Making New Moves in Education & Learning



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This book is an outcome of the Erasmus+ strategic cooperation project 'MoveMakers: Co-Creating New Ways of Learning'. It is directly tied to the book 'MoveMakers on the Move: The Story of Our Learning Journey' and the documentary about MoveMakers.

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Find out more:



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MoveMakers Lab

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Introduction

This book and you found each other.

This book and you found each other. We are very curious about what happens between the two of you. We hope that you can inspire each other to learn and grow.

Connected to this book are forty educators from five different countries and the various learning communities that they represent. During the MoveMakers Learning Journey, they visited each other's countries, hosted meaningful conversations and learned together.

One of the results of this collective learning is this book: Eleven MoveMakers share the inspiration, insights and learnings gathered during our eighteenmonth learning adventure.

MoveMakers is a playground for learning and experimentation for adult education practitioners. With this book, we want to encourage you to be bold in taking steps that bring innovation to the learning environments that you are part of. In this way, we can collectively meet the needs and dreams of the 21st century learner, of our organisations, our communities and the planet.

Why care about education?

Learning is an important part of being human. It is a built-in driver for development and growth. As far as we know, it is what sets our species apart from others. No other animal has evolved as much through learning or is so dependent on learning as we are.

We learn by observing and by trial and error. We constantly grow and cope with changing situations.
When observing young children, you can feel their hunger and drive to learn! They want to stand on their own feet and to know everything about the world.
Children often cannot wait to finally go to school! But, all too often, soon after starting school, somehow the system seems to suppress their love for learning.

What went wrong? Our education systems still assume that we live in the industrial age. They are designed to educate us to have a job from cradle to grave. They treat learners like parts of mechanised processes. They aim to create a consistent standard of output. They focus on shaping students into people who should 'fit in'.

Standardisation and institutionalisation are valued more than individual expression. We are so stuck in our definitions of what learning is, that learning itself has become stifled.

On the other hand, things are shifting. We are in a critical moment in history. We find ourselves at breaking points, with systemic cracks becoming increasingly visible. We feel the urgency to access our highest future potential. We want to be part of creating a new and sustainable reality. We need a complete revision of our educational practices and systems. We also require a different set of values, approaches and designs.

The field of education is part of this imminent shift. New forms of learning are emerging. Old ones are becoming obsolete. With this book, we share what we see in this emerging landscape. We hope that it can inspire you to co-create a new learning paradigm with us.

What is MoveMakers?

MoveMakers is not an organisation. Instead, think of it as something that happens when a group of dedicated individuals or MoveMakers come together in one place and time. MoveMakers are people who are shaking the world of education. When MoveMakers meet and connect, they form a support network, a feedback loop and a movement. In this sense, MoveMakers is the following:



1. A home for educational change makers

MoveMakers is a community of people with an urge to support change in education. It is a home for the lonely rebels who are searching for like-minded people. We believe that we can do better, but only together and through building strong personal relationships.



2. A laboratory to co-create new ways of learning

MoveMakers shapes learning journeys as laboratories. It aims at offering a safe space to seek new inspiration, ask questions, test emerging ideas and experiment. We see that learning should be about finding courage to experiment and to close the feedback loop, finding out what works.



3. A platform for personal and professional development

As educators we should always be in a learning quest: exchanging ideas, unlearning what we already know, rethinking our role as change makers, challenging and encouraging each other to be bold in creating a movement.

Why this book?

We consider this book a success if it supports you in your work as a MoveMaker and when it inspires you to see yourself and your work as a MoveMaker: a person who makes a move, who shakes things up and loosens the grip of old mindsets.

We hope that our insights can help shape a movement that we all can feel part of and support the emergence of new ways of learning and collaborating together.

We wrote this book in order to share our learning and to widen the circle of our conversation. It contains some of our thoughts and work in progress. Consider it as an ongoing brainstorming session.

We happily invite you to join us!

This book is influenced by our respective working contexts. It is also shaped by our experience as adult learners during the MoveMakers Learning Journey in 2015-2016. Therefore, these contexts and experiences inform how we write about education, learning or innovation.

Will it be relevant for your context? This, of course, is for you to decide. Just keep in mind the principle: 'use your own best judgement at all times!'

Writing a book in three days

We worked on this book in the same way that we created our own learning playground. We searched for an engaging and inspiring way to write - a task that sometimes can be 'tedious' or 'lonely'. That is how we embarked on the challenge to write this book in a three-day 'book sprint'.

During the second week of July of 2016, thirteen MoveMakers gathered at the beautiful campus of Nyenrode Business University in the Netherlands: eleven writers, a story activist and a graphic design team of two lived and worked together to co-create this book.

The process was quite experimental and at times frustrating. We wanted to say more than time allowed. Yet, we were able to express what was present in us at the time. Afterwards, some of us continued to work on editing and proofreading. Others crafted their articles into more complete stories. What you are now holding in your hands is the final result.

The style of this book reflects the diversity of our team. Some articles are personal or colloquial while others are less informal. Other articles are action-oriented and hands-on, while others are more reflective or philosophical.

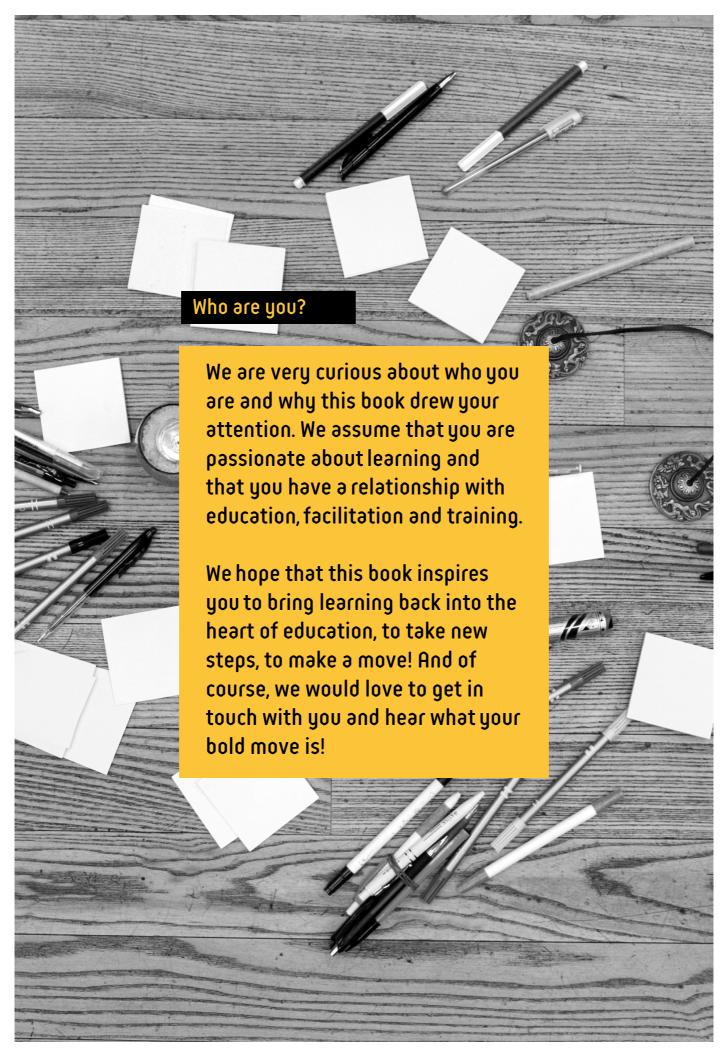
You can read this book in several ways: from the beginning until the end. Or simply follow your curiosity and read the pages that trigger you the most. The articles are illustrated by personal stories, questions and exercises to enrich your practice.

Next to publishing this book, you can find our insights on our blog at www.movemakers.eu. We invite you to join us there and continue our conversation.

During the MoveMakers Learning Journey, the perspective of 'what learning is' changed for many participants. As one participant said: "The MoveMakers Learning Journey made me look at my own educational history. I realised now how much I saw learning as having to get things done and being able to show that 'I did it'."

We dedicate this book to anyone willing to explore the field of learning in all its diversity and contexts. Whether it is teachers, trainers, facilitators coaches, professors or entrepreneurs, this book is for people who aspire to seeing their work as being more than just ticking boxes and saying 'we did it'.







In search for the holy grail - innovation in education

Is there a way to learn to be wise while bringing change and innovation into the fields that we care about?

The field of education is under attack. Educators are suffering from what is called 'just-another-changefatigue'. The search for the holy grail in innovation in education is everywhere. Learning is something many of us deeply care for. We see the cracks in the education or training field, and sense the need to 'change' it. Maybe a different future is possible. As Seth Godin says: "Oh, let's reinvent ourselves so that we can create better graduates for a different kind of world" (as cited in Brown-Martin, 2014. So, is there a way to learn to be wise while bringing change and innovation into the fields that we care about?

The time of big questions

The landscape of learning and education is shifting more than ever: many initiatives around the world tackle the issue of innovation in education (e.g. WISE). There are new schools, programmes, universities emerging all over the world, deciding to do things differently. There are a great many voices, thinkers, doers and practitioners who are tackling the challenges of making teaching, learning and education as engaging and as relevant as they can for what is an uncertain future (Brown-Martin 2014). At the core of those changes is the firm

belief that learning can be meaningful, inspiring, relevant and learnercentred. The people at the core of new initiatives dare to ask some of the most fundamental questions of our time: What is education for? What is this school, university or training programme for? Why and how are we grading our students? These questions that are explored by experts, parents, learners or the wider community, invite us to revisit the most fundamental assumptions about the purpose of education. It is more interesting to witness how the answers to these questions could be turned into meaningful programmes, schools or initiatives. During the MoveMakers learning journey at the THNK School of Creative Leadership in Amsterdam we found out that the initiative came alive, inspired by these questions: If we could create a school we would like to attend, what would it look like? What are the questions you need to ask your colleagues and learners?

Innovation as a practice

In education, as well as in innovation, there is no 'one size fits all' approach. What is innovation in one context may not translate to another. To put it briefly, innovation is the ability to shape bold ideas

into action. Innovation is a possible answer to decaying systems. According to Hassan (2014), innovation is not an efficient process. It is messy. Innovation arises from a community of people focused on trying out lots of things and learning their way to successful innovation. "It means asking deeply how badly do we want it. Everything flows from commitment to play", says Hassan. So, are we as educators committed to play in the field of the unknown? (see chapter 'Holding Space for the Unknown' on page 40).

As the road is less travelled, some approaches might be helpful in designing education. We chose approaches that entail some form of structure, and which helped us to navigate around the messy process of innovation. In this sense, we used two basic architectures for our learning design: Theory U (Scharmer, 2009), a framework used for leading profound change; and Design Thinking (IDEO, 2016) as a method to generate ideas and create new prototypes.

Innovation is a form of art that benefits from constant practice. As an educator you could develop a capacity to be curious, do something without a map, dare to take risks. It is the questioning mind asking:

What is needed now to make learning meaningful?

Innovation is not a one-time effort, but a constant search for what works. It is a practice where you set out on a journey and build the road by walking. At the same time, you stay flexible and responsive to any changes along the way. And you do it together with others. You need the insights, perspectives and the resources of a number of people in co-creating the new.

Look for inspiration

As part of an eighteen-month learning programme, MoveMakers went on exploratory journeys in The Netherlands and Denmark, visiting quite diverse initiatives, programmes and start-ups to understand innovation in education (e.g. Handshake, B Amsterdam, Team Academy, Knowmads, Freedom Lab, Kaospilot, etc.). Here are some of the things we learned:

- Making mistakes is part of learning. Therefore, we should cultivate the spirit of experimentation, the art of prototyping in all learners and educators (see chapter 'The Art of Prototyping' on page 78).
- Self-organisation and taking responsibility for one's own learning. In the Knowmads Business School, fifty per cent of the learning

is self-organised. It is important to support taking responsibility for one's own learning starting from an early age.

- Space matters. Materials, technology, space, and tools help to take a hands-on approach to learning, thus helping to make ideas instantly visible to others.
- Learning in cooperation and teams. A team learning approach could be used to help to solve some of the challenges faced nowadays.
- Learning beyond borders. The city or village around you can be a playground of learning.
- Constant reflection as a way to make sense of one's learning and learn more about oneself as a human being. At Kaospilot, one third of the programme focuses on analysing, making sense of one's experiences.
- Learning in real life and from real life. Shaping tasks that are relevant and meaningful for the learners. creating prototypes, solving real issues, developing real projects, organising an event, presenting ideas are part of assignments to engage learners. At the Team Academy in Amsterdam, learning is shaped around developing one's own business.
- The 'teacher is a facilitator. A facilitator gives just enough guidance, supports reflection, asks questions to find his/her

co-learners' unique ways in learning.

A diversity of methods, project-based learning, creating a personal portfolio, engaging facilitators with diverse backgrounds, changing the context of learning, traineeships, and job-shadowing are all elements of innovative curriculums.

While reading these few insights, one may wonder, so what makes it all innovative? Is this what learning 'should be' about? Always. We see more that in some 'innovative' programmes or initiatives learning is addressed in a holistic way. The innovators take lead in creating meaningful learning spaces, sensing the emerging future, the needs of learners and the changing face of the world. They do not wait for trends, but create those themselves. They ask constantly: What is the kind of place where I would like to learn? and then create these places.

It also seems that innovative programmes have a very clear sense of who they are, what they do and how they are doing it. They have created a strong DNA of their programmes and communicated it to a wider audience. The real creative challenge of our age starts now:

To be a designer of education and meaningful learning every single day.

Designing meaningful learning spaces is about doing something that matters to us and daring to say "this might not work" (Godin, as cited in Brown-Martin, 2014). Shaping future learning is about welcoming creativity, playfulness, experimentation and possible failure among educators as well as learners.

How to shape changes and bring innovation into the field of education wisely?

Kati Tikenberg is a former teacher from 'Back to School' (Tagasi Kooli, n.d.). She is still passionate about the field of teaching and the importance of education in bringing change in society. She has brought together a group of people to co-design a new teacher programme that is highly relevant, meaningful and practical. We spent a day together, co-creating the next programme, asking some of the core questions of curriculum design: Why is this programme needed? What change will it bring

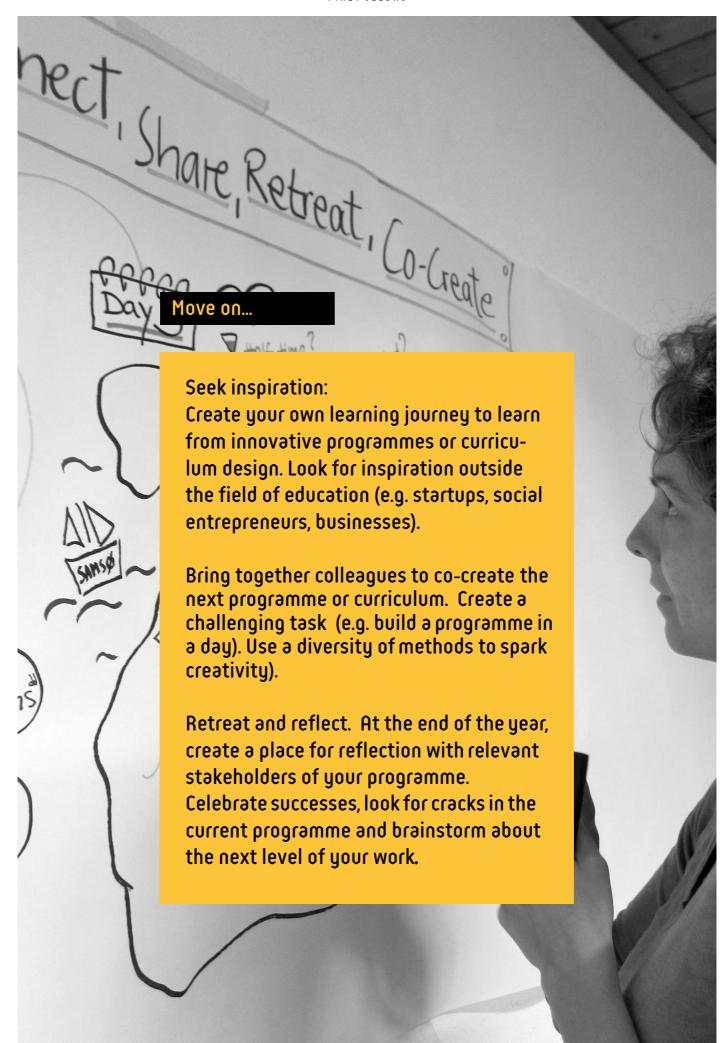
to learners? What are the skills and attitudes one can demonstrate at the end of the programme? What are the core values of the programme? What is the best approach to reach its aim?

