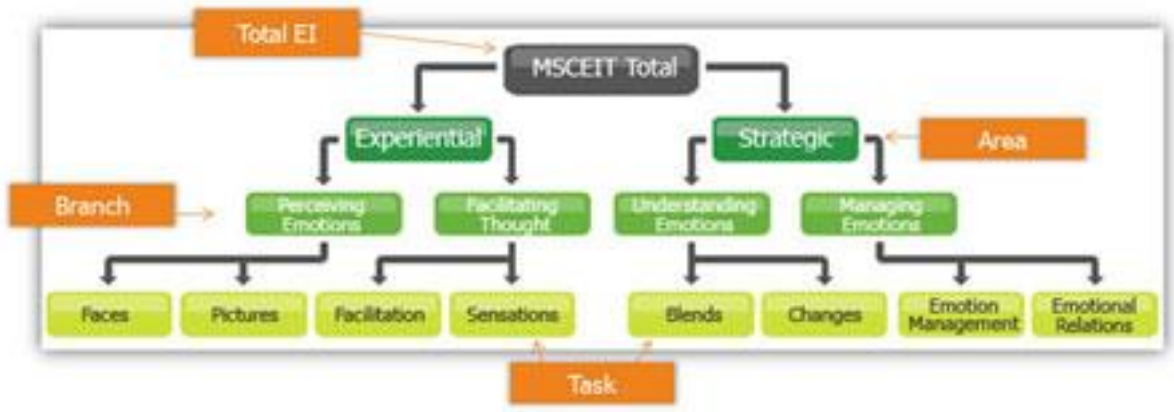

Figure 3 The Mayer-Salovey-Caruso Emotional Intelligence Test

The MSCEIT is designed for adult ages 17 years and older. It has 141 Questions and typically takes around 40 minutes to complete. As Figure 2 shows, the test covers four dimensions (branches), i.e.:

- Identify - the emotion(s) present
- Use - use the emotion to help you think and solve problems
- Understand - the causes of the emotion(s)
- Manage - the emotions to obtain a positive result

Indicative questions for each of these four branches are as follows:

Branch 1 - Identifying Emotions

Indicate how much of each emotion is present in this picture.

Emotion	*Not Much*				*Very*
Happiness	1	2	3	4	5
Fear	1	2	3	4	5
Sadness	1	2	3	4	5
Surprise	1	2	3	4	5

Branch 2: Using Emotions

What mood(s) might be helpful to feel when meeting in-laws for the very first time?

Mood	*Not Useful*				*Useful*
Tension	1	2	3	4	5
Surprise	1	2	3	4	5
Joy	1	2	3	4	5

Branch 3: Understanding Emotions

Tom felt anxious, and became a bit stressed when he thought about all the work he needed to do. When his supervisor brought him an additional project, he felt ____. (Select the best choice.)

a) Overwhelmed

b) Depressed

c) Ashamed

d) Self Conscious

e) Jittery

Branch 4: Managing Emotions

Debbie just came back from vacation. She was feeling peaceful and content. How well would *each* action preserve her mood?

Action 1: She started to make a list of things at home that she needed to do.

Very Ineffective..1.....2.....3.....4.....5..Very Effective

Action 2: She began thinking about where and when she would go on her next vacation.

Very Ineffective..1.....2.....3.....4.....5..Very Effective

Action 3: She decided it was best to ignore the feeling since it wouldn't last anyway.

Very Ineffective..1.....2.....3.....4.....5..Very Effective

An example of a Trait-based test – the *TEIQue-SF* – is shown in Figure 4.

The *TEIQue-SF is a* shorter version, composed of 30 questionnaire items, of the Bar-On model of emotional-social intelligence - ESI (Cooper & Petrides, 2010) and covers traits like empathy; motivation; happiness; self-worth; assertiveness; coping with stress and anxiety; control. The longer ESI is comprised of a hundred and thirty three items (questions or factors) and is a mixed model - in the sense that is assesses the capacity to successfully cope with environmental pressures - that combines abilities and traits. The items are used to obtain a Total EQ (Total Emotional Quotient) and to produce five composite scale scores, i.e.:

- Intra-personal (Emotional Self-Awareness; Assertiveness; Self-Regard; Self-Actualization; Independence)
- Inter-personal (Interpersonal Relationship; Empathy; Social Responsibility)
- Adaptability (Problem Solving; Flexibility; Reality Testing)
- Stress Management (Stress Tolerance; Impulse Control)
- General Mood (Optimism; Happiness)

Each composite score is calculated on the basis of responses to a set of questions that are scaled 1-5 ('very seldom or not true of me'=1; 'very often true of me or true of me'=5).