Insights from MoveMakers
Learning Journey were used as a source of inspiration. We realised that a more long-term approach is needed for programme design.
The process showed that curriculum design can be a creative and engaging process that goes

beyond planning something in an Excel sheet.

As a follow up activity, interviews with teachers were carried out to hear more about their needs and dreams. These insights will be incorporated into the programme design.

- Piret Jeedas



The mindset of a learning designer

The mindset of a learning designer

You can influence the field by your intention and way of being

After meeting a variety of educators, entrepreneurs, change makers from different fields of work, I have started to ponder: WHO is this person who walks away from the conventional, starts a journey into the 'land of unknowing' and creates something new? I have been triggered by the question: What is it that I need to learn or unlearn in order to do my work for the world?

I have witnessed that learning is a process that you cannot force upon anybody. Therefore, as you create the space for learning, you need to do it in a very gentle and humble way. David Bohm, the quantum physicist, has left us with the following thought: you can influence the field by your intention and way of being (as cited in Jaworski, 2012). At some point during the Move-Makers journey, I became curious: What is this WAY of being that describes a person designing learning experiences? I got curious towards myself: Can I develop them myself to do my work as an educator?

A learning designer is a person who consciously creates meaningful learning experiences with the learner at the core. A learning designer is always searching for what works to maximise the learning of an individual or a group.

As I listened to the stories of change makers, some of the essential attributes making a great learning designer stood out. These attributes may be considered as a mindset describing a learning designer in action. Mindset as a philosophy of life is something that everybody can cultivate. As educators, we are keen on new tools or methods, but cultivating a mindset or your inner quality of being becomes even more important.

Dare to ask questions

Professor Keri Facer from the University of Bristol and author of Learning Futures (Facer, 2011) is emphasising the importance of asking BIG questions right now: What is education for? What does it mean to live well in the world? How do we create a world where the point of life is life? (Brown-Martin, 2014). The paradox of the current time is that we do not really create space to ask these fundamental questions. But asking them is crucial -now more than ever- if we want to stay on the edge of constantly learning and designing education that matters. We also have a tendency to look for the right answer, something we may never find. But we can explore perspectives and be in inquiry.

Being in inquiry means that you stay with the question and let the answer unfold, piece by piece. We need time and space for meaningful and well hosted conversations that can lead to new insights, perspectives or solutions.

What are your BIG questions of today? Who are the people you would invite into exploring your big questions? How do you create time and space to inquire into the questions that matter?

Follow your curiosity

Maybe this is the ONE and almost ONLY essential element of always being in a quest for learning: Being curious about oneself, the others and the world around us. We are living in a luxurious time, with so many online and offline resources to learn from locally and globally. The pool of resources is abundant. But the more opportunities we have, the easier it is to get lost in files, articles, books, platforms, etc.

Following your curiosity is about looking at the world as an open field and the people you meet as a source for inspiration. It is about looking at how your own questions guide you closer to possible answers. During the MoveMakers Learning Journey we used Stakeholder Interview as a tool to follow our curiosity and interview people related to (adult) education, the future of learning and innovation (see a Stakeholder Interview guide on page 25).

Following your curiosity is finding a source of inspiration that goes beyond your current field of work. Curiosity is exploring deeper what you already know while asking what is behind or beyond? It is about looking into the eyes of the learner with the will to know his or her story. You need to stay most curious about yourself, about your supporting role, your limits as an educator, your abilities, your craft, etc.

What are you curious about today? How and where do you follow your curiosity? What do you want to discover more of?

Dare to experiment

While designing learning spaces and experiences we are always in the 'land of unknowing'. We never really know whether the chosen road will take us to the desired destination or if the methods or approaches used will actually support learning. As a learning designer, you can see your work as an endless opportunity to experiment on the playground of learning. But it takes courage to try out new things, invite people to the unknown, or even admit that you do not know the answer. We are so used to knowing the right way. Experimenting is even more challenging when you dare to do things that you are not really keen on yourself. Recently, a teacher admitted that 'I do not like group work myself, but I need to do it to support my students' learning'.

While experimenting, you might also fail. When we developed the course Learning Design Lab (MoveMakers Lab, 2016) in Estonia, we stated in the invitation that failing could be part of the prototype. Still, people came. Failure is usually not part of our story as educators. But we made it part of our practice.

What is my relationship to failure? When was the last time I failed deeply and what did I learn from that? How can I encourage a sense of experimentation in myself?

Be mindfully critical

The narrative of the need to change education is tremendous. The articles on 'How to...', 'Ten ways to...', 'We need innovations...' are endless. Although the truth is out there, it is difficult to find the 'right way' when designing meaningful learning experiences; or to predict what education will be like in the future. In your quest for answers (as you learn, think and act) it is important to stay mindful and critical. According to Stephen Brookfield, critical thinking in learning means inquiring into your (and others') assumptions (as cited in Merriam & Bierema, 2014). You explore your assumptions from different perspectives with an open mind. Part of it is your readiness to change your perspectives along the way. How much do we trust the learners and their perspectives when designing learning?

What assumptions do I have about learning? How do I cultivate an open mind? How willing am I to let go?

Take compassionate care of yourself

Sometimes we forget ourselves. Today, even more often. We forget our own needs and desires. It is easy to put the learners' first. Being' passionate about your work for others may let you drift away from the most important person in the picture: yourself. On our learning journeys we met several pioneers in education, as well as innovators and entrepreneurs. While listening to inspiring stories of making things happen, we also heard about their tiredness, anxiety and overwork.

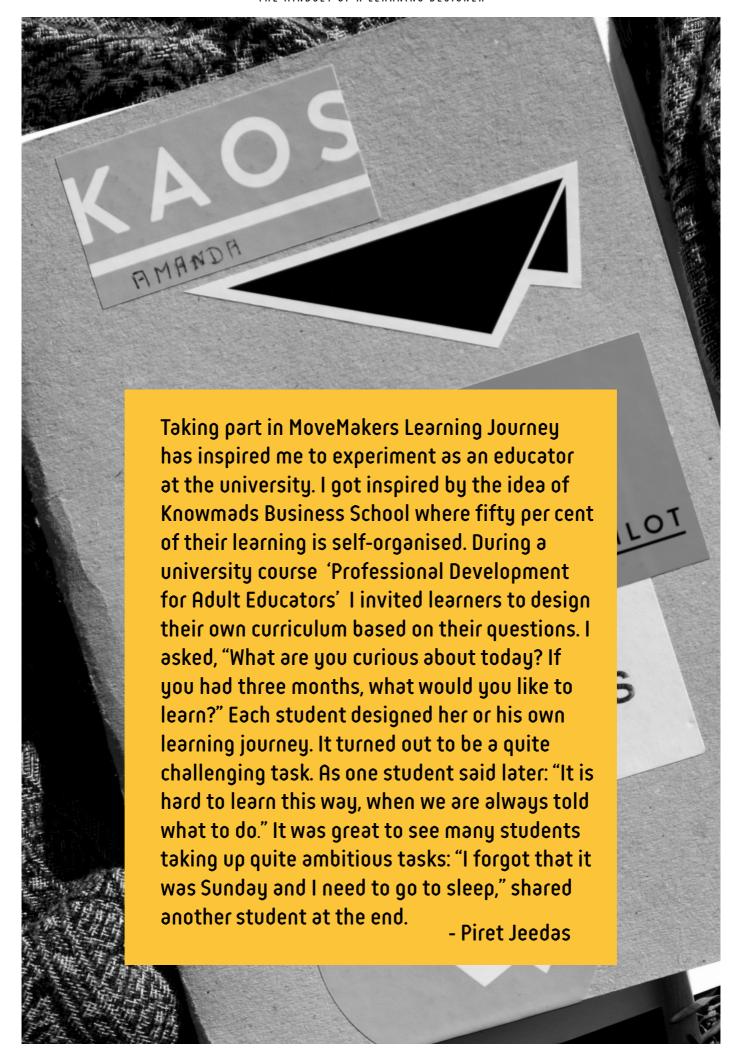
We need to learn to be honest with ourselves and others, to express our needs and worries and to ask for help. We need to take compassionate care of ourselves, in the same way we express compassion towards a friend in need. We need to take care of our energy and find practices that sustain us, whether it is spending

time in nature, practicing yoga, mindfulness, movement, artwork, etc. Sometimes it also means walking away from the system that is too rigid for us to do our work.

What are my sources of energy? How can I best take care of myself now? What practices help to sustain me?

Probably there are other important essentials as well. Feel free to inquire into these essentials individually or with your colleagues.

Although I stated before that curiosity may be the one or only essential, I have changed my perspective already. The most important essential is to dare to always be in a quest for learning. As educators we might fall into the trap of 'knowing, having seen/done that' mindset. But it is an art to take a familiar road with an open mind. Therefore, stay curious, ask questions, be critical, dare to experiment and express yourself. Sounds simple enough, but if we meet at your field of work,` how do I see you practising them? Really?



Move in to action

Invite a colleague for a walk with you to explore the essentials of a learning designer and to inquire into the questions presented in this article. The Stakeholder Interview guide and the end of this article might also be helpful. An option could be that you write each question on a piece of paper, put them into an envelope and pull them out, one by one, while walking. If you could design a curriculum for yourself to develop or upgrade the essentials of the learning designer within the next year, what would it look like?

Guide For Stakeholder Interviews

A Stakeholder Interview (Presencing Institute, n.d.) is a conversation an individual conducts with a person one would like to learn something from. The interview is based on Scharmer's U-Process (2009) and it allows you to step into the shoes of your interviewee and see the world from his/her perspective. This is one way in which you can learn about yourself and about what is truly important to you.

Principles Guiding Stakeholder Interview

Create transparency and trust about the purpose and the process of the interview. Establish a personal connection early on.

Suspend your voice of judgment (VOJ) to see the situation through the eyes of your interviewee. What matters at this point is not whether you agree with what he or she is telling you or not. What matters now is that you learn to see the situation through the eyes of your stakeholder. Do not argue with the interviewee. You are learning from him/her. Do not teach your interviewee.

Ask the question and you listen attentively to his/her thoughts and reflections.

Access your appreciative listening (access your open heart): connect to your interviewee with your mind and heart wide open. Thoroughly appreciate and enjoy the story that you hear unfolding. Try to put yourself in your interviewee's shoes.

Access your 'listening from the future' field (access your open will): try to focus on the best future possibility that you feel is wanting to emerge. What might that best possible future look like for your interviewee?

Leverage the power of presence and silence: one of the most effective interventions as an interviewer is to be fully present. Do not to interrupt your interviewee even when he or she has a brief moment of silence. Moments of silence can serve as important trigger points for deep reflection. More often than not, these opportunities go unused because the interviewer feels compelled to jump in and ask the next question.

Leverage the power of presence and silence



Take some time to prepare the field

- Stakeholder interviews work best face-to-face. If in-person interviews are not possible, conduct them by phone/Skype.
- Below are some proposed questions you may use, but feel free to revise them to suit your specific context.
- Decide whether to send the questions to the interviewee in advance.



Before you meet the interviewee allow for some quiet preparation or silence

 Take ten to fifteen minutes prior to an interview to relax and anticipate the conversation with an open mind and heart.



Go with the flow of the interview

• Feel free to deviate from your questionnaire if important questions occur to you.



At the end of the interview, find a quiet place to sit and write down any reflections or insights you may have from the interview.

For example:

- What was surprising or unexpected?
- What touched me? What connected with me personally?
- What did you notice about yourself?
- What ideas does this experience spark for a possible prototyping initiative that you may want to initiate?

Sample questions 1

Notice the challenges, mindset of innovators, look for what works and sense the future of learning.

- How would you introduce yourself today?
- What is your story? What has brought you here?
- What connects you to the work in or involvement with adult education (learning/training) and innovation?
- What inspires you to do the work you are doing?
- What key challenges are you facing within the field of learning/education/innovation?
- What are your personal struggles?
- What do you think works really well in the current system of education/learning?
- What is really stopping us from creating a better system?
- Who should be the change makers? What do they need?
- What are your most important sources of success and change?
- If you knew it would work, what would you change in the current system?
- What should be the purpose of learning? Of education?
- How could we create meaningful learning experiences for adults?
- What innovations are needed for that?
- What skills, knowledge, attitudes should we develop as adults in order to cope with a changing world?
- What is the 'inspiring school' you would like to attend as an adult learner?
- You are a mentor of a seven-year old child entering full-time education today in 2016: What are the skills, attitudes and knowledge that he/she should be equipped with to navigate the future?



From a source of knowledge to a source of inspiration

Why, in growing complexity, we need learning communities

Schools as living systems

Systems around us are changing rapidly. For a long time, it seemed that schools and universities were safe places of stability, where we could pretend that the world is 'out there'. Reality has caught up with us: Dropout rates of around fifty per cent in the first study year are not unusual, the societal value of a degree is decreasing, the labor market is changing constantly and becoming more flexible, new jobs are created, others vanish, more students start their own businesses and teachers in the Netherlands experience burnout more often than people in other sectors (CBS, 2015). We see an ongoing internationalisation of society and businesses, growing youth unemployment and worldwide migration of vulnerable individuals, (Janta, Ratzmann, Ghez, Khodyakov & & Yaqub, 2015).

Schools are living systems that are part of larger systems. As a system shifts, so do schools too. Schools should be in constant communication and collaboration with society and in an ongoing process of reinventing themselves. Schools can activate their learning capacity in order to survive and thrive in a changing environment. Why should we accept these high dropout rates, or the escalating rates of burnout

amongst teachers? Trends in society and the market are not a threat, but an opportunity to become leaders in our field.

What would happen if universities were not only adapting to trends, but actually created them and thus influenced the system from within?

We, teachers and students, are forming these systems and we can change them. The more complex a system becomes, the more we need to connect as humans and learn from and with each other. The quality of our relationships determines the success of our evolving systems.

Take the example of a flock of birds that moves and creates new patterns together, at times seemingly moving as one body, without an individual director organising the show. An important part of how birds do this is by monitoring their spatial relationship to the other birds.

Therefore, how can we improve the relationships in our schools and

universities, so that they can become learning institutions and become more relevant to the challenges we are individually and collectively facing?

The teacher is a learner first

A teacher acknowledging that he/ she too has a learning quest makes all the difference. I have heard many teachers say (more or less explicitly): "This is how I do things. Let me just keep on working in that way. Why should I change?" Most teachers are still educated in 'frontal teaching', or teacher-centred instruction (Frontal Instruction, n.d.). This implies that the teacher is the main source of knowledge. Some of these teachers consider their classrooms as small kingdoms. Again, times are changing: today more knowledge is gained through the internet or social contexts, but also by trial and error (e.g. students setting up a business or organising an event). Due to technical innovations and diverse media, knowledge can spread exponentially. Taking these trends into consideration, I'm pleading for a different approach. I challenge teachers to step into their learning mode: Find each other -both teachers and students. Ask for support. Reinvent and co-create your work.

The teacher is a learner too, but what happens when the teacher is a learner first? And what happens when your passion for learning becomes contagious to your students? That shifts you from being a source of knowledge into a source of inspiration.

Why am I here?

Once a teacher also becomes aware of being a learner first, the justification for being in this work can shift from external ("I am here so that others learn...") to internal ("How can we learn together?") and reveals a possible blind spot: Why am I here and where does my passion for education originate? The question "Why am I here?" is one we are hardly asking our students (I recommend you try it, and observe what that question provokes!). And we are not asking this question to ourselves. Why are you here? Why are you a teacher? What is your learning drive?

Deep learning starts with asking ourselves these questions. It will trigger patterns, beliefs and stories which are related to our deeper calling where work is more than just an assignment, a job, but becomes something we feel called to do. In many conversations I have had with teachers, stories about

why they teach often go back to very time and space to have a personal events, to a deep passion for learning, for sharing stories, about growing up. These stories are appreciative and free from daily frustrations. Tapping into these personal stories often creates a spark in the eyes, a new door opens... transformation starts. Otto Scharmer (2009) calls the process towards knowing what your calling is 'presencing'. This word is a blend of the words 'presence' and 'sensing'. It refers to the ability to sense your needs and bring into the present the highest future potential either as an individual or as a group.

In our three-day TOP training (in Dutch: Toekomstgericht Onderwijs Praktijk in English: Future Oriented` Education Practices), in which thirty teachers from the University of Applied Sciences of Leiden participated, we asked them these questions both individually and collectively. This helped initiate their learning processes, which resulted in forming learning communities. Teachers now find each other in different ways and start collaborating in (re)designing their curriculum and changing their teaching practice A participant gave back to us: "I was a bit cynical at first, but now I remember why I chose to become a teacher!" This teacher dared to ask the 'tough' questions and created

conversation with his colleagues. He reopened doors and reclaimed his sense of fun in learning and teaching.

From a learning question to a learning community

A question that intrigues me is how to move from being a community of (individual) learners to a community that learns. The first case is typical for the old school classroom and teacher-centred education. The second is the result of studentcentred or participatory learning. My sense is that once a system has started shifting in this way and becomes a community that learns, it becomes able to adapt to new and challenging situations in an entirely different way.

In a learning community, teachers start gathering around similar learning questions and start cocreating from there. These guestions can be abstract, such as "how can I teach from my inner source?" or more concrete, such as "how can we create a minor about new economic models?", or "how can I improve my daily lessons?"

When you share your learning questions with your colleagues and students and actually ask for help and input (how difficult is that for

a teacher!), it creates a culture in which learning communities are the norm. Besides that, you create a fun and excited team of teachers and students. It will positively affect the culture amongst` teachers and improve the quality of their work.

Co-creating a new educational reality

When teachers are also learners, and start to create learning communities, the ground is prepared for co-creation. I challenge each learning community to do a prototype every now and then. This way you test your learnings in practice and learn by doing.

Make it tangible, improve. Celebrate your successes and failures.

Prototypes vary from designing a new format for your lessons to running a pilot for a new summer school. Very important here is that you dare to make mistakes and that the management allows you to make mistakes. Only then you can think of and try out your wildest educational fantasies! And only then, a real shift in educational paradigms can happen: from educational organisations to organisations that learn!

What happens when your passion for learning becomes contagious for your students?

Why am I here?

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What happens when the teacher is a learner first?

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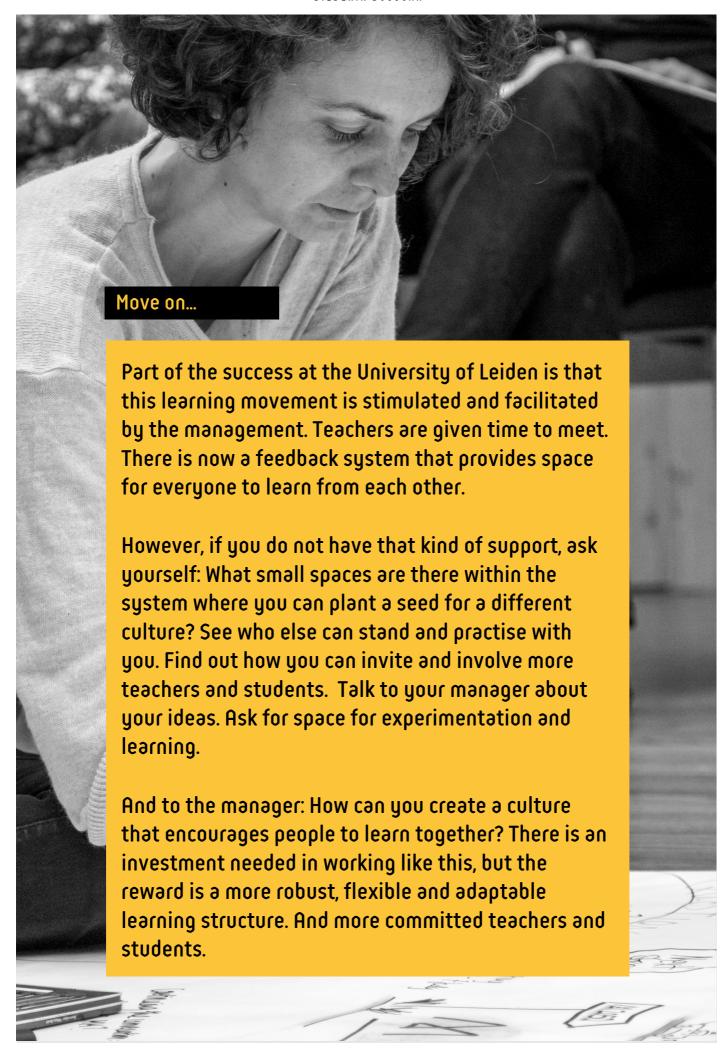
What happens when universities create trends instead of adapting to them?

This article is inspired by my work at the University of Applied Sciences Leiden, The Netherlands, where together with Marien Baerveldt, I have been facilitating a process in which teachers are redesigning their curricula. Over thirty teachers are involved in this trajec-tory which has been going on for more than two years. It has led to a deeper understanding among teachers and a different level of conversations than they were used to. Colleagues are sharing more personal stories and creating a safer environment for collaboration.

This article is inspired by my work at the University of Applied with each other, apply new sciences Leiden, The Netherlands, where together with Marien lessons and observe each other in Baerveldt. I have been facilitating a the classroom.

It is my conviction that the key element in that success is that teachers start asking themselves new questions and are redefining their passion for learning and teaching. By doing so, they create learning communities and together, they are improving their teaching practices.

Diederik Bosscha





The necessity of diversity in a multicultural society

Learning how to appreciate the beauty of diversity in our classrooms

A teacher asked me once to write down what I do not dare to say aloud. A highly recommended exercise by the way, although a challenging one.

Here is one of the things I struggle to speak about, so I'm trying to put it in writing.

Diversity is a broad term and can be interpreted in many ways. For me it sparks connotations of race, colonialism, slavery, discrimination. The unresolved question of knowing how to change patterns that seem to have settled underneath my skin, being a white woman in a privileged Western society. Its worldviews have penetrated my language unconsciously. What if instead of 'blackmailing', we called it 'whitemailing'? What if 'black' does not equal 'threat, bad, danger'? What if 'white' does not equal 'serenity, peace, safety'?

How can I counteract my own white privilege? How can I support letting diversity show itself?

I am trying to become more conscious of the ways in which I inhabit my place in society. The ways in which it might prevent others from inhabiting their place. And as I write these very words, I can hear a

friend, a neighbour, my father, or a colleague say: "Don't be so serious, the situation is not that bad." But it seems to me that it is, and has been for a while. I am definitely not the only one who thinks so. As I am writing this, the killing of Afro-American Alton Sterling by police officers (on July 5th, 2016) and the video footage of witnesses have yet again sparked the debate of police violence against people of colour in the US. And even though I live 6000 miles from Louisiana, I feel this issue touches me deeply. I recognise its roots and effects in my own society.

The 'Black Lives Matter' movement is a powerful counterforce to the white supremacy on which our wealth has been built. Or, more precisely, what we consider as ours, and what we consider as wealth. It is a movement in a history of fighting for equal rights and justice. The tricky thing is, that when you are white, you do not really notice. Just notice the ways in which institutions are functioning to serve your needs first, over others. Notice the ways in which the police treat people with another skin color differently. Notice how shop owners might pay extra attention when you come in, specially when you are in a group of young males. Notice how predominantly white people are being represented in movies,

in series, in books, in theater plays, in advertisements. Notice how few nonwhite men and women make it to the top of politics, to the top of large corporations or boards of directors. If we believed our own constitutions, this should not be the case.

Growing up in The Netherlands

I was born and raised in Amstelveen, on the outskirts of Amsterdam in the Netherlands, Western Europe. While I was growing up, my neighbourhood was predominantly white, and I deeply appreciate that at least a tiny bit of our Earth's human diversity is now radiating some of its richness in my old neighborhood. Growing up in the 1990's and 2000's, integration of immigrants, specially from Morocco and Turkey, was an 'issue'. The country was in a heated debate around the question whether a multicultural society could ever work, specially after the murder of right wing, homosexual politician Pim Fortuyn on May 6th, 2002. There was an almost tangible relief when it became clear that the perpetrator of Fortuyn was not an immigrant, but native Dutch. Tensions rose again with the murder of Theo

van Gogh, a filmmaker who was critical of Islam, on November 2nd, 2004 by a young Muslim man.

Our then prime minister spoke of cultivating norms and values. We seemed to struggle with appreciating different traditions or religious ideas. The question "Is it possible to form a society with people so 'foreign'?" seemed a valid one. It seems that we have not yet found an answer. With sixty-five million refugees worldwide and more people fleeing their homes in the coming years, we need to find ways in which to welcome diversity in our society. We need to know how to hold opposing ideas and ideals. We need to know how to go through conflict without losing relationship.

Talking about diversity

But the conversation around diversity is a tricky one to have. It requires one to recognise one's own position and appreciate other perspectives. Which conversations should we be having in our classrooms about diversity? What are we not talking about?

Seen from a global perspective, everybody is different, and yet we` are all the same. We come from different places, speak different languages, are raised with varying belief systems and diverse sets of traditions. We have different sexes, which in itself holds different connotations depending on time and place. Our interests may vary: from nature to culture, from technology to history, from sports to human rights issues. Some of these interests might overlap at times. But other 'worlds' never meet.

A painful realisation: some worlds never meet. People might live a walking distance away from each other, but their paths have never crossed. Their socioeconomic classes make them hang out in different bars, shop in different places, engage in different types of work. Their kids might not even go to the same school. People never meeting each other is not necessarily a bad thing. After all, with seven billion people on one planet, it is hard to meet them all. But it is also not a good thing for society when people organise themselves with harsh divisions between 'us' and 'them'.

What if schools have the potential to transform patterns in society that are built on the notion of separation and 'othering', patterns we desperately need to shift?

Schools and our education system should celebrate the richness that exists in diversity: in different cultures, points of view, traditions, languages. Education can welcome the diversity of its students by offering various learning styles: some learn well through physical activity, for example, by creating something with their hands. Others learn best through listening and telling stories or reading books. Some need to work by themselves, others in groups. We need to recognise the uniqueness of each student. Only then can her or his full potential blossom. Potential that we need.

Learning as living systems

As human beings we are a living system. A living system is an open self-organising living thing that interacts with its environment. Our human society, as part of the socioecological system on planet Earth, is also a living system. It means that we have the ability to adapt to changing circumstances. That there is a natural wisdom that allows different parts of the system to build on each other in support of the whole. Every living system thrives on diversity. Imagine a table full of different kinds of food: vegetables, herbs, varieties of rice, pasta and bread, fruit, nuts, cheese. Imagine

the variety of dishes you can prepare with these different ingredients, feeding different preferences. Then imagine a table with just one of these foods: definitely not as nurturing and much less tasteful.

Just like the table, life at school can quickly get a little boring when discussions in the classroom are only with people who think exactly like you. There's not as much opportunity to learn, to see a situation from a different point of view, or be challenged in your thinking. Plus, to train ourselves in responding to complex challenges we actually need a diverse set of perspectives and skills. After all, a group is able to solve complex problems better than an individual expert. To address a complex problem like climate change or global inequality, we need to understand as much of the system as we can, in order to make a wise intervention. Understanding the system can be achieved by taking different perspectives into account. One single person, even when he or she is an expert in their field, does not have the capacity to embody all these different perspectives. When we sit in a circle, none of us can capture the full story. Only together can we capture the complexity of the picture.

Most of all, we need to learn to value the various interests and voices in the conversation, be able to work with things/people/issues that might make us feel uncomfortable. Only then will we actually build the capacity we need to create a healthy, thriving society.

So how did diversity show up in our project & process?

The initial group of MoveMakers consists of people working in government, in universities, in business. We have people in their twenties and people who are about to retire. The intergenerational, cross-cultural learning has been very rich. Having two women among us who were either retired or in the process of retiring broadened our group conversation to include 'life after work'. To connect to what is most important. It even invited conversations about life and death. Such vital conversations to have!

We have been intentional about inviting as much diversity as we could. And yet there is so much more diversity possible, also in our group. We have very little representation of the ethnicities of our fellow citizens, we have had no

differently abled people. We might have been able to more actively reach out beyond our own communities. One lesson I personally take from this is to keep exploring new places, to keep meeting people that are not in my circles. If I want to invite more diversity in my life, I can actively shape it. For me this means going to places where I am new, and where often I am a minority, in whichever way (gender, skin colour, education, native language, interest, occupation). It is not always easy to do, yet deeply enriching.

I hope this little piece of writing has inspired you to contemplate about this topic that often goes unmentioned.

What does diversity mean to you? How do you embody, express, or invite diversity in your classroom?

Or even in your own life?

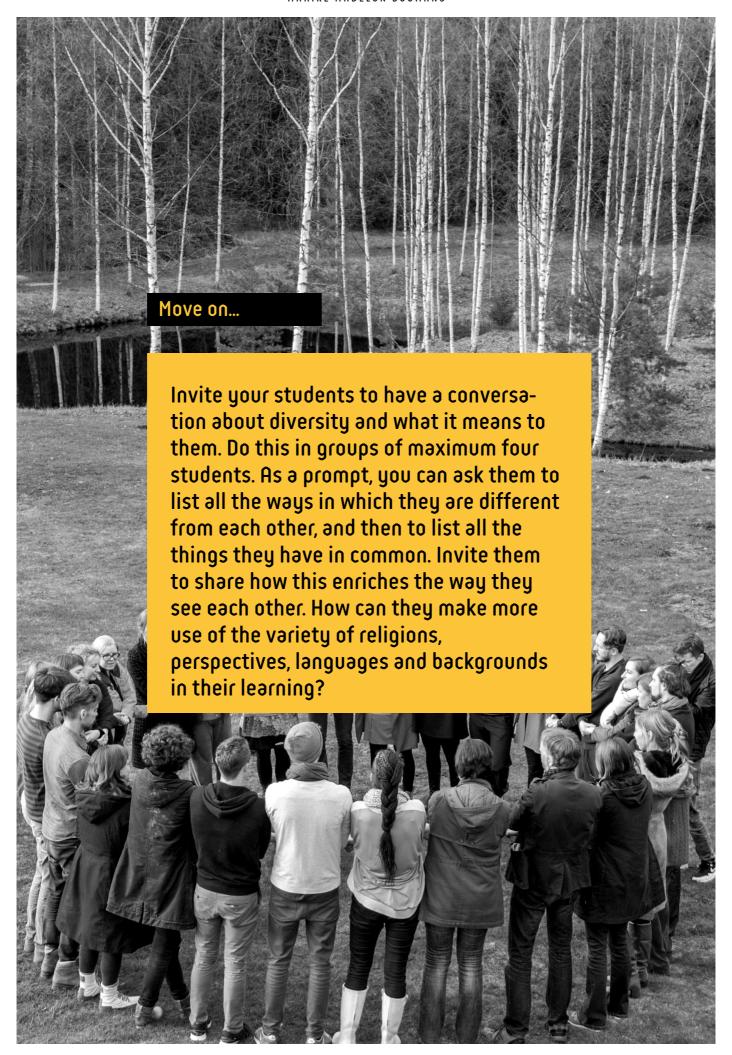
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What if schools have the potential to transform patterns in society that are built on the notion of separation and 'othering', patterns we desperately need to shift?