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 . . . . . 2 . . . . . 3 . . . . . 4 . . . . . 5 . . . . . 6 7
Completely Disagree **Completely Agree**

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Figure 4 The TEIQue-SF Emotional Intelligence Test

A third approach in EI testing is to combine traits and performance in a mixed method that measures EI competences. An example is the Emotional and Social Competency Inventory (Goleman, 1998). This measures 18 competencies organized into four clusters:

- Self-Awareness (**Emotional Awareness; Accurate Self-Assessment)**

- Self-Management (**Emotional Self-Control; Transparency; Adaptability; Achievement; Initiative; Optimism**)
- Social Awareness **(Empathy; Organizational Awareness; Service Orientation)**
- Relationship Management. **(Developing Others; Inspirational Leadership; Change Catalyst; Influence; Conflict Management; Teamwork & Collaboration)**

The ESCI is intended to be used in a '360-degree mode', i.e. users self-rate themselves on the scales and then discuss the results in a feedback session.

As is evident from the above descriptions, EI testing is used mainly in the workplace in HR contexts – for example in job interviews; staff reviews. Even the Bar On test, which was originally developed in the medical field, is routinely used for these purposes.

The current EI tests share a number of common disadvantages. They are inherently reductionist, in that they seek categorise individuals on the basis of statistical quotients, typically set against the distribution of a larger population of test results; they overlap too much with established personality and intelligence tests (Mayer, 2001); they lack the richness of 'indirect' ways of exploring emotional intelligence, like books and stories (Caxton, 2008); they emphasise the positive and the successful, rather than exploring ways of coping with 'the impoverished side of life' (Mayer and Cobb, 2000); they are typically generic and, though focused on the work-place environment, do not adequately reflect the context in which EI is applied.

That said, there are three attributes that can be extracted from the current range of EI tests that are useful for IGUANA. Firstly, all of the approaches provide a broad spread of emotional intelligence constructs that are consistent with the broad set of needs of the IGUANA target groups. Secondly, the 'process' model used in MSCEIT provides the dynamic element that our research results suggest is necessary. Thirdly, the competence approach used in ESCI is consistent with the proposed IGUANA pedagogic methodology, since it embeds 'traits' and 'abilities' in 'actions'.

The proposed methodology for the IGUANA Emotional Intelligence Self-Assessment tool is therefore based on the following four design principles:

- The tool is based on an Emotional Intelligence Competence Framework (EICF).
- The framework incorporates how EI can be applied within the context of the school.
- The EI components (aka 'traits' and 'abilities') are represented not as questions and rating scales but as 'narrative scenarios'.
- These narrative scenarios are supplemented by – optional – self-rated 'tests'.

In fact, the approach of combining narrative scenarios with rating scales was seen as working well in the validation action learning workshop (see D3.3). However it was noted that the results of the tests should not be viewed as an end in itself, but as a stimulus and catalyst to enable the school to reflect and review on its current practices and to identify ways of improving these practices.

The Emotional Intelligence Competence Framework (EICF).

A competence-based approach to assessing EI offers a number of advantages. It avoids the 'reductionist trap' of trying to map an individual onto an exhaustive and exclusive set of traits and abilities, the effect of which is to strait-jacket the user into a 'category by numbers'. It provides a bridge between learning, skills and learning outcomes. It acts as an 'open system' that can change and evolve as people, organisations and the external world evolves. It reflects the context of use in which it is applied. The EICF adopts the CEDEFOP definition of competence: *"Competences usually refer to practices in the workplace and, by extension, to wider social and personal practices. Learning outcomes refer not directly to work practices but to competences. Accordingly, learning outcomes are validated by their connection to competences"* (CEDEFOP, 2012).

In line with this definition, competences are defined in the IGUANA framework as 'practices' that apply knowledge and skills in a particular context, the result of which can be expressed as 'learning outcome examples'. Knowledge and skills are therefore considered in this approach as an open set of changeable examples rather than a discrete set of immovable structural entities. Following Valenta (2012) the competence framework can then be structured in terms of:

- A set of Competence Domains
- A set of Competence Areas within these domains
- A set of Competences within each area
- Examples of Learning Outcomes for each competence

Figure 5 illustrates this structure.