When I was little, I made friends with boys and girls who would later go into completely different lifestyles: they did not follow the route I took of travelling the world, studying at university and starting my own company. Instead, they married their first love, moved into` a house in the same city as they were born in, got a job at a local company or became a housewife. Had I not made friends with them

long before we had chosen our paths, we would have probably never met, and if we had, there might have not been the opportunity to form lifelong friendships. Schools are a unique place for people to meet who otherwise would never cross paths to form relationships and build friendships that are the fabric of society.

- Maaike Madelon Boumans





Holding space for the unknown

Life is an ongoing learning journey full of unexpected miracles

Introduction

Do you recognise those moments in life when you just do not have a clue? When everybody around you seems to know exactly what they are doing and when they ask you 'what are you up to?', you just do not know what to answer. You find yourself caught up in vague descriptions, mumbling, bumbling, with a deep wish for some distraction. Sounds familiar?

Congratulations, you are not the only one!

I know that I am struggling with this every now and then. As far as I know, all my friends and most of the people I know are struggling as well. Basically, the question for me here is how to deal with the uncertainty of life, as a human being, as a facilitator and educator?

In daily life, specially in Western Europe, a sense of knowing, the capacity to envision clear steps and to communicate directly about them, is highly regarded. It provides a comfortable and safe sense 'that everything is in its right order'. And do not get me wrong, there is a lot of beauty and quality in clear steps and statements. If you are driving a car, you should

know what you are doing, otherwise things can get messy.

In this sense, there are certainly plenty of areas where knowing the answers and clear steps are possible, needed and appreciated. But this is only half of the story. There are also plenty of areas in life where it is simply impossible to formulate clear answers, results, etc. And usually these kinds of areas involve many different opinions, stakeholders, interests, options and possible next steps. In general, I feel that in complex situations and in both individual and collaborative learning journeys, this is the case.

Reflection questions

To make it more concrete and personal, I invite you to reflect on your own journey as a facilitator in education and learning processes:

- When you look back at your past, do you recall a moment when you did not know what to do or what your next step was supposed to be?
- And if so, what happened in the end? Was the problem/question/issue resolved?
- If so, how did that happen? What were the key elements that brought you to your answer or next step?
- If not, what happened? Was it no longer relevant? Or...?

What qualities can you uncover and discover, looking back at your own process?

After this short personal reflection journey, I invite you to bring your ideas and insights into the context of complex issues and learning spaces.

How do people deal with the unknown?

If we say that there are no clear answers or solutions possible or readily available, how do you move on? How do you define and discover what to do next? Where does the answer or next step come from? From the rational mind?

If you think persistently enough, will you find the answer in the end? When you start doing something, if you put enough effort in it, will you eventually get there? What is your tendency and 'default mode' when you do not know what to do?

Within Art of Hosting's participatory leadership methods, there is a helpful framework called the 'Diamond of Participatory Decision Making' (sometimes referred to as the 'Breath Pattern'). It visualises the different phases within complex questions or situations (Kaner, Doyle, Lind, Toldi, Fisk, & Berger, 2007).

Basically, there are three phases: Divergence, emergence and convergence. The emergent phase is also called the 'groan zone' because it can feel uncomfortable. (or 'grown zone' if you realise how much innovation can arise here). In general, every person has a natural tendency and preference for one of these three different phases or states of being.

Emergence

Divergence

If you are a 'typically divergent person' you enjoy brainstorming and visualising. You could happily and easily spend long hours playing with words, ideas, answers and solutions. This means that in situations where you do not see answers or solutions straight away, you will probably try to discover them by looking for as many options as possible. You explore for a while, and perhaps for a little while longer. You are not necessarily interested in choosing or applying the possibilities to your situation. People usually find you very creative, but they also might complain that you are someone who cannot easily finalise tasks. The quality of divergence is openness and curious exploration of situations. The downside is that it is difficult to reach your targets and show results because you always find something new to play with.

Convergence

If you feel an allergic inner response to the above description, then you might be a 'typically convergent' person. Generally, you like to act when you face difficult questions and uncertain situations. You appreciate clear ideas, steps and actions to get concrete and tangible results.

The quality of this tendency is that you never lose sight of aimed results. You get your feet pointing in the same direction. You tackle a situation and make sure that you actually get somewhere and deliver results. The downside is that you might get the same answers and solutions repeatedly, because you missed new insights and ideas.

Emergence

If you love endless chaos, to play with uncertainty and explore all sorts of 'out of the box' or 'outer space' ideas, you might be the 'emergent type'. This means that you have the capacity to hold onto your nerve when everything is uncertain. You probably do not even feel these nerves because you enjoy making free associations and limitless visualisation 'games'. Your 'system' generates a great variety of combinations and endless possibilities.

People from divergent and convergent tendencies might experience difficulties in following your ideas because they are beyond their mindsets, belief systems and experiences.

The quality of this tendency is that

innovative ideas and new solutions can easily emerge. One could say that this is the 'inventor's phase'. A downside could be that you get lost in limitless imagined adventures and never actually choose a clear direction for answering the question or solving the issue.

What is your tendency?

- If you take these three tendencies into consideration, in what phase do you feel most comfortable?
- What is your natural default mode?
- What is your 'anti-mode'? Where is your allergy? What phase do you really find difficult or irritating?
- What is this framework telling you?
- What type of insights can you extract from these three phases?

If you explore these questions and place them in your own personal and professional context, you might see some examples where the different phases are clearly visible. You might also realise that some of your uncomfortable moments are (partly) related to a mismatch between your own preferences and the preferences and needs of others. Now the question is how do you use this framework professionally?

Using the framework

As a facilitator, you probably work with a great diversity of people. Therefore, it is really helpful to have a simple framework in your 'tool box'. Working with people in personal and collaborative learning journeys (or in complex jobs) requires facilitators who know how to deal with different personalities and needs in different situations.

Using the framework 'Diamond of Participatory Decision Making' can help you in at least two ways:

1. It provides a framework to design the flow of the learning journey you want to develop: from divergence via emergence to con- vergence. You can choose different exercises and tools matching the phases of the learning programme that you are designing. You can explore while you practise and play with the qualities, functions and depth of every phase (see chapter on 'Designing learning journeys' on page 62).

2. It helps you to see and recognise your own preferences and those of the people whom you work with. From there you can explicitly invite them to connect with the overall

'flow of the programme', to open up to the phases and to people that are not so easy for them to 'grasp'. People are more capable of holding such discomfort as long as they know that it has a function AND that they will have 'their moment'.

The more you get to know yourself as a facilitator, including your strengths and your weak points, the more you can provide and hold space for others to learn and grow. If you are capable of exploring and playing with different phases, you become increasingly capable of inviting others to do the same. And to me, that is a very important foundation for being an impactful facilitator.

Do you want to know more on how to design the flow of a learning journey? Read the chapter in this book: 'Designing learning journeys'

Surfing with the unknown

There is a clear connection between your personal capacity to explore your own 'not knowing' and your ability to bring this quality into your professional life. This, at the same time is connected to how capable we are of providing a safe space for others, so that they can do the same.

Of course this is an ongoing learning journey, with wonderful moments where you feel that everything is in its right place and you can surf the flow of the unknown. But sometimes you can find yourself in total confusion, and you have to start all over again!

And that is what learning is about, isn't it? It is messy, uncomfortable, slightly unnerving and very often, there is a thin line between victory and tears. Yet, learning is wonderful, fun, weird, a bit crazy and sometimes, just plain magical. Specially when very suddenly everything starts to make sense!

When you can learn this way together with others, an entirely new learning dimension opens up.

Playing with my role as a facilita-tor or seeing the impact of my interventions is extremely helpful. It provides me with a greater sense of what is going on, and therefore it helps me respond in a constructive way. Sometimes stepping back is what is needed while other times it is stepping in. Both dynamics are important for the students and the facilitator. I believe that it is in this dynamic where learning is possible because it provides space to breathe!

A very helpful framework is the reaction-proaction framework of Stephen Covey (2004). Basically, the proactive framework says: When you are confronted by a 'stimulus', then there is 'the freedom to choose moment' and then there is your 'response'.

Stimulus > Freedom to choose > Response

According to Covey, in this 'freedom to choose zone', you have access to your self-awareness, imagination, consciousness and independent will.

Often, in daily life, people (including myself) do not enter this 'freedom to choose zone'. They just respond immediately to the stimulus. Covey

calls these types of reflexes 'reactive responses'. You react without thinking, you just respond from your 'default mode'. Usually, these types of reactions are not very constructive. They can make you feel unsatisfied, or leave you with an inner dialogue about 'what you should have done or said'. Or, you find yourself in a situation where your relationship with 'the other' is under pressure. All of this is because you are not able to respond to each other in a way that both of you feel seen, heard or taken seriously.

As this chapter is not about 'becoming more proactive and less reactive' I will not delve into this framework. If you want to know more, you can look into Covey's first habit 'Be Proactive'. To connect the framework with 'surfing with the unknown', I feel that the more you are able to respond from your own 'freedom to choose zone', the more you are capable of sensing what's needed from you in a certain situation: stepping back or stepping in.

As a last thought on this topic: Have you noticed that the words REACTION and CREATION are made from the same letters? Think of it!

REACTION or CREATION? your choice makes a great difference in how you interact with the world around you.

Although life can be quite difficult and dealing with the unknown can be a struggle every now and then, perhaps finding the right response requires just a little 'switch' in your thought pattern. Instead of beating yourself up when you adopted a reactive response, you could also try to smile kindly at yourself and simply try to react differently next time.² In the end, life is a continuous journey full of new opportunities to choose differently.

and letting go' in every aspect of my life. Therefore, I am hoping (in a kind and nourishing way) that you find your own journey, your own lessons, your own growth and emerging wisdom.

All in all, I wish you a wonderful journey on your playful quest in the bumpy ride called life!

Play, mess around and sometimes, when you know the answer, try to keep quiet. Be curious, bold and very importantly, enjoy the process!

To end with a comma instead of a full stop

I could probably fill dozens of pages on this topic and other related theories, frameworks, questions and exercises. I could also tell you plenty of stories about my lessons and those of people I know. But I somehow think that you now have an image, some insights and hopefully, some new ideas.

I usually try to integrate the lessons that I have learned on 'holding on

Do you recall a moment when you did not know what to do or what your next step was supposed to be?

And if so, what happened in the end? Did the problem/ question/ issue get resolved?

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One of my most painful, rewarding, and still ongoing lessons as an educator could be summarised as a dance between 'holding on and letting go'. As a facilitator, there is nothing more important to me than providing a safe space for my students. A space where they can explore new things, take ownership of their programme, play and try, learn from messy mistakes and embrace glorious victories. To really allow and to enable them to do so, I had to learn to step aside instead of taking control. As a 'former' control freak, it has not been easy and I still struggle every now and then. I have

If so, how did that happen? What were the key elements that brought you to your answer or next step? And if not, what happened?

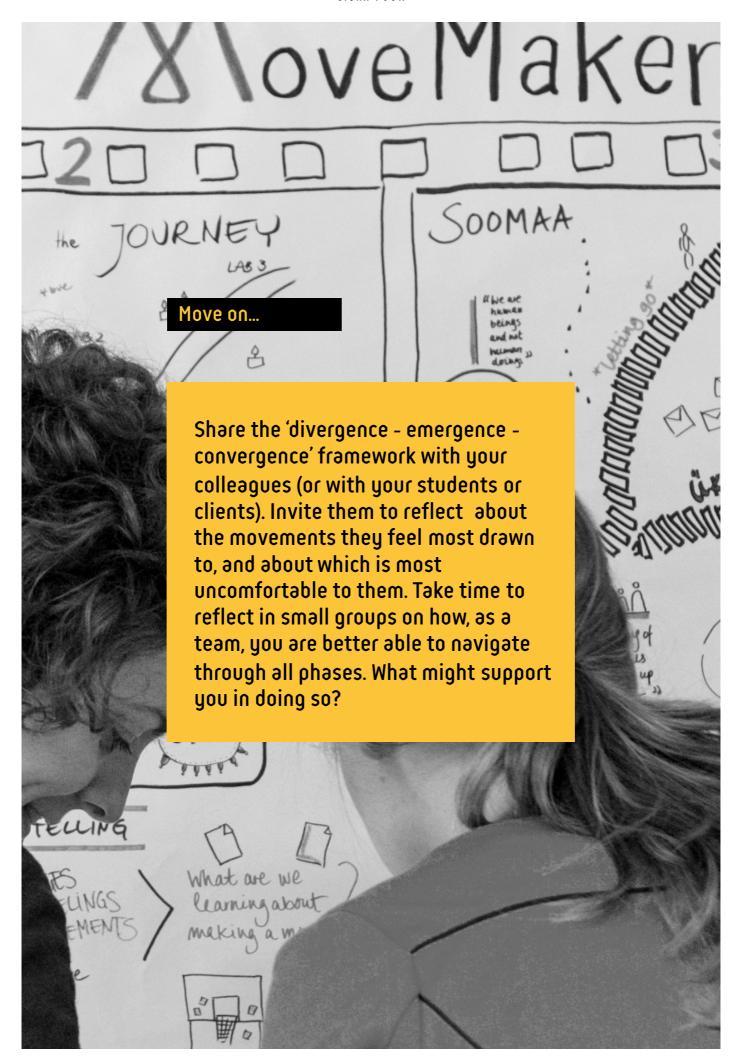
known very frustrating moments while working with students and their projects, where I felt that I was the 'only one' that really cared. Or that I was the one organising, preparing and delivering, while the others were leaning on either a positive kind of 'laid backness' or on a 'I do not give a #!@!' mode.

Of course, when I was able to step back, I saw that it was I who was getting in their way! Bit by bit, I could see that my tendency to arrange, act and organise, took away proactive behaviour and Was it no longer relevant? Or...?

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What qualities can you uncover and discover, looking back on your own process?

ownership from the students. Stepby-step I learned to make changes in the way that I address students and how I deal with their questions. Now I encourage them to enjoy the mess and the not knowing. I invite them to sit with their questions for a while, and encourage them to find their own answers. I am there if they need some input or reflection. Sometimes a 'simple' question is enough for them to move on, sometimes it takes a little more. I really enjoy playing with that. And, very importantly, I enjoy taking my space when I do not how to respond or react. - Ciska Pouw



Reconnecting to our authenticity

Reconnecting to our authenticity

The power of nature and language

This is a story about the power of authenticity to give meaning to our life. A story about the power of language, to shape our sense of place. And how these two intertwine. Telling someone else's story is easy. You ask them good questions, listen to their answers, notice the choice of words, the silences in between, the rhythm in which they speak. You embody their story, at least for a little while, when putting it on paper. But then writing your own story, now, that is more challenging (ha ha! not funny, actually). But here it goes.

The history of businessmen in suits

I find myself sitting in a kitchen in an office at the beautiful venue of Nyenrode Business University, an old and well-established business school in the centre of the Netherlands. We have set ourselves the task of writing two books in three days. Fun, definitely. Plus, as one of us noted yesterday, we have the practice of meeting in beautiful places, with nature by our side. Which makes it even more fun.

The pictures on the walls around me show men, all dressed in suits and in serious conversation over sticky notes and papers in front of them. The walls have pictures of women, too, but they are not in conversation. The photographer might have not taken them seriously, portraying them as mere objects with very little clothes on. A shot from behind, her curves and naked skin only partially covered by jewellery. Who would ever wear jewellery on their back, all the way down to their ass, without putting clothes on?

I'm drifting off, I'm sorry. See, that is what happens when we move through a society which offers constant distractions. A place that bombards us with images and stories that are not mine, not yours, not ours. For most of the women I know are very capable of engaging in a conversation actually, even when there's sticky notes and papers involved.

A young man in a suit enters the kitchen. Makes himself coffee. He looks out of the window as he waits for it to be ready and sees trees, bushes, green. I see him thinking to himself, I wonder what is on his mind. I hope he uses this time to see the beauty that surrounds him. I hope he allows himself to be touched by it, and thereby be reminded of the innate beauty that

surrounds us. Recognise that, as a matter of fact, we can support more beauty to come forth in the spaces in which we meet. For maybe cultivating beauty, creating a welcoming space, can serve the individual and collective learning we need.

I hope he notices his breath in his belly. Perhaps he does not, perhaps not now. Hopefully at some point in time, he will.

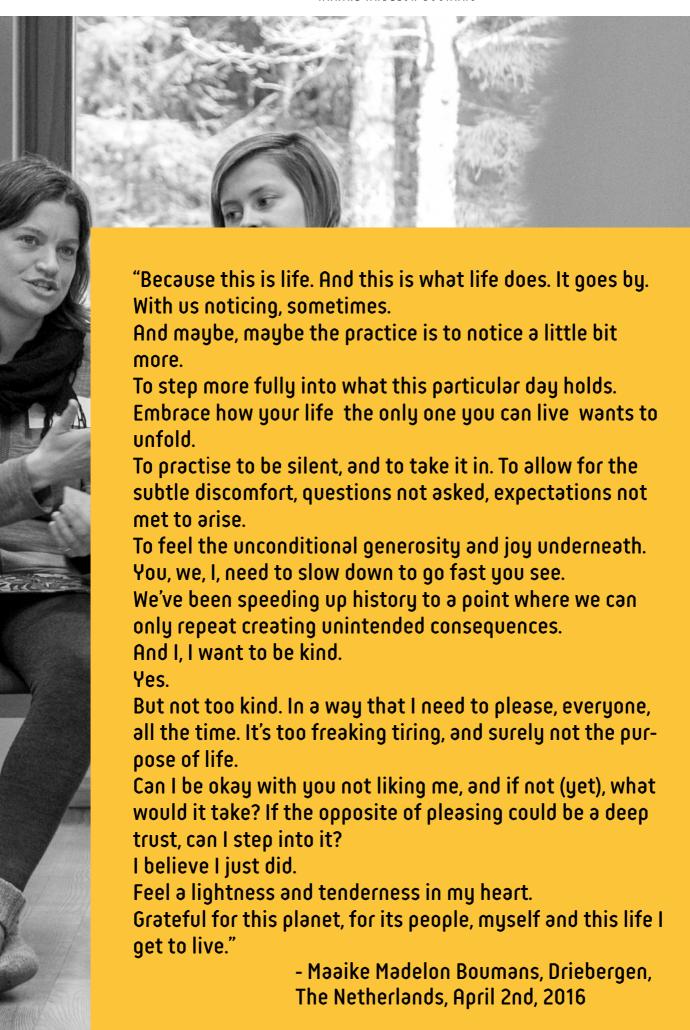
What if our life is our work?

People on their deathbed never say they wish they had spent more time working. But then maybe that depends on our definition of work. What if work is life? What if it means tending to abundance, grace, joy, gratitude, community? What if to live well is our main job? What then does it mean to live well, to take care of oneself and others, and the Earth we live on?

"See, most of us work until we're 65, only then to realise. We only made a living, we never really lived our lives."

- Maaike Madelon Boumans





So how does all of this inform the way we think about education and creating learning spaces? If learning does not only happen in schools, but is seen as something that happens everywhere, all the time, whether we are conscious of it or not, then how does that influence the way we engage with life? How does it shape the kind of questions we ask?

Most of us are taught to focus on problems, to fix what is not right. What if we shift focus and notice what is there already? The stuff we have plenty of? Take an 'Appreciative Inquiry' approach? (Cooperrider & Whitney, 1999). People turn out to be more resourceful when they are asked what they have, rather than what they need. As Bob Stilger (2013) learned in his work after the Triple Disaster in Fukushima, Japan: "The future is not built with master plans. It is built when people come together, look at what they have, and begin to create."

When instead we grade students' capacity to repeat information we already know, but fail to build their internal muscle to discover the unknown, we might end up with smart people, but definitely not with wise people.

It seems to me that this time calls for wise people. Women and men who have the courage, heart, and capacity to deal with the complex global challenges we face. In their own place. The organisations they work in, the communities they live in. What do we need to learn and unlearn to grow into these women and men? How do we respond wisely to distraction, to chaos, stress, disappointment, not knowing? What do we need to practise and cultivate to navigate the complexity of living in this 21st century?

For one, it might have something to do with remembering who we are, stripped of the layers society has put on us, layers we have put on ourselves. Allowing ourselves to notice what is here. To actually practise 'not knowing' (not sure what this means? Great, that is the point!). Practise awareness, genuineness, radical honesty. Practise asking powerful questions.

To show up to life, be ready to face it. Without the need to hide, to fake it or fix it. For when we reconnect to what is most meaningful to us, we realise our meaning of life. We literally find our place in this world, a solid ground underneath our feet.

Linking language to landscape: rooting in the place we stand

In his book Landmarks, academic and writer Robert Macfarlane (2015) explores the strong links between language and landscape. He argues for a recognition of the value of 'the language of the land' for creating a sense of connection and belonging to one's specific place, and thereby to planet Earth. A planet we collectively inhabit with millions of other species. In an increasingly virtual and digital reality, and with urgent global issues like climate change, loss of biodiversity and fertile soil, water shortage in one place and massive floods in another, his message has never felt more relevant to me.

As Macfarlane (2015) states: "It is not, on the whole, that natural phenomena and entities themselves are disappearing rather that there are fewer people able to name them, and that once they go unnamed they go to some degree unseen. Language deficit leads to attention deficit. As we further deplete our ability to name, describe and figure particular aspects of our places, our competence for understanding and imagining possible relationships with nonhuman nature

is correspondingly depleted." 'Language deficit leads to attention deficit. What is it you focus on, in your daily life? Which words do you use to give expression to this? Macfarlane (2015) invites us to realise that the words we use echo a point of view, and that language as such, has the power to both describe but also determine what we see. It might be worthwhile to become more reflective about this, if we want to create a shift in society's direction. Not an easy thing: in the words of J. A. Baker (2011) "The hardest thing of all to see is what is really there". But it is worth the practice and the inquiry.

What if work is life? What if to live well is our main job?

What if to live well is our main job?

What do we need to practise and cultivate to navigate the complexity of living in this 21st century?

"There is something about the way we use language and the way we put structures in our lives. We put structure on ourselves and our lives, following that language and becoming inauthentic. Meeting people in Estonia who are so connected to nature opened my eyes. We went into the forest and they showed me this little plant. They said "Look, it's happening. It does not need a lot of protection and a lot of work. If we put a lot of work into making this flower bloom, it may not even work."

How can education bloom like that flower which you do not need to push into becoming a flower? How can we be in the sphere of becoming and emergence? How can we create the space, the conditions and the relationships where we do not try to make something of ourselves and other people, allowing us to bloom when the time is right?"

- Justas Kučinskas, Interview at MoveMakers LAB 3 OF FRILLY

Move on...

So if I can leave you and myself with any advice, it might be this:

Give up all the ways in which you are not honest with yourself. Let go of the idea of who you are, and who you are not. Where you belong, and where you do not. The Earth knows no borders.

Be brave enough to connect to what you do not know. Allow yourself to settle and to sit still. Discover a place (new or old): pick up a stone, explore the soil underneath the concrete, smell the leaves of a tree. Notice your choice of words and what you pay attention to. Learn new words to describe what you see, how you feel, what you think (hell, take the freedom to make up new words along the way!). Go ahead and tell your own story.

Here is a little bunch of questions to ask yourself regularly: How can I be helpful? What is working? What help do I need? What do I most deeply and profoundly love? What am I (secretly) afraid of? How can I be even more generous? Where is it in my life that I hold back?



Movement and stillness in learning

Allowing wisdom to emerge

Our current education places a strong focus on developing the mind and therefore, usually leaves the body out of the picture. This unbalance often continues in our work life: we spend most of our time sitting behind a desk during daytime, and on the couch in the evening. But our bodies are not made to sit still! Plus, they hold a great well of wisdom and offer a great source of learning.

How can we tap into that wisdom? How do we integrate movement into learning? What allows learners and teachers to connect on a deeper level of consciousness? How do we connect to ourselves, to each other and to the world we live in? What are the practices that make deep learning happen; the type of learning which reflects actual life experience?

Unfolding a new perspective

One gateway is physical or kinetic practices. Human beings experience life, and the learning that goes with it, through the senses of the body. There is extensive scientific research around the impact of involving the body in learning, but we still prefer visual, mental and oral skills. In the words of Eric Jensen (2005), educator and

translator of neuroscience into practical classroom applications:

"It's truly astonishing that the dominant model for formal learning is still 'sit and git.' It's not just astonishing it's embarrassing. Why do we persist when the evidence that lecture alone does not cut it is so strong?"

In some ways, learning is movement itself: whether it is physical movement, being emotionally moved or being intellectually challenged. Learning to experience your own body consciously can be a powerful way to integrate learning. Practices that allow you to be mindful of your own movement and body posture eventually lead to real dialogue and co-creative decision making; and most importantly, to fully embody your own place in life.

Movement can be a powerful way to study ourselves, others and the world, specially when it becomes a common practice of a learning community. It allows people to hear and recognise their needs through the needs of their body rather than suppressing them. By being empathic, gentle and generally aware of our bodies, we become more sensitive to our own needs and those of others.

"The way we sit and stand can change the way we think and speak." (Palmer & Crawford, 2013)

It takes practice to experience the body as a medium which is constantly moving in and being moved by the world. Here's a crucial aspect: in a fast moving and rapidly changing world, what we sometimes need most is to stand still. But it takes great skill to practise stillness and to notice it in this continuous movement. It takes great effort to develop discipline and courage to create these moments of stillness. It takes patience to connect to a deeper source of knowing and integrate learning.

We should move no less than we speak or read to allow a more complete awareness. Movement should not be understood as an extracurricular thing or even a sport, but recognised as a human need. Movement should be comprehended beyond physicality: its energetic and even spiritual elements should be taken into account.

How can we get started?

One way to start is to take up any practice involving body movement and stillness. Practise it, not for

for its own sake, but to be reflective, aware and introspective into the experiences that such practice reveals.

- What if we could enrich our learning experiences through the awareness of the body and its (inside and outside) movements?
- What if working with movement, stillness and the richness of the body/kinetic experience is a way to access a deeper level of learning and awareness?

Here are some simple exercises you can do in your classroom:

- Invite your students to place their feet on the ground and sit in a comfortable, yet straight posture. Ask them to bring their attention to their breath and simply follow the next three breaths they take. They can close their eyes, or leave them open. Let them choose whatever feels more comfortable. As they follow their breath, invite them to notice any tension or stress in their body. Ask 'what would it be like if I bring a little more softness to this tension?' Take another few seconds of silence, thank them for participating, and continue your class.
- If you would like to bring more energy to your students, here is an exercise that is very simple and fun: Turn on a happy song, and start dancing to it!

They might be surprised at first, but will denitely` appreciate the change of setting!

As a short break, without too much distraction: invite your students to stand up and find a place in the room where they can move. Invite them to a few simple stretching exercises (bring your hands all the way up in the air, stretch to the left, stretch to the right, bend down, turn your wrists, shake your booty, be playful!).

Ask if any of your students has a fun, short game to play or an energiser.

Stepping into practice

During our learning journey we experimented with movement by involving all participants in a prototype. In LAB 1 and 2 we integrated 'improvised movement' into the co-creation process.

We started exploring the question: "What is my current movement?"

What can we learn from listening to ourselves, to our whole body and to whatever wants to emerge from inside? We first focused our attention on our inner being. Then we moved our attention outwards, perceiving the others and the room we were in. Exploring both, we eventually found partners to engage in a movement dialogue:

in silence, just responding to movement. This way of engaging in a 'conversation' allowed for experiencing different levels of listening. We eventually found a rhythm of movement and stillness. We moved until we collectively sensed our emerging community and felt connected by a common movement and rhythm.

What did we learn from this experience and how did it affect our practice as educators? We became aware of varying dynamics, speeds and directions (forwards, backwards, sidewards) as well as points of reference (on the ground, climbing up walls and objects).

Seeing somebody move and explore the space differently than you do, can contribute to opening your mind and body for new points of views and approaches. We learned to focus our attention and sharpen our senses (for example, by moving with closed or open eyes). We learned to rely on our senses in order to open up to dimensions of the world that are often neglected. There was a sense of freedom to experience and (re)discover ourselves and our surroundings. There was a level of interconnectedness which led to mutual responsibility for the individual and the communal space.

Finally, we learned to play with balance and imbalance. We were forced to leave our comfort zone and learned to enjoy it. Movement as the constant quest for equilibrium helped us to experience and train 'firm flexibility'. It helped us build capacity to cope with uncertainty, with change (or even transformation) by adapting and reinventing physical, mental and spiritual shapes.

Recognising that students who are aware of their physical being are more engaged, hence more capable of learning, is a powerful basis for creating a learning space in which they can thrive. Joining action (movement) and reection (stillness) in learning allows for wisdom to emerge.

It was clear that the exercise was best embodied when its communication and collective learning were extended by:

- a thorough introspection into one's own bodily experience (ME),
- the experience of the body non verbally communicating with others (US) and finally,
- becoming aware of one's own movement within the larger context of many individuals moving together in space (THE WORLD AROUND US).

Our experience of experimenting with movement and stillness in learning shows that anyone can integrate both into their teaching and learning spaces. You can practise it in various forms and contexts: from a small classroom setting to a 300-student lecture room.

What is my current movement?

I teach philosophy, but I also used to be a professional dancer. Recently, I introduced Camus' Sisyphus to my students: Sisyphus was constantly striving to place a stone on the mountain top. He tried to reach it, but always failed. He had to come back all the way down and try again to make up for his failed attempts.

I tried to make a connection to how every human being is always in a state of reaching: We are constantly in a state of longing. We always try to achieve something but never completely achieve it.

This sounded like a nice idea to my students, but there was one thing they could not understand. "Why bother?", they said. "Why live with the paradox? If you can't achieve it, do not try! If you are trying something you must be able to nally achieve it and feel content!"

I thought I needed an alternative explanation. That's when I recalled the words of my dancing teacher: "Do some point, my students realised not tell me, show me!" So, I asked my students to stand up in a straight and THE POINT OF BALANCE. The upright position. After a minute or two, I asked whether they knew what experienced in very short moments balance was. "Certainly", someone said. "We are in balance, we are not falling."

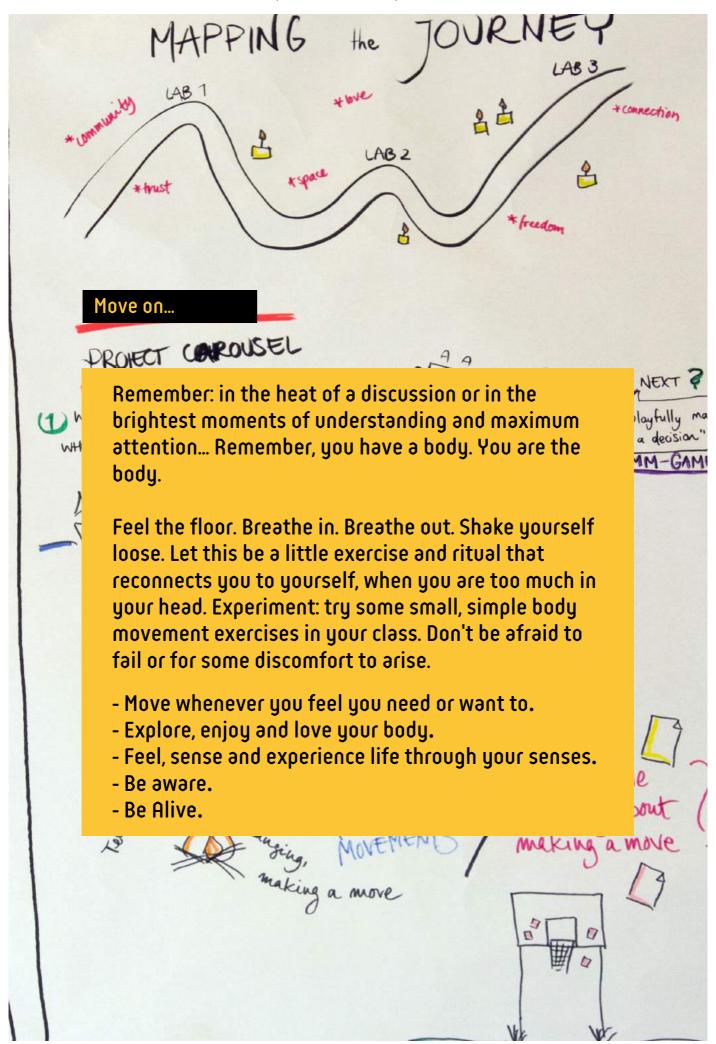
I then asked "are you really not falling?" I invited them to shift their body weight slightly forward and feel how the muscles in the back got engaged to keep the body upright. I asked them to shift their weight back past the balance point and notice how the muscles in the front of the body got tense. They tilted to the left, to the right, noticing that comfortable spot precisely in the middle; that sweet spot where all the muscles of the body are relaxed and content: the point of balance. That is how we all felt what is was like to be in real

balance. Next, I asked them to remain in that spot for a while. At that IT WAS NOT POSSIBLE TO FIX perfect balance point could only be of transition!