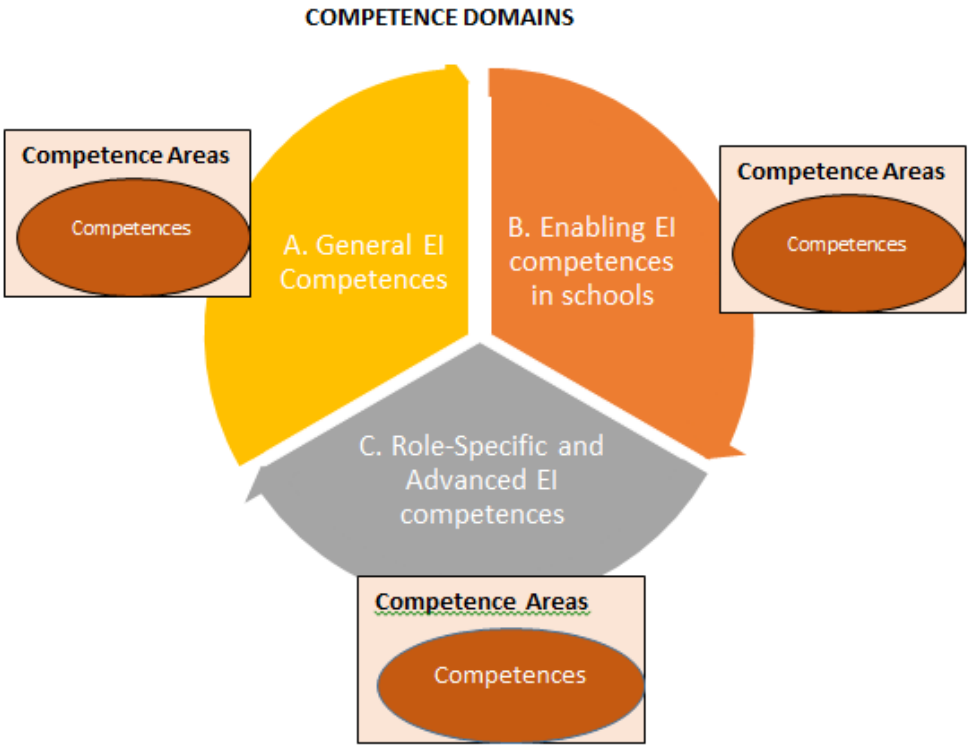

Figure 5 The IGUANA Emotional Intelligence Competence Framework

The three domain areas in the framework are:

- A. General Emotional Intelligence Competences – defined as providing IGUANA users with the basic, non context-specific, competences to understand emotional intelligence and apply it in their practices
- B. Enabling EI competences in schools – defined as providing IGUANA users with the capacity to apply their general EI competences to work with the challenges posed within the school environment
- C. Role-Specific and Advanced EI competences – defined as providing IGUANA users with the capacity to apply contextual (i.e. school-based) EI competences within a specific role (governor; manager; teacher; student) as well as applying EI competences to complex tasks

The three competence domains broadly reflect three 'EI proficiency levels' – basic (General Emotional Intelligence Competences); intermediate (Enabling EI competences in schools); advanced (Role-Specific and Advanced EI competences). However, this 'embedded' proficiency dimension is

also supplemented by self-assessed proficiency within the competence areas and competences within each domain (see below).

The 'General Emotional Intelligence Competences ' domain is broken down into its constituent competence areas, competences and learning outcomes in Section 4 below. This reflects current theory and practice and the results of the documentation analysis carried out using the approach set out in Deliverable 3.1.

Development of the competence areas, competences and learning outcomes for the other two domains will be based on the results of collaborative learning actions, in which the IGUANA users participate as co-producers of knowledge i.e. developing the two competence domains) through:

- the User Survey
- the Action Learning Sets
- an assignment (under 'Activities')

These are covered in detail in Deliverable 3.3

In summary, the results of the validation activities showed that there was consensus that training in EI is not only desirable but essential, as a means that is likely to counter-balance the traditional academic achievement oriented and traditional approaches. This however, as it was suggested in the validation workshop, should not under-estimate the importance of the" traditional" knowledge oriented curriculum subjects. Another important suggestion was that the EI assessment tool and the subsequent learning programme should be implemented in a holistic way across the curriculum in order to centralise the development of the ethos and individual and social competences as a key focus of the school. There is also need for being able to adapt the learning content, as well as the assessment outcomes to different cultural environments, and different degrees of school autonomy. This was supported both by the action learning workshop, as well as by the survey findings, that suggested that EI is currently applied by different school target groups in different types of school governance. Similarly, there were differences in the training needs in EI between different types of governance. Across the whole sample of the survey the greatest need for training in EI was found to be the teaching staff, while the group that received the lowest rate of training needs (based on school heads' and school governors' responses) were parents.

More particularly, with regard to the **role specific and advanced competences**, the analysis of the survey showed in summary that there are: 1) different degrees of current application of EI across the target groups/ roles, 2) different training needs among these groups in EI, 3) differences in how EI is currently applied by these groups of stakeholders, as well as in the respective training needs between types of governing systems: in contexts that allow for a greater amount of school autonomy, EI was found to be applied to a greater extent than in centrally governed schools.

A role-specific approach to the assessment process as well as to the learning content appears to be essential, taking also into account the type of the governing system that the school belongs to. Two parameters need then to be filled in by the users: 1) Their role, 2) Their country, which based on WP2 can then lead the system into categorising the users/ schools into types of school governance. Based on the findings of the training needs and validation activities, a more basic learning course should be more appropriate for centrally governed systems, and a more advanced one to schools/ stakeholders where a greater amount of autonomy is enabled.

This approach is supported by the following evidence for each one of the identified groups:

- **School governors,** out of all groups/ roles, were found to be currently receiving the second smallest amount of training in EI, while the survey showed that their training in EI was not considered to be particularly necessary, compared to other stakeholders. Differences were also found between the two types of school governance systems: A significantly greater need for training the governors in EI was found in centrally governed schools, compared to more autonomous schools. These observations suggest that there is indeed need for providing a basic as well as an advanced version of the training programme for governors, addressing schools governors from centrally governed systems could possibly need an advanced training programme. This brings us to a two-speed the EI learning framework for school governors could be catagorised in an advanced training course for
- **Senior management:** A small amount of training was found to be currently offered to senior management that was followed by a high percentage of training needs for this target group which was identified in both types of governing systems. However, taking into account the varying roles of senior management in different national

contexts, the training material for this target group should also be grouped into two categories, based on the type of school governance.

- **Teaching Staff:** Although across the whole sample of the survey teachers were found to be the target group that received the highest score of training needs, again the identified need for training in the centrally governed schools was higher than in contexts that enable greater school autonomy.
- **Non-teaching staff** was found to be the target group currently receiving the second lowest amount of training in EI, however, the survey respondents identified it as the one where training is needed to a smaller extent compared to the rest of the groups. It was found, nevertheless, to be considered significantly most important in central governed school systems, compared to autonomous ones.
- **Students:** Across the whole survey sample, students where the group where the second greatest amount for training was identified. Here again, differences were found between the two types of school systems: EI appears to be taught as a dedicated subject to students of more autonomous schools compared to the curricula of the centralised governing systems.
- **Parents** were found to be the target group least involved in training in EI across the whole sample compared to the rest of the stakeholders, however, the analysis showed that in more autonomous contexts they are currently receiving a significantly greater amount of such training, compared to centrally governed systems.

All these findings and differences across roles/ target groups, as well as between types of school governance, support that the delivery of the learning content should indeed be not only role-specific, addressing different target groups with equivalently appropriate material, but also subject to types of governing systems, providing also two types of material addressing respective levels of EI competence, i.e. basic and advanced, depending on the governing system.

A final note related to role specific competences is the issue of **gender**. The validation workshop suggested that gender is a dimension that should be taken into account, based on evidence that there are gender differences in display of emotional intelligence. This does

not imply that the training content should be gender-specific; more research should definitely be applied in order to identify this. However, users' gender is a piece of information that should be collected for future possible exploration of gender differences.

Narrative scenarios

Narrative scenarios are short sequences that illustrate emotional intelligence competences and how they are used. They can be produced either as short videos or as 'flash' animations. These can be done using a variety of multi-media tools like iMovie, GoAnimate!, YouTube, Vimeo, handycams. Figure 6 shows an illustration of the kind of animations that could be produced.

Figure 6 Illustration of flash animation to represent emotional well being

The narrative scenarios need to be accompanied by devices that allow the user to locate themselves in relation to the EI competence illustrated. These could incorporate three assessment dimensions:

- recognition – extent to which the competence is intelligible to the user (recognise this – don't recognise this)
- relevance - extent to which the competence is seen as relevant (not relevant-very relevant)

- identification - extent to which the user identifies with the competence (not at all like me-very like me)

Self-rated tests

The narrative scenarios can be supplemented with more conventional self-rating metrics. The advantages of this supplement are that i) users are very familiar with this form of assessment ii) people like taking tests iii) the results will provide additional data that can be triangulated with the data from the narrative scenarios. Table 1 shows an example of a test for an assessment of 'good enough-ness'. As identified in the training needs report (D3.3) the results to these metrics should be supplemented by interpretations that will be made available to users, and will provide inputs to subsequent collaborative learning activities. A benchmarking facility should also be provided, enabling users to locate themselves within the total group of self-assessment participants.

Table 1: 'Good-enough-ness self-assessment

I find It difficult to take a compliment	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
I tend not to be the leader in a group of friends	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
Talking to people in positions of authority makes me feel nervous, self-conscious, or unsure of myself	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
I do not express my opinions, even if others in the group disagree with me	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
I am unable to speak openly about my feelings	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
If I am not satisfied with the service in a restaurant, I do not let the waiter know	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
Opinionated people make me feel uncomfortable	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
When an argument is over, I replay the situation in my head, thinking of all the	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never

things I could have said, regretting that I hadn't thought of them then, or wishing I had the guts to say them	
I do not feel comfortable saying 'no' to people	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
I am not able to express my anger or frustration with a friend or partner even if I think It's justified	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
If a friend woke me up late at night with an unimportant phone call, I would not say that I was already sleeping and prefer not to be called that late	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never
Most people around me seem to be more assertive than I am	1 Most of the 2 Often 3 Sometimes 4 Rarely 5 Almost never

4. Methodology for the innovation capacity self-assessment tool

This tool assesses organisational 'stuckness' and capacity for coming unstuck. There are no established tests for this. A review of the literature mainly cites references to the work carried out by the Tavistock Institute – e.g. Miller 1993, cited above. The self-assessment tool is therefore being built from scratch and draws on the results of the needs assessment analysis presented in D3.1 and carried out through Deliverable 3.3. In summary, the analysis of the validation activities (learning action set and survey) suggested that the overall perception of the Innovation capacity/ organisation intelligence self-assessment tool can have significant potential in helping schools to come unstuck and innovate. In fact, all of the 7 proposed school innovation capacity competences were relevant to schools and that training is needed to a great extent in all of these competences.