Afterwards, some of my students said: "Balance is only possible in and because of movement." "Balance is there, but it's never final, we never really achieve it definitely." "We now know what perfect balance is and feels like, we aim for it but we can't fix it, but if we didn't aim for it we would not be able to stand on our feet."

We then walked across the room, 'falling' with each step, catching our weight with the next. And in this constant falling and catching, we walked, in perfect equilibrium.

- Justas Kučinskas





Designing learning journeys

What are the milestones in your process?

As educators, our role is not only delivering high quality content. More and more, it is about creating good circumstances for learning to occur. Our methods and ways of communicating need to support individual learners in relating to the content. This is what designing learning journeys is about. Learning journeys can be all sorts of processes where we learn. In this article, we focus on the formal learning journeys, that are initiated and planned by someone. It can be everything from a university course, a three-year programme, to a whole school curriculum, or just a one-hour meeting. We believe that there are some generic elements that should be taken into consideration, when designing all types of learning journeys.

This article takes a very practical approach. It is not meant to be a step-by-step guide to follow strictly. Use what you find relevant. First, it takes you through the process of preparing a learning journey. Secondly, it includes some frameworks that can help you structure the journeys you are designing. Finally, it does not delve into the metaphor of the hero's journey. For an exploration of this metaphor, see Joseph Campbell's 'The Hero with a Thousand Faces (1949).

1. Before you start

Too many courses and programmes are born in Word and Excel. Designing is a creative process that

What are the overall frames/ demands an open mind, and the will to explore possibilities and go beyond the usual ways of planning. Set the right circumstances for yourself, like time and space and invite other people to co-design with you.

Guiding questions:

- Who are you designing the learning journey with? Who can support you?
- How can you get the needed information to design the learning journey?
- Do you have the right circumstances to dive into the designing process?

2. Clarify your frame

What is your window of opportunity? Clarify this when you design a programme, whether it is new or a redesign. Some frames might be set, some rules and circumstances might be non-negotiable. Other pieces might be negotiable, or may dissolve when questioned, such as traditions that nobody holds dear anymore, or old patterns that are continued simply due to a lack of imagination. It is shockingly

common for people to believe that they are more constrained by frames than they actually are.

- boundaries (time period, amount of time, physical/online space, formal requirements, budget, outcomes)?
- What opportunities are there?
- What are you taking for granted that may not be a given?

3. Understand the target group

Learning is an individual process that happens through the relationship between the learner, the educator and the content. Therefore, we as educators need to be curious and understand our students, in order to design effective learning journeys. Besides knowing who the students are, you need to understand their motivation for learning, and the context of their current reality. Be aware that besides the learning journey you are inviting them into, they are involved in hundreds of other processes! In other courses, at work, maybe, and in social life. Without the awareness of other important elements in the learner's life, we will have a hard time actually supporting their learning and development.

Guiding questions:

- Who are you designing a learning journey for?
- What is their motivation for taking part in this learning journey? How can you tap into that motivation?

4. Outline the purpose

Most educators are quite good at stating an intention when writing a course description, making it clear why it should be interesting to show up for a course. But when stating what the learner can expect to take away from the course, many become unclear. Attention to the specific desired outcomes can make more visible for the learner what the takeaways are, and what the learning journey ideally will enable them to do. Defining what desired skills and attitudes the learner will develop, supports the design of the whole journey, and makes it easy to understand why the specific content is important.

Guiding questions:

- What is the purpose of this learning journey?
- What is the reason for starting the learning journey?
- What should be the outcome for the participants?
- What attitudes would you like participants to develop?
- What skills would you like the participant to acquire?

5. Align the content?

The content and tasks should be directly in line with the overall purpose of the learning journey. When choosing content to be included, for every piece ask yourself: how will the chosen content serve the purpose of the learning journey? Guiding questions:

- What do the learners already know or understand about the content?
 How can you stretch this?
- Where is the edge in this learning journey? What in your approach, content or group of participants makes this an important learning journey?
 - What foundation can the content provide? How might it contribute to stretching current beliefs and widening the perspective of the participants?

6. Choose methods

The methods should support the content, so it is easy for the learners to delve into the content and be engaged with it. Remember that learning is a process where learners co-construct new views with others. Lectures, PowerPoint and books might not be the most effective way to share or work with content. Alternative formats with slightly more creative methods can increase the outcome of the hours

spent. These might include small-group conversations, peer-to-peer teaching, role play, rapid prototyping, action research, nonverbal activities, etc. At the simplest level, take time after a lesson and invite students into conversations in groups, around questions such as: What have you learned? What can we do to accelerate learning? What surprised you? What questions do you have? Which idea(s) would you like to explore further?
Guiding questions:

 What methods can support the content and accelerate learning?

- What kind of knowledge can assist you? (books, websites, places, people).
- What tools, frameworks or approaches can be used to support the learning process?
- How can you involve the participants and encourage co-ownership?
- What principles can be useful to get the most out of the learning journey?

7. Design the flow

Learning journeys need a structure and balance to flow. Much like any. journey, they have a beginning, a middle and an end, they have ups and downs, challenges and resolutions. With some knowledge about these structures, we as educators

can do a better job of designing learning journeys.

The frameworks at the end of this article can support you in the process of designing the learning flow. These guiding questions might be helpful, when using the frameworks given on pages 70-76:

- How are you going to structure your design process? How to explain this structure in a nutshell? (see framework: 'I DO ART').
- What is the purpose of your learning journey? Can you express it in one concise question or sentence? (see framework: 'Golden Circle').
- What are the stepping stones (or milestones) in your process? (see framework: 'Backcasting').
- Are the activities of your learning journey clearly linked to this purpose? (see framework: 'Backcasting').
- What are the core elements that the learning journey consists of (activities, deadlines, etc.)? In what order should they be? (see frameworks: 'Backcasting', 'Learning Journey Plan').
- Does your learning journey offer a balance between asking questions and providing answers? (see framework: 'Diamond of Participation').

- How can you support the learners so 1. Before the learning journey: at that they can diverge and dive deeply the beginning of every learning into the content and explore it on journey there is an invitation. their own paths? (see frameworks: Reading the course description, 'Theory U, 'Double' Diamond).
- Have you reserved time for emerging elements, based on the needs of the learners? (see frameworks: 'Double Diamond', 'Theory U').
- How can you support learners as they converge and pull out the essential elements? (see framework: 'Diamond of Participation').
- When do the learners have time to reflect on what they are learning and how they are progressing? In what way can you support that? (see frameworks: 'Learning Journey Plan', Theory U).
- How do you make a good beginning? (see framework: 'Theory U').
- What actions can you take to ensure that you are aligned with the learners? (see framework: 'I DO ART', 'Double Diamond', 'Theory U').

8. Communicate the design

As Paul Watzlawick (1967) says, you cannot not communicate! If you would like your communication to be in line with your intentions, pay some attention and intention to it! Consider the following:

- 1. Before the learning journey: at the beginning of every learning journey there is an invitation.

 Reading the course description, seeing a poster or receiving the first email about a learning journey is already staging the learning experience. This is your shot at influencing who shows up, and with what expectations. Clarity of purpose, outcomes, what methods to expect, etc. are helpful!
- 2. During the learning journey: communicating the design. Letting your participants know where you are in the process and what is expected of them, and how they should participate, will help them trust the process. It can help people slow down or speed up, it can help focus on one point at a time or take a bird's eye view depending on what is needed at the time.
- 3. After the learning journey: close the loop and wrap up the learnings. Ask your students what they have learned and collectively point out learnings, so they are easy to articulate and easy to convert into future practice. Ask for feedback on what worked well and what in their view could have been better. Share your own observations as well.

- Guiding question for communicating the design:
- Who would you like to have as participants? How might you invite these people?
- Is your course or programme description / poster etc. clear? Can your target audience understand it?
- What experience would you like the learner to have? Is this wellcommunicated?
- How are you describing the overall flow of the learning journey to the learners? What visual elements might support it?
- Do you want the programme to be participatory? If so, how can you activate the learner in the initial interaction?
- How can you make visible where you are on the journey as you go along?
- How do you want to share the lessons learnt? What material do you need to gather as you go along?

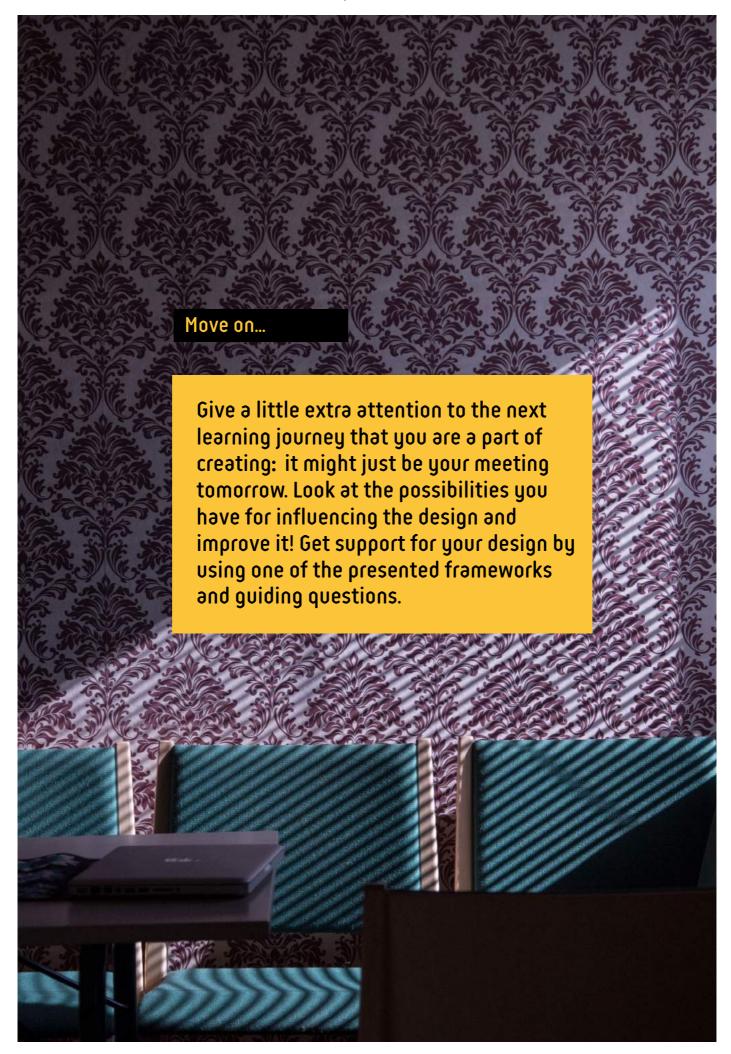


When did you have a powerful learning experience? What were the ingredients?

How can you use it to design new learning journeys? What is so important about your course, meeting or programme that makes it worth attending? Who else should you be asking this question to?

I was a part of designing a training course for twenty leaders in the public sector in Denmark. We had a desire to give them so much content, that we were too focused on getting through the programme and presenting them all the good material we had found that was so important for them. It was also really valuable stuff, but the schedule was so tight that the participants were completely overloaded. What we should have done was to create a more spacious programme, and then adapt to the needs of the group. We exposed

them to too many tools and theories. We gave them too many exercises, instead of giving them time to dive deeply into a few, and let them extract learning from that. What I take away from this experience is to remember to zoom out, to remind myself of the intention of the training and to ask myself constantly (and sometimes also the participants): What is needed in that particular moment? What is needed to reach the desired outcome? (which also might have changed throughout the training). - David Jul



Frameworks to help you design learning journeys

Here are a few frameworks to support you in designing learning journeys. They are not rocket science, but are visual elements that can support you in sharpening your focus on essential elements, without getting stuck in details. They are also helpful to use when presenting or co-designing learning journeys.

I do art

It is a simple framework, used in learning design at Kaospilot business school (Kaospilot, n.d.). Based on the mnemonic 'I DO ART', it forces you to have a focus on the overall essential elements. It is valuable to get the basics and useful when presenting the design. You can perceive it as an extended agenda that is relevant for planning meetings and designing longer programmes.

I do art

I: Intention

DO: Desired outcome

A: Agenda

R: Rules and roles

T: Time frame

The Golden Circle

It is quite simple: Let us be clear on why we do stu, before we start planning and doing it. Simon Sinek (2009) made a simple model he calls The Golden Circle. He advises you to start with identifying the why, before figuring out how to do it and what it exactly should look like. So instead of starting by designing a three-week summer school, ask yourself, why you should create it in the first place. That should connect you with the purpose, and then find the appropriate format to support that.

Here are the three levels:

- 1. Why are we doing something? This is frame setting: creating common ground by aligning why we are together. What is the purpose of the learning journey?
- 2. How do we want to do it? This is planning: presenting, discussing, defining and planning the way we work and how we work together.
- 3. What is the content? This is working: delving into the learning material and doing the actual work.



Backcasting

When using the 'backcasting model' (Hier, Hersted & Lautsen, 2011), you start by identifying what goal you would like to achieve (e.g. the desired competencies for the participants), and then go backwards to figure out the needed steps to get there.

In each phase you can identify what learning elements will apply (what content? what attitudes? what practice?). As you transition from one step to another, you should consider what type of learning happens between the phases (personal reflection, envisioning, networking, etc.).



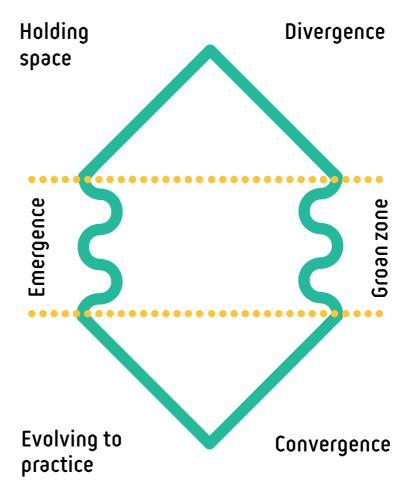
What are the steps to get there?

Diamond of Participatory Decision Making

In this method, to maintain flow, there needs to be a balance between diverging and converging (Kaner, Doyle, Lind, Toldi, Fisk, & Berger, 2007). A learning journey can contain several phases of diverging and converging:

- Divergence: open up, explore, be curious, dive deep, take a side track, consider multiple ideas and directions.
- Convergence: close down, focus, choose, make decisions, wrap up, narrow down.

Visualise your design by sketching when it is best to open up and close down the learning cycle. This will support you in finding a good flow and balance. You can open up and close down several times. The phase between opening up and closing down is called 'Emergence' and can be a phase of confusion, not knowing and even frustration (that is why it is referred to as the 'groan' zone). The length of this phase can be used actively to stretch the comfort zone of the learner and generate out-of-thebox ideas (See chapter 'Holding space for the unknown' on page 42).