The proposed framework and structure for the innovation capacity self-assessment tool follows a similar design to that proposed for the individual EI self-assessment tool. It is intended to illustrate a 'topography of stuckness' and then support members of the school in positioning the school within this landscape, in order to then plan a pathway for change. Figure 8 shows the proposed structure of this tool.

Figure 7 Structure of the Organisational Innovation Self-Assessment Tool

As Figure 7 shows, the central focus of the tool is an assessment of the extent to which the school supports, or has the capacity to support, a 'positive holding environment' – defined in IGUANA as 'a safe and nurturing space to enable repressed and restricted emotional and creative faculties to grow'. Clustered around this central focus are six innovation components. These are summarised in Table 2.

Table 2: The seven IGUANA innovation components

Component	**What this assesses**
Positive Holding Environment	How leadership and authority roles are defined How risk-taking and change is handled
Groupishness	How work groups operate in unconscious mode How leadership and authority roles are implemented
Emotional well-being	How emotional intelligence is applied The defensive strategies the school takes to avoid anxiety
Systems orientation	The open-ness of the school as a system How it interacts with external systems
Normalisation	How the school imposes rule compliance The school's capacity for 'marginal practices' and thinking

	outside the box
Evaluation	How the school defines its vision How this vision is implemented and assessed
Learning Organisation	The school's capacity for critical review and reflection How the school learns from critical reflection

Assessment of innovation capacity does not easily lend itself to a competence framework, so the proposal is to apply the above framework as a 'mapping tool'. Like the individual EI self-assessment tool, this mapping is carried out using 'narrative scenarios', supplemented by optional self-rated 'tests' of organisational stuckness and innovation capacity. The most efficient and effective way of using the self-assessment tool would be to carry out a mapping activity as a group exercise, using an 'action learning set' approach. Alternatively, the mapping could be carried out on an individual basis – involving the members of the school's governing body – and the results aggregated to produce an overall mapping of the school.

As with the individual EI self-assessment tool, the narrative scenarios are produced as short sequences that illustrate organisational stuckness and innovation capacity. They can be produced either as short videos or as 'flash' animations.

An example of a self-rated test for Organisational Learning is shown in Table 2.

Table 2: organisational Learning Self-assessment

Stage 1: Internal organisational learning		
Organisational Learning Assessment Criteria	**Rating**	**How is this implemented?**
Does the school have mechanisms for supporting the sharing of its mission, vision, and values?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school take part in research to improve its performance?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school provide on-the-job as well as off-the-job facilities to support the continuing development of its members?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school have systems and procedures	0 Not at all	

in place to share new knowledge between members?	1 Some mechanisms 2 Fully supported	
Stage 2: External learning		
Organisational Learning Assessment Criteria	**Rating**	**How is this implemented?**
Does the school have mechanisms for monitoring new developments in education and learning?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school have mechanisms for evaluating information on new developments in education and learning?	0 Not at all 1 Some mechanisms 2 Fully supported	
Stage 3: Collective interpretation of shared information		
Does the school have mechanisms to enable its members to critically review its current practices?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school have mechanisms to collectively evaluate new knowledge?	0 Not at all 1 Some mechanisms 2 Fully supported	
Stage 4: Applying learning in decision-making		
Does the school have mechanisms for applying new knowledge in improved or renewed practices?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school have mechanisms to apply new knowledge to develop and plan future organisational strategy ?	0 Not at all 1 Some mechanisms 2 Fully supported	
Does the school have mechanisms to monitor and review the strategy?	0 Not at all 1 Some mechanisms 2 Fully supported	

5. Proposed Structure and Content of the tools

5.1 Emotional intelligence self-assessment tool

The proposed structure for domain A of the EI competence framework – General Emotional Intelligence competences – is shown below in Table 3. As Table 3 shows, domain A has 4 competence areas, each of which have 3 competences, i.e.:

- Competence Area A.1: Intra-personal competences – the personal competences that enable an individual to accurately assess their emotional intelligence and how this is likely to shape their relationship with the external world and with other people. The three competences are:
    - 1.1 Emotional self-awareness
    - 1.2 Self-confidence
    - 1.3 Good-enough-ness
- Competence Area A2: Inter-personal competences - applying intra-personal competences to engaging with other people in meaningful and productive ways. The three competences are:
    - 2.1 Empathy
    - 2.2 Social responsibility
    - 2.3 Relationship-handling
- Competence Area A3: Adaptability - the competences that enable an individual to manage and themselves and their relationships with others in response to changing situations. The three competences are:
    - 3.1 Resilience
    - 3.2 Initiative
    - 3.3 Belief and assertiveness
- Competence Area A4: Affective competences – the competences that shape how an individual assesses their mood and how they manage their mood in relation to behaviours and relationships. The three competences are:
    - 4.1 Anxiety management
    - 4.2 Stress management
    - 4.3 Optimism and Happiness

In practice, based on the validation survey findings, there were variations in how each one of the identified components of Organisational Intelligence competences are currently in schools, e.g. When looking at Intrapersonal competences, *Recognising and taking responsibility for own actions* appeared to be applied to a great extent in the respondents' schools, but the *ability to accept the limitations of a situation in relation to personal qualities*, which is also an Intrapersonal competence

component, was the one least applied. This does not suggest that the proposed grouping of components should be altered, however it could be taken into account for designing the process in which the results of the assessment for each competence are produced and presented in the platform, i.e. the user should be presented not only with grouped scores on each competent, but also the scores on each individual component should be made available.

Table 3: Domain A, EI competence framework – General Emotional Intelligence competences

Competence Area	A.1 Intra-personal competences
Competence title	1.1 Emotional self-awareness
Competence description	Accurately assessing awareness of one-self and awareness of one's relationship to the world around
Learning outcome examples	
Knowledge examples	Understanding how accurate awareness of the external world promotes a balanced perception of reality
Skills examples	Take time to take stock, and reflect on recent events in daily life
Attitude examples	Acknowledge importance of reflecting how actions impact on environment

Competence Area	A.1 Intra-personal competences
Competence title	1.2 Self-confidence
Competence description	Awareness of personal qualities; acceptance of qualities; acting on qualities
Learning outcome examples	
Knowledge examples	Realise the benefits and shortcomings of self-confidence
Skills examples	Apply self-confidence assertively in appropriate situations
Attitude examples	Willingness to engage with people outside my usual group

Competence Area	A.1 Intra-personal competences
Competence title	1.3 Good-enough-ness
Competence description	Accepting the limitations of a situation and the factors that cannot be controlled
Learning outcome examples	

Knowledge examples	Describe different kinds of limitations (e.g. not being a leader; inability to control external factors; not being able to change the past)
Skills examples	Ability to speak openly about feelings
Attitude examples	Be confident in describing one's own limitations

Competence Area	A2. Inter-personal competences
Competence title	2.1 Empathy
Competence description	Sensing other people's emotions and imagining what someone else might be thinking or feeling
Learning outcome examples	
Knowledge examples	Understand the advantages of recognising other people's emotions
Skills examples	Ability to step into someone else's shoes
Attitude examples	Realise the benefits of understanding how other people's emotions affect relationships

Competence Area	A2. Inter-personal competences
Competence title	2.2 Social responsibility
Competence description	Awareness of ethical factors in relationships and decision-making; awareness of social responsibility; awareness of working with diversity
Learning outcome examples	
Knowledge examples	Understand the importance of ethical factors in making decisions
Skills examples	Ability to assess the implications of decisions for all stakeholders
Attitude examples	Behave independently and take into account the position of those who do not hold power

Competence Area	A2. Inter-personal competences
Competence title	2.3 Relationship-handling
Competence description	Communicating with others; supporting others in developing their potential; managing conflicts
Learning outcome examples	
Knowledge examples	Understanding that attitude, language and body language affect how others feel
Skills examples	Applying leadership to resolve a conflict
Attitude examples	Show leadership in situation where there is different positions expressed

Competence Area	A3. Adaptability
Competence title	3.1 Resilience
Competence description	Coping with and adapting to challenges
Learning outcome examples	
Knowledge examples	Understanding that supportive social networks help people to address problems
Skills examples	Able to set realistic goals when confronted by the need to change
Attitude examples	Recognize that we can't always choose what happens to us, but we can choose how we react to our circumstances

Competence Area	A3. Adaptability
Competence title	3.2 Belief and Assertiveness
Competence description	Taking responsibility for behaviours and actions in a direct, honest and appropriate way
Learning outcome examples	
Knowledge examples	Understands that you have needs that should be met otherwise you may feel undervalued, rejected, angry or sad
Skills examples	Takes responsibility for his or her own behaviour
Attitude examples	Recognises that people should not take responsibility for the behaviour of others or for situations which are beyond his or her control

Competence Area	A3. Adaptability
Competence title	3.3 Initiative
Competence description	Understanding how stuckness works; taking a leadership role in resolving situations of stuckness
Learning outcome examples	
Knowledge examples	Understands the factors that lead to behavioural stuckness
Skills examples	Takes the lead in getting others to think out of the box
Attitude examples	Recognises the importance of acting on opportunities when they arise

Competence Area	A4. Affective competences
Competence title	4.1 Anxiety management
Competence description	Recognising how anxiety arises; how it affects relationships and behaviours; how it can be managed

Learning outcome examples	
Knowledge examples	Understands that anxiety is related to feelings of lack of control
Skills examples	Assesses factors that lead to personal anxiety
Attitude examples	Recognises that flexibility is necessary in managing anxiety

Competence Area	A4. Affective competences
Competence title	4.2 Stress management
Competence description	Recognising how stress arises; how it affects relationships and behaviours; how it can be managed
Learning outcome examples	
Knowledge examples	Understands that stress is linked to self-esteem and feelings of being not-good-enough
Skills examples	Can carry out a stress inventory
Attitude examples	Recognises how external stress factors can be internalised