The 'Double Diamond' Design Process Model

The British Design Council (2005 invented the concept of the 'Double Diamond'. It builds on the same principles of divergence and convergence as the 'Diamond of Participation'. It works with four central phases:

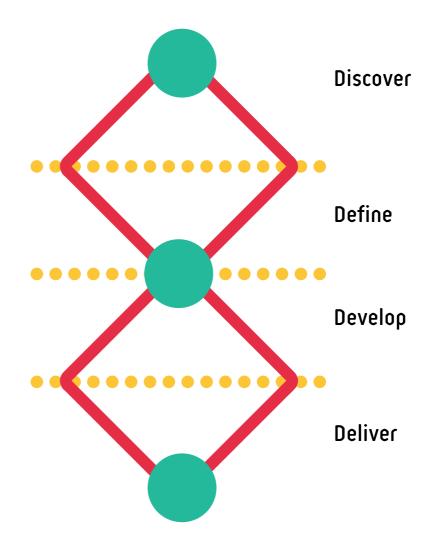
Discover: What is the initial idea or inspiration? What are the learning needs? What are the challenges?

Define: Which ideas from the previous phase can be best aligned with the learning purpose? What concepts are in place? Which findings best support the learning design?

Develop: How can we enrich and test the selected ideas or concepts? How can we initiate a prototype?

Delivery: What is the final learning outcome? When is it successful? How to organise a feedback loop?

Read more in the website of the Design Council (see reference list on page 127 and chapter 'Holding space for the unknown' on page 40).



Theory U

Otto Scharmer (2009) developed a framework called 'Theory U'. The framework has five steps, which can help shape an individual or collective learning journey. The shape of the framework represents a process of transformation, aimed at reaching a desired future. The steps can become relevant when designing a learning journey, as it reminds us that

learning is not a linear process. Therefore, we need to make time and space for what Scharmer calls 'presencing'. The word presencing is a blend of 'presence' and 'sensing'. It refers to a mindset and quality of being which allows us to access our deepest source of inspiration, to find our call in life and envision the emerging future.

1. Co-initiating:

Build common intent. Stop and listen to others and to what life calls you to do.

2. Co-sensing:

Observe, observe, observe. Go the place of most potential listen with your mind and heart wide open.

5. Co-evolving:

Embody the new in ecosystems that facilitate seeing and acting from the whole.

4

4. Co-creating:

Prototype the new. Create a living example to explore the future by doing.

3. Presencing:

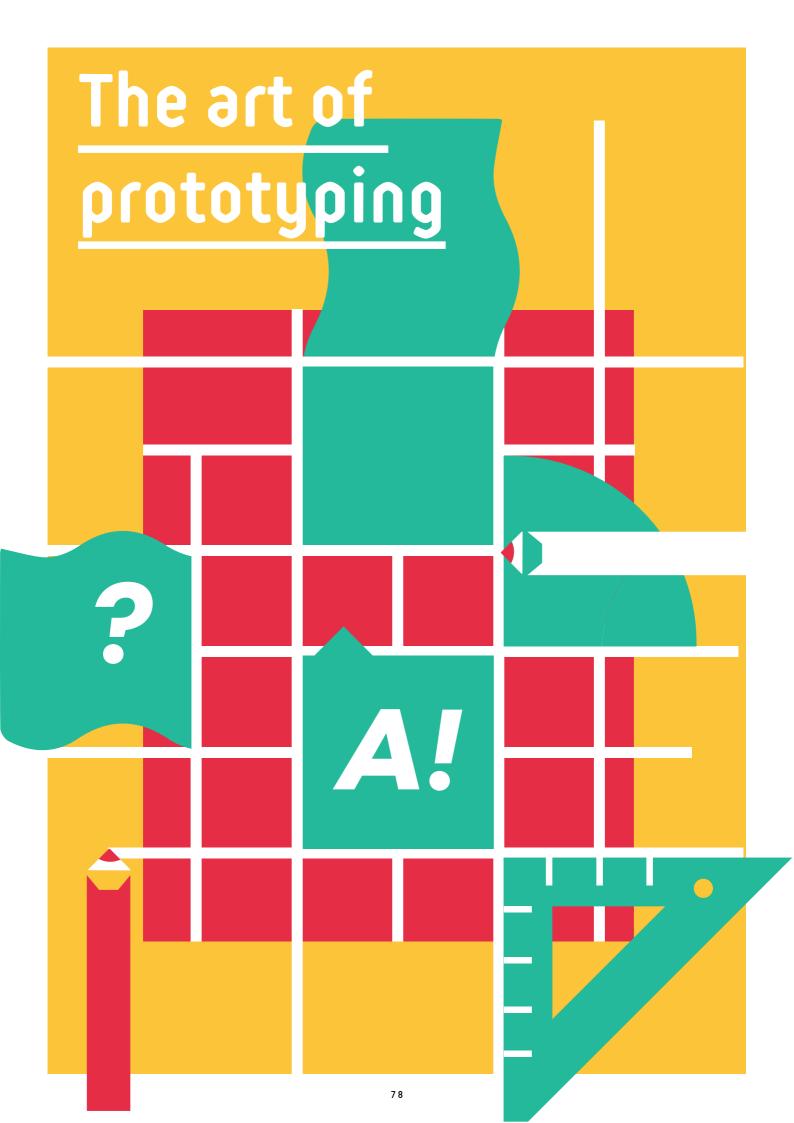
Connect to the source of inspiration and will. Go to the place of silence and allow the inner knowing to emerge.

Learning Journey Plan

Timetable	Day 1	Day 2	Day 3	Day 4	Day 5
What	Introduction session	Assignment is launched	Coaching	Project execution	Learning day
Who	All participants	All participants	The groups	The groups	All participants
How	Presentation Group work Plenary session	Client presentation- Q&A - Group information	One-hour sparring session	Groups decide what they do.	Appreciative Inquiry inter- views - World café - Personal Journaling
Why	Kick off To align participants.	To present the overall task.	To support progress and learning.	To try it out and get real experience.	To anchor learning.

It can be tricky to plan the right flow of activities. This simple Learning Journey Plan can give you an overview of all activities (meetups, assignments etc.) on a timeline. It can help you to sharpen why they are placed where they are. If you start with sticky notes it is easy to play around with the design. The Learning Journey Plan above is filled out with an example of a five-day project assignment.





The art of prototyping

How to cultivate a beginner's mind?

Introduction

Many of us do pioneering work in the field of education. That means that often there is no proof of concept yet. We have to try out our ideas in experimental spaces. In pioneering fields prototyping is helpful. It provides a language and framework to reframe uncertainty as opportunity for innovation and learning. Prototyping is exciting, because you are testing an idea and exposing it to feedback; and you do not know what this feedback will be. Prototyping is also a relief because it does not have to be perfect: it is okay to try again or to try something else. In this case, it is iteration that counts. Note the shift in attention: From the result (the prototype) to the process (prototyping) from one point (what you are trying to achieve), to relationships (the feedback you get). This is crucial for understanding the shift in mindset that prototyping entails, and why we speak of prototyping as an art.

We wrote this article in order to create more understanding about prototyping, share some of our experiences, and to remind ourselves of what we need to remember when stepping into it. Why consider prototyping in education? Generally speaking, our education

systems value 'getting it right' more than 'trial and error'. Even where we allow ourselves some leeway for mistakes, we put great emphasis on separating positive from negative outcomes, rather than seeing all feedback we receive as equally valuable information. The inventor Thomas A. Edison once said, in talking about his endless experiments with potential lightbulb laments: "I have not failed. I've just found 10,000 ways that won't work." Much in this spirit, prototyping is an invitation to become curious for all outcomes, regardless of how they fit to what you were hoping to get.

Changes in education systems are often orchestrated by central authorities. At systems level, consider for instance the introduction of BA and MA degrees at European universities following the 'Bologna reforms' (European Commission, n.d.), or the shift from nine to eight years of secondary school in some German federal states. Or, at the institution level, consider the introduction of a new degree or part of a degree. These kinds of things are planned for a very long time, taking into account many factors and are then implemented.

The simplest reason for considering another approach, is that this way of creating innovation in education

has mixed results, at best. If our education systems are in need of signicant changes, then why not become more intelligent about how we support these changes? Prototyping is an attempt to be more intelligent in supporting change.

What is Prototyping? Prototyping is a practice in humancentred design and refers to the process of implementing an idea, without knowing how it will work out. It is a way of innovating, a 'try it and see' approach, where you do not have to be wedded to the outcome. It is the experimental phase. Prototyping is an iterative process of acting, noticing and reecting on the feedback, designing a next action, and acting again. Otto Scharmer (2009) provides a language for broadening and deepening this process by giving high value to the moments of 'not knowing' and 'connection to source'.

Think of prototypes as opposed to pilot projects. This is a small, but critical mindset difference. Whereas the quality of a pilot projects is measured by its closeness to a 'final product', the value of a prototype is dened by its contribution' to a learning process. This should also make clear why prototyping is more of a mindset change than a

'tool'.

Wanting to 'get it right' is deeply engrained in our cultural DNA. We are so keen on finding the right way or the right answer that this shift in mindset can be very challenging to make, specially for adult learners. We have practiced this way of learning and doing things for most of our lives or even for centuries, if you consider our various collective entities. How might this shift? It is a practice! The more you prototype, the better you become at it.

When to use prototyping: learning in complex systems

When is prototyping helpful? What is special about prototyping? Prototyping is a way of influencing change when we do not have all the information we need in order to get the desired results. It helps us to find our way forward and generate this information as we go along. This is specially relevant whenever we need to deal with complexity: Cynefin⁴ model, developed by Welsh scientist and consultant David Snowden (2007) might be helpful in understanding complexity. It suggests to distinguish between four different kinds of systems and proposes different ways of learning and interacting in and with these systems.

Table: Elements of a Prototyping Mindset

Common Mindset	Prototyping Mindset
One right answer	Not knowing
Getting in right.	Dare to experiment.
Fear of getting it wrong.	Curiosity to explore.
Success is manifested only in the final outcome.	Success is manifested in the learning process and the outcome, though in this context 'outcome' is not seen as the final result.
One shot, one goal	Every day is a new day. Again and again, developing practice!
Vision is fixed.	Vision is evolving, ready to celebrate and make use of unintended outcomes.
The process, pathway and goal are known.	We are working in emergence and what we learn along the way will influence the process, pathway and goal.
The person respon- sible for the initiative is in charge of how it unfolds.	We are all responsible for how it unfolds. Everyone involved in the prototype can be both teacher and learner.

This is not a fourquadrant model, but a five domain model.

At its core is the notion that complex systems require other ways of planning, acting and learning than do obvious (or simple), complicated or chaotic systems.

To get an idea of the difference, consider a musical example:

The song 'Happy Birthday' might be considered a simple song. It has one voice with a simple melody and if you could hear us singing it now, it would be obvious to you how to join in: You first sense what song it is we are singing, quickly categorise it as 'Happy Birthday' and respond by joining in with your version of the song. Simple systems, Dave Snowden (2007) suggests, are the realm of 'best practice' where there is one right way of doing things. With music it is a bit of a stretch to talk about 'best practice', but we hope you still get the point.

Things are different with a piece of music such as a symphony, where many specialised instruments and players come together. While there is some freedom for the players, they are guided by a score and a conductor in producing one

Complex	Complicated
Enabling constraints Loosely coupled Probe-sense-respond Emergent practice	Governing constraints Tightly coupled Sense-analyse-respond Good practice
Chaotic	Obvious

coherent piece. While conceptually anyone can conduct an orchestra, in the hands of someone who really knows what they are doing, the music soars. Snowden calls this a 'complicated' system the realm of experts.

For a complex system, consider a group of improvising musicians. Any rules they follow will be chosen in such a way that they allow the musicians to serve the piece as best they can. A good way of joining such a band is by feeling your way in. You play, but mostly you listen! Dave Snowden describes this mode as 'probe-sense-respond'. In other words: do something small, sense the reaction, do something else, etc.

A birthday party of three-year-olds equipped with percussion instruments you might call a 'chaotic system'. You cannot make out a pattern and you do not quite know how to join in. Here you might either decide to take away the drums (create a simple situation), or just join in yourself, in the hope that a new piece of music might emerge unexpectedly.

Prototyping is a practice for complex situations. Maybe some parts of what you want to change are more appropriately classified as 'complicated' or 'obvious'. For these, you can rely on existing knowledge. When you find yourself in chaos then an emergency response might be more appropriate.

So much of our work in learning, leading, and collaboration lies in the realm of the complex. It depends on multiple players, in changing situations and in creating spaces where trust and therefore trial can exist.

How to prototype?

Our intention is not to provide a recipe book, but to ground this section in Robert Chambers' (2008) wise advice for participatory workshops: "use your own best judgement at all times." So, do not let yourself be distracted by the following ideas but rather see them as the beginning of a brainstorming session!

What principles can help you in prototyping?

- Create a container, a protective space that will support the process.
 What environment might be most conducive to prototyping?
- Make failure your friend. Can you locally create conditions where failing is allowed, or even encouraged? How might you do so? For instance, try celebrating failures. Call attention to them and ask for applause. Maybe this can break or at least dent the failure mindset?
- Cultivate a beginner's mind. This

- is hard, specially if you are not a beginner! Ask yourself "how else might I do this?" or ask for ideas from people who really are beginners in whatever you are doing. Notice where your mind gets hooked. Ask yourself "what's right about this?"
- Notice and work deliberately with energy shifts. When are you in a brainstorming mode? When is playfulness required? When is a 'getting it done now' attitude required? Make use of 'state change', by, for example, shifting from working in small groups sitting down, to rotating around flipcharts standing up, to working in silence, followed by 1:1 conversation, or a group conversation. Various ways of interacting with the environment and process keeps the brain interested, stimulated and learning.
- Use the secrets of improvisation:
 One of the basic principles in
 improvisation theatre is the 'yes,
 and...' principle. Practise it! Whenever you feel you want to say 'yes,
 but...', try to genuinely build on the
 idea you were going to reject!

The 7 R's of prototyping

In designing a prototype, let yourself be guided by the following seven questions (Scharmer, 2009):

- 1. Is it relevant? Is the idea going to attend to the core needs and aspirations of the key stakeholders?
- 2. Is it revolutionary? Does the idea have the potential to be a game changer? Can it bring about or contribute to the kind of changes you are hoping to achieve?
- 3. Can it be done rapidly? Will you receive feedback quickly so that you can learn and evolve your idea?
- 4. Is it rough? Can it be done on a small scale, locally, and with a low budget?
- 5. Is it right? Is the idea focusing on the right issues that underpin the challenge you are trying to address?
- 6. Is it relationally effective? Will the idea allow you to make optimum use of resources and relationships that are available to you? Is it designed in such a way that 2+2 = 5?
- 7. Is it replicable? If it works, does the idea have potential to inspire others? Could this be relevant in other settings or could this be scaled up?

What, after reading this article, do you feel called to prototype? What

question, need, or inquiry are you holding? We hope you will feel inspired to step into the adventure of prototyping. Be brave and bold, remember to celebrate your failures, and let us know what you discover along the way!

What is right about this?

The 'Hack your Education' story

As an example of a (successful) prototype, I would like to share my experiences with Hack your Education at the University of Applied Sciences (UAS) in Leiden. As part of MoveMakers LAB 2, I decided to work on a challenge that I was facing in my work at the UAS in Leiden: Their Law & Business faculty was experiencing a dropout rate of almost fifty per cent after year one. Although this kind of dropout rate is not uncommon for Dutch universities, they wanted to learn more about what was causing this. How might we assist them in turning the tide? and how could students gain more ownership of their learning?

In April 2015 I met Jonathan Fritzler, who was on an educational learning journey through Europe. We had an inspiring three-day

encounter in my city, The Hague. That is how I learned about his book 'Hack your Education (Fritzler, 2015). We then decided to use his book to create a prototype for the UAS of Leiden, with a focus on student engagement and purposedriven learning. Our assignment provider at the university supported the idea of running this prototype: they created the right circumstances for it to happen (e.g. informing the teachers, getting permission from the exam commission to do a pilot with a small group of students, assigning three teachers to co-run the programme with us, finding money to hire us, etc.). At the Move-Makers LAB meeting in Denmark, Jonathan and a group of Move-Makers had the opportunity to brainstorm over Skype about 'Hack your Education'. We then prepared to step into a prototyping process with our colleagues in Leiden.