Competence Area	A4. Affective competences
Competence title	4.3 Optimism and happiness
Competence description	The role of optimism and feelings of happiness in emotional well-being
Learning outcome examples	
Knowledge examples	Understands that happiness is relative
Skills examples	Able to identify factors that are associated with feelings of unhappiness
Attitude examples	Recognises that happiness is connected with understanding limitations

5.2 Organisational Innovation capacity self-assessment tool

The organisational innovation self-assessment tool takes the user through the terrain of 'stuckness' and assesses capacity for coming unstuck. The narrative scenarios for the seven components of the tool are set out in Table 4, together with self-rated test examples. The input from the validation action learning set was positive for the proposed approach of combining 'narrative scenarios' with rating scales (see Deliverable 3.3). Again, as in the EI self-assessment tool, the OI tool should be supported by a benchmarking environment within the IGUANA system, which would facilitate comparison of results across schools, countries and governing systems and exchange of good practices.

Table 4: Structure of innovation capacity self-assessment tool

Component	Positive Holding Environment
Description	How leadership and authority roles are defined How risk-taking and change is handled
Narrative Scenario Storyboard	
A holding environment suggests that 'appropriate' containing structures are in place. Individuals are able to take up their authority and leadership roles. What are the structures in place to achieve this containment (governance, senior management, middle management)? Do the people who are in positions of power and the structures which are constructed to support them have the capacity to allow for deviation from the norms which are inherent within them? How are new suggestions received? Do students and staff feel safe in the school, can they take risks? Is the difficulty around taking risks, changing behaviours acknowledged and worked through? (Is it an empathetic environment, fantasies around change aren't allowed to escalate and there is mediation between external/internal world).	
Self-rated test measures	
Structures in place to define leadership and authority Risk-taking strategies and capacity Extent to which members feel safe and able to critically reflect	

Component	Groupishness
Description	How work groups operate in unconscious mode How leadership and authority roles are implemented
Narrative Scenario Storyboard	
When people get together in the different school environments what are the types of behaviours	

that are exhibited? They can be categorised in the following ways according to Bion's categorisations, further elaborated by others. Groups can exhibit on-task and off-task (defensive) behaviours that inhibit their work, as defences against anxiety. These strategies include:

Ba Fight/Flight: members of the group or team that evade questions or work to be done

Ba Dependency: group members or whole groups might have an over reliance on their leader or an expectation that they will looked after by other forces, giving over their autonomy and agency in

Ba Pairing: the group works around a pairing that it thinks will give value to its work by creating new projects and schemes (but avoiding the main work/project).

Ba One-ness: the group is overly concerned with a cohesion of thought and opinion which occludes diversity of thought and exploration of difference.

Ba Me-ness: there is a strong culture of self, manifested in people going solo on projects and rather like Ba One-ness not valuing the possibility of contributions from the rest of the group.

When threatened by change, members of the group can exhibit 'mirroring behaviour' (Cardona) where they consciously/unconsciously sabotage change by replicating the (mis)-behaviour of their clients (students)

Self-rated test measures
Rating of organisation on Bion classification Leadership and authority type Extent of mirroring behaviour

Component	Emotional well-being
Description	How emotional intelligence is applied The defensive strategies the school takes to avoid anxiety

Narrative Scenario Storyboard

This school's emotional landscape could be described as the heightened feelings that become associated with getting stuck. Another way of describing this is the tension between a conscious/rational desire for change and the sophisticated behaviours that play out in avoiding change or 'blockedness' (Critchley and Case). The different feelings are associated with a connectedness (or not) with experience and learning.

- Suppression: people feel thwarted in going forward and taking first steps, they are stuck before they even begin.
- Hysteria: people are overly in touch with their feelings but fail in doing anything with them.
- Knowing and angry: this is characterised by the kind of over thinking that inhibits and prevents action.
- Frightened: this is where people get stuck in making choices, they are aware but the risks become inhibiting and return them to stuckness.
- Task orientation: where there is an over focus on task at the expense of the organisation e.g. the

school focuses on education for education's sake rather than as preparation for sustainability in adulthood. There are relational emotions and feelings to do with Alderfer's boundedness of organisations that characterise boundary activities – how we feel in setting up and exploring new relationships.
Self-rated test measures
Rating of organisation on Critchley and Case classification Rating on capacity to set up and explore new relationships Rating on level of four general emotional intelligence competence areas

Component	Systems orientation
Description	The open-ness of the school as a system How it interacts with external systems
Narrative Scenario Storyboard	
The school is part of a broader environment/ecology. Within each school there are also a number of sub-systems. How is this system located in its broader environment? What are the characteristics of the relations between the school, other organisations – partnerships with e.g. other schools, international relations, local community including other local stakeholders, parents/carers / potential parents / elders . When collaboration is suggested what kinds of responses are elicited? Is the system open to suggestions, offers, reflection? Is it too open? Are activities to scattered and under-bounded? Is it focused on its primary task? (Alderfer – over bounded and under-bounded organisations) What kind of strategies (maladaptive or adaptive) are in evidence?	
Self-rated test measures	
Degree and nature of organisational bounded-ness Level of Stakeholder representation Level of External networking	

Component	Normalisation
Description	How the school imposes rule compliance The school's capacity for 'marginal practices' and thinking

	outside the box
Narrative Scenario Storyboard	
The sociologists Stanley Milgram and Erving Goffman showed firstly how all organisations require conformity and compliance through rules that are reinforced by authority figures and, secondly, that rule compliance is publicly demonstrated but, backstage, is subject to negotiation. What are the rules and norms? What is and isn't acceptable within the school environment and how do translate into these rules? What are differences when individuals are in 'back-stage' spaces, not in contact with students, grade teachers not in contact with senior management team, SMT not in contact with Governors? To what extent does the school's 'front-stage' rules and behaviours supress negotiated rules that go on backstage and which could possibly alleviate rigidity and stuckness? Schools are powerful instruments for the administration of 'techniques of normalisation'. These techniques socialise their members to conform to rules and norms that are adherence to which is rewarded and deviation from which is punished. Normalisation is also a more generalised technique through which rules, discipline and punishment become taken for granted and seen as 'normal'. Normalisation is intimately linked to self-assessment and self-regulation, since the individual who seeks to achieve normality will do so by constantly measuring their behaviour and performance against accepted yardsticks, and by working to control their conduct, under the guidance of others, to ensure that these norms are inculcated into others with whom the individual interacts. On the one hand, normalisation fulfils a socially beneficial function, since it helps to inculcate attitudes, behaviours and practices that in turn contribute to social capital and social cohesion. However, the downside to normalisation is that it discourages, and punishes 'marginal practices' – thinking, behaviour and actions that are innovative, 'out of the box', challenging, or scary. To what extent do the normalisation techniques in the school inhibit creativity, innovation and thinking outside the box? What are the politics of defending self? (Argyris defensive routines). Is learning being blocked by defensive routines that save face rather than through opening up and testing of assumptions of bad performance. This can lead to shameful gaps opening up around what is and isn't discussed and power maintained in holding back. What kind of power 'rules', positional power or power that comes from contribution and expertise? Where does the 'reward' come from - short termism or longer term aspirations?	
Self-rated test measures	
Front-stage/back-stage behaviours Norm and rule formulation processes Capacity for and implementation of innovation	

Component	Evaluation
Description	How the school defines its vision

	How this vision is implemented and assessed
Narrative Scenario Storyboard	
Evaluation is a key component of good school management, but is often confused with 'performance'. The pressure on schools to perform 'outstandingly' – often created by government agencies – means that members of the educational enterprise – students, teachers, managers, school governors – are set both conscious and unconscious goals that focus on getting it right. If they get it right, everything will be OK. Yet most schools do not run like clockwork, and the typical mode of engagement in the typical school is one of crisis management. Since it is evident on a daily basis that everything is not OK, the members of the educational enterprise internalise failure as guilt and anxiety – everything is not OK, so it must be my fault – and then attribute failure to meet impossible goals as evidence that they are 'not good enough'. The solution to not being good enough is to try harder to get it right, because getting it right means that everything will be OK, and so it goes on through the cycle of stuckness. Evaluation should therefore be seen not as an instrument to drive perfection but as an instrument for reflection and, for finding out about limitations, what can be controlled for and what can't, what is good enough and, above all, for learning. Evaluation is critical to positive learning reinforcement. It generates feedback loops to support 'double loop learning' within the school. Evaluation starts from identifying what changes the school wants to have happen – a 'theory of change. This feeds into a plan to promote organisational change. The plan provides a logical framework for organisational change that will specify; the actions required to operationalize this theory (inputs); the expected outputs of the actions; the expected outcomes associated with the use of these outputs; the longer term impacts; how the outcomes and impacts will be measured.	
Self-rated test measures	
Systems and processes for visioning Level and nature of evaluation systems in place	

Component	Learning Organisation
Description	The school's capacity for critical review and reflection How the school learns from critical reflection
Narrative Scenario Storyboard	
All schools are organisations that provide learning, but not all schools are learning organisations. If the school wants to be an innovative school, it needs to become a learning organisation. This involves a four stage process: Stage 1: Internal collection and sharing of knowledge • Stage 2: Collection of external knowledge; generate internal ideas • Stage 3: integration and collective interpretation of new knowledge • Stage 4: Applying learning in decision-making The key questions the school needs to reflect on are:	

Are the school and its constituent sub-systems able to step back and reflect? What is the evidence for this – school development planning, department/faculty/teacher reviews. How is the student voice expressed and how is it incorporated? Who is in control of decision-making ? How would the information collected be used and contribute to further reflection and planning? Where does it take place? Is innovation linked to learning i.e. learning is about understanding anew, new meaning (How) does tacit knowledge become explicit? How does the school acknowledge endings and beginnings as part of a learning cycle?
Self-rated test measures
Systems and processes for applying evaluation processes to change Systems and processes for stakeholder representation and reflection Decision-making structures and processes Internalisation of learning

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