Ionathan and I, together with Kirsten Diepenbroek, Manuela Fabiao, and Chris Jan Geugies, co-designed 'Hack your Education'. It was a ten-week programme in which students were invited to find out what was really important to them and formulate visions for the future. Inspired by Fritzler's book, we challenged them to 'hack' their compulsory school projects, so that the projects become stepping stones in fulfilling these visions (rather than just being tedious tasks). We also invited students to create their own 'education strategy', which helped them develop more consciousness about the steps they were taking in their education at the university. We invited them to do this with a prototyping mindset. It was an inspiring learning journey, both for the students and for us. Here you find some of our learnings. This list was co-created with the students who participated:



What really worked:

Student projects: In these projects students experienced that they can actually start working on a topic that is of interest to them, while being at school.

Judgement-free zone: Each person in the class is unique and deserves to be treated without judgement.

Creating your own vision: Students said that they were never asked before to think of a vision, or to create strategies to make them reality.

Gamification: Use games as a way to engage students and teachers.

Personal Branding: Students created their own personal brand by creating YouTube channels, blogs, websites, LinkedIn pages, and Facebook groups.

Building a network for the future: It is important to build tangible work experience. Projects are key for that.

The Hackathon: This was the final event, hosted by the students. Friends, family, teachers and others came together to learn about what the students have been doing.

What we could do better next time:

Offer a credit-based programme: The programme lacked a pointbased grading system to increase accountability to the programme.

Incorporate take interviews: Interview students that want to enter the programme and ask for their motivation to participate.

Incorporate exit interviews:
Interview students and learn from their reasons to leave the programme. Interview students who completed the programme, and learn from their experiences.

Create an online community: A place where students and teachers can meet online. Students that are interested can visit this community.

Regular communication with project teachers: More updates about the HyE-students and the programme for the teachers who were doing the regular projects.

From the beginning it was vital for us to run our prototype with strong involvement of university teachers. In this way, the university became co-owner of the project. Now

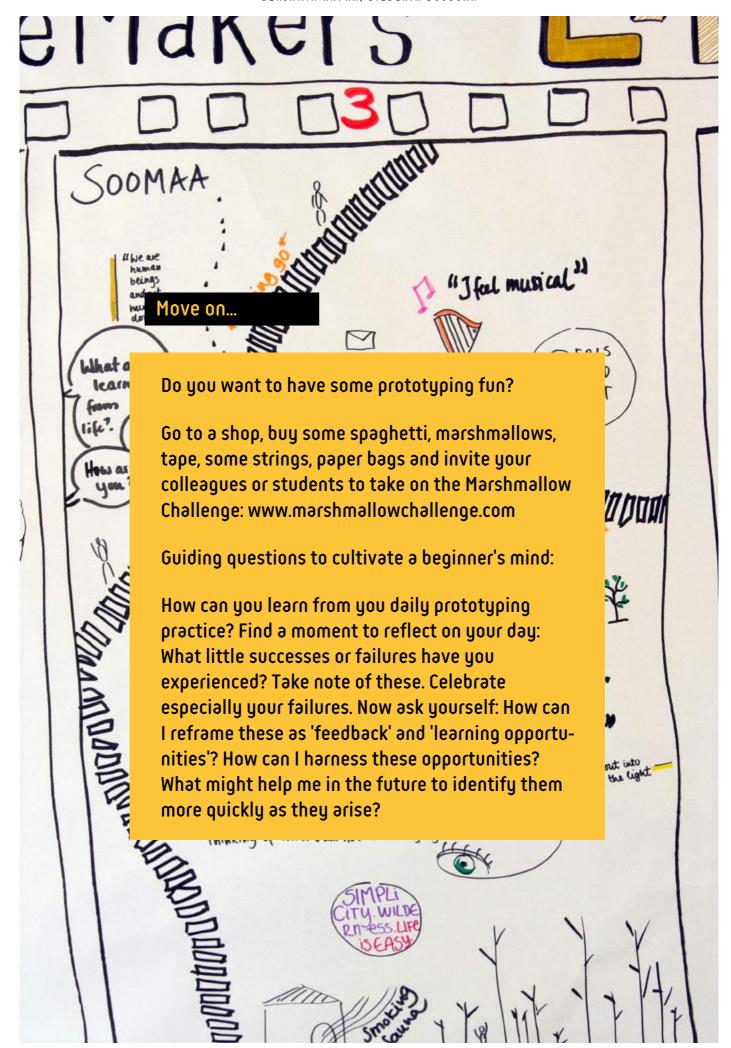
we are in conversations with the university about how the programme can continue to be part of the curriculum and how we can train more teachers to make their class 'hackable'.

I believe that Hack your Education is much more than a programme. It became part of a culture shift in the university, in which the visions of the students are leading.

In this view, the school is serving the manifestation of the inner call of the student, instead of students blindly accepting the programmes offered. This, we think, will decrease the number of dropouts. We will keep on monitoring that.

We have experienced that prototyping is an excellent way of inviting other perspectives and convincing crucial stakeholders to do things differently.

- Diederik Bosscha





Grassroots education - organizing change from the bottom up

A special thanks for this article goes to my students Barbara, Danyela, Ivelisse, Katja and Maria for their inspiring insights on this topic.

This article is written for the little activist inside you. For that one person in the team who tries to think differently, who tries to stretch the daily business that education sometimes is.

It is for your co-workers who experiment on a small scale with new teaching methods, the manager who tries to organise curricula by having faith in the power of her people. For those MoveMakers who sometimes (or often have this feeling that they want to 'crack the system, to let the light come in' (Free after Leonard Cohen's Anthem, 1992.

The central question for this chapter is: How can this little activist inside you organise change and innovation in the academic system, from the bottom up?

In this chapter I'll try to explore some answers on this question. First from my own perspective, then from the experience of Move-Makers as a bottom-up initiative and finally, and most importantly, from the voice of the student.

Bottom-up organising

Organising bottom-up innovation does not have to be a hard process or require a lot of perseverance. An example from my years as a teacher in the Faculty of Applied Social Sciences and Law at the Amsterdam University of Applied Sciences, a short exercise with an 'Appreciative Inquiry' approach (Cooperrider, 1999) led to a redesign of an entire course. During a two-day seminar, I introduced the exercise where sixty teachers interviewed each other in triads on their most successful or inspirational teaching method. It took just thirty minutes (ten minutes each) to generate so much energy, that a group of law lecturers used the output for a total redesign of their upcoming course. The team realised this in a very short time. With great energy, new ideas and insights were generated. All this was done with a student-centred approach for change in education; and it happened without an official decree from the top manager. For me, a very nice example of bottomup innovation.

The teacher as learner

The funny thing is, I am a learner myself. My passion and curiosity about this topic have led me on a PhD research project on social space making and leadership. My key question is: How can bottomup initiatives in modern society be led and organised in a meaningful way?

We live in a world of change, with many complex challenges. However, there are interesting and even hopeful developments of new ways of organising happening: local social initiatives emerge from the gap that is left behind by a business world that often does not care and a withdrawing government that often does not know (Mintzberg & Azevedo, 2012).

Coming from the bottom up, these emerging communities are not state-owned or privately owned (i.e. held by shareholders) but initiated by inspired individuals, connected by a common concern for sustainable change. These initiatives are often value-driven and led in a new way that does not come from a place of command and control or top down distrust.

Seyfang & Smith (2007) have a very informative website on this topic, describing grassroots innovations as...

"... networks of activists and organisations generating novel bottom-up solutions for sustainable development solutions that respond to the local situation and the interests and values of the communities involved. In contrast to mainstream business greening, grassroots initiatives operate in civil society arenas and involve

committed activists experimenting with social innovations as well as using greener technologies."

As we talk about bottom-up initiatives, we implicitly also accept the reality of a top-down approach. It is perhaps better to use the term used by Seyfang & Smith and speak about 'grassroots innovations'. In the end, not much is more top-down from the grass than the sun.

Examples of these novel grassroots innovations are furniture recycling social enterprises, organic gardening cooperatives, farmers' markets and probably many other initiatives focusing on sustainable development. One remark needs to be made: in some circles the term 'grassroots' only refers to political movements. The approach Seyfang & Smith and other researchers are taking is much broader, and I like it in that sense. Innovations coming from the roots of society, growing where no other 'plants' are growing.

In my talks with initiators of these kind of innovations, I found a strong drive around a common purpose, like empowering the people in my neighbourhood to boost sustainability by organising 'urban safaris', or to give people in our small town a sense of belonging and friendship by organising monthly gatherings

where we sing together, listen to lectures together and bake cakes for each other. Most of them are wanting and willing to improve the world and they start small. This strong purpose has a very local focus, which is more important than most of us might think. I have seen a huge empowerment within people because of the simple fact that their own area, or even their own street is being improved. This does not mean that big visions and greater dreams do not work, however starting small and local gives an instant result, fun and satisfaction (and connections you would never expect.

Another aspect that struck me in participating in these 'movements' was the welcoming atmosphere that these initiatives breathe. 'Whoever comes, are the right people.' There is an appreciation for whoever wants to get involved, as long as you can add your pleasant talent to the main purpose or activity that has to be organised. 'We are happy that you are here', was even illustrated by one initiative where members of the core team welcomed people personally at the front door.

In a nutshell, some striking features of these grassroots innovations in society are: having a compelling purpose, a clear (and local) 'geographical' area of interest and an inviting atmosphere. Purposeful, local and radically inclusive.

MoveMakers as a global grassroots innovation

In the context of these emerging trends, what are the MoveMakers then? Maybe the story of the MoveMakers project is an example of such a bottom-up initiative. Encouraging practitioners in education to take bold and innovative steps in shifting education was its main purpose. Through building relationships and creating a space for learning and building a professional identity, always with the learner in mind.

However, one can question how local is it really, when five countries are involved? The inclusiveness can be debated as well, when only white, highly educated people, with a common background in the Art of Hosting community join. One thing stood out: the project was purposedriven, daring to make a move in education. And maybe with having 'education' as its focus, it made it local as well, as it calls us to make a move in our academies and universities and our organisations and communities.

Also in MoveMakers, people engaged themselves in action! The three 'Labs' were the magnet of attraction. Going on a 'school trip' to the Netherlands, Denmark and Estonia, together with like-minded people to discover the field of education. Some countries managed to have a cohesive team of seven our Dutch team was very inviting and grew to twelve members! With the project manager in Estonia shaking her head with marvel.

Besides the three education labs also dissemination events were being organised in the countries themselves, inviting even more people.

Another thing that stood out for me was that the whole programme was full of grassroots methods and participatory methodologies like Appreciative Inquiry, World Cafe, Open Space Technology, and so on.

These methods generated group energy, intrinsic motivation and personal engagement, which leads to a sense of collective accountability and often leads to breakthrough solutions and effective action (Holman, Devane & Cady, 2007). This means that the key features of grassroots innovations also apply to MoveMakers: a compelling

purpose, a focus 'area of interest' and an inviting atmosphere.

The greener the grass!

What often bothers me in discussions about education is that one factor is missing. The most important factor: the students. I have discovered that they are not always uninterested, reluctant and bored.

As I was writing this article, I was hosting a summer course in The Hague, where I took the opportunity to organise and facilitate an Open Space Technology session. I invited my students to have a conversation around questions that matter to them, like 'how can I boost my personal leadership?' or 'how to harvest everything we learned in this course?'. Five students engaged in the talk around the question: How do you see bottom-up innovations in your academies? They all came with beautiful examples, thoughts and doubts. Below you'll find some of the striking points that stood out:

 Next to grassroots organising, student representation was mentioned very often by the students as a meaningful way to boost innovation in education! Students have the feeling it is effective when this representation is taken seriously (i.e. making real space for them to be part of making decisions and a trustful relationship with the school management).

- Giving students the space to selforganise is the most striking point. Two examples stood out. The students of a Brazilian university got agitated by the fact that vandals besmirched one of the walls in their entrance hall, degrading the learning atmosphere. Students and staff were starting to feel uncomfortable and unsafe. So the students organised themselves, bought paint, paintbrushes and even raised money to contract a professional painter to coach the group in refurbishing their degraded wall and turning the entrance hall into a nice environment. The only thing the teachers and management did was to let them do their thing, holding in perspective that it was an improvement to the study environment, which was at the heart of the purpose of the students.
- Another example is self-organised law classes, where older students plan, prepare and host classes for younger students. Only the signature of a professor was needed, to approve that it was a legal part of the curriculum. However, the

professor never turns up. But under 'the protection' of this signature very beautiful things are blosso-ming. Engaged students inspire others with knowledge, literature, examples of topics in class. On a weekly basis they meet in circles and discuss topics important to them. It became a generational thing, where later in their studies, firstyear students took over and inspired new youngsters. Why? Because they have the freedom to discuss what they want, the quality is high and the meetings are inspiring.

Does it mean that it is possible to just let everything go and education should become a free riders' space?

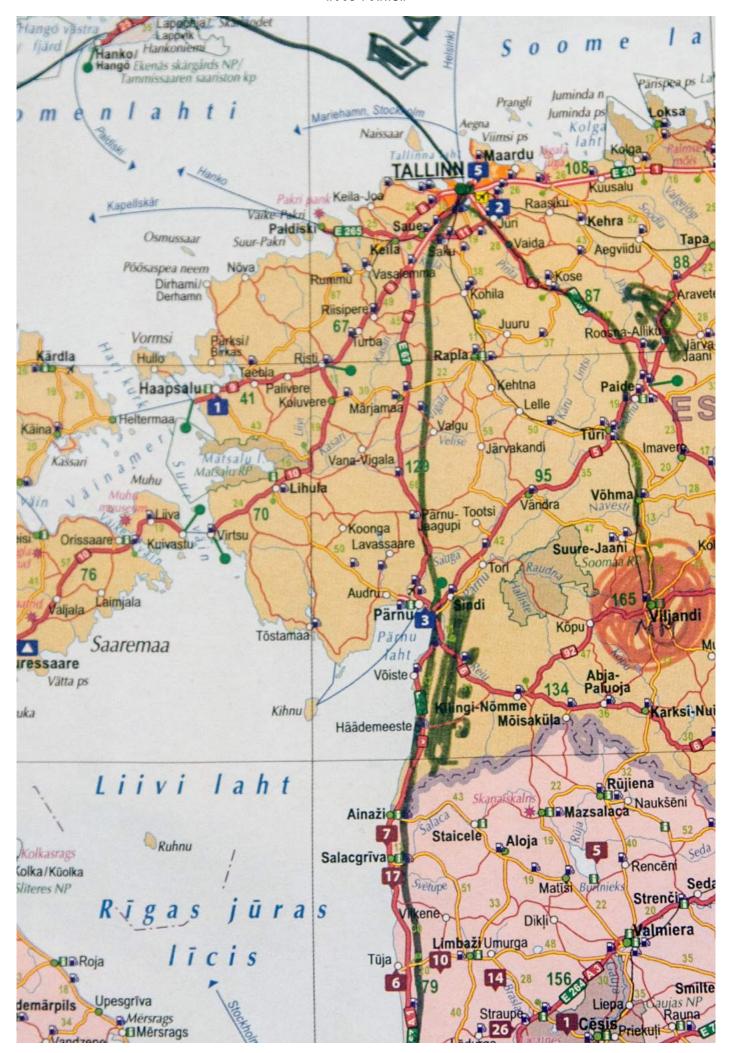
The students do not think so.
Teachers who start out of the blue, with totally new ways of teaching, without a purpose (e.g. 'let's do everything using Facebook') is even for young students a bridge too far. Step by step, do it right, make everybody feel comfortable with the new approach.

Coming to a conclusion, if you feel like awakening the little activist inside you and having the urge to crack the system to let some light in, I learn from these stories that it is good to start with a compelling and clear purpose.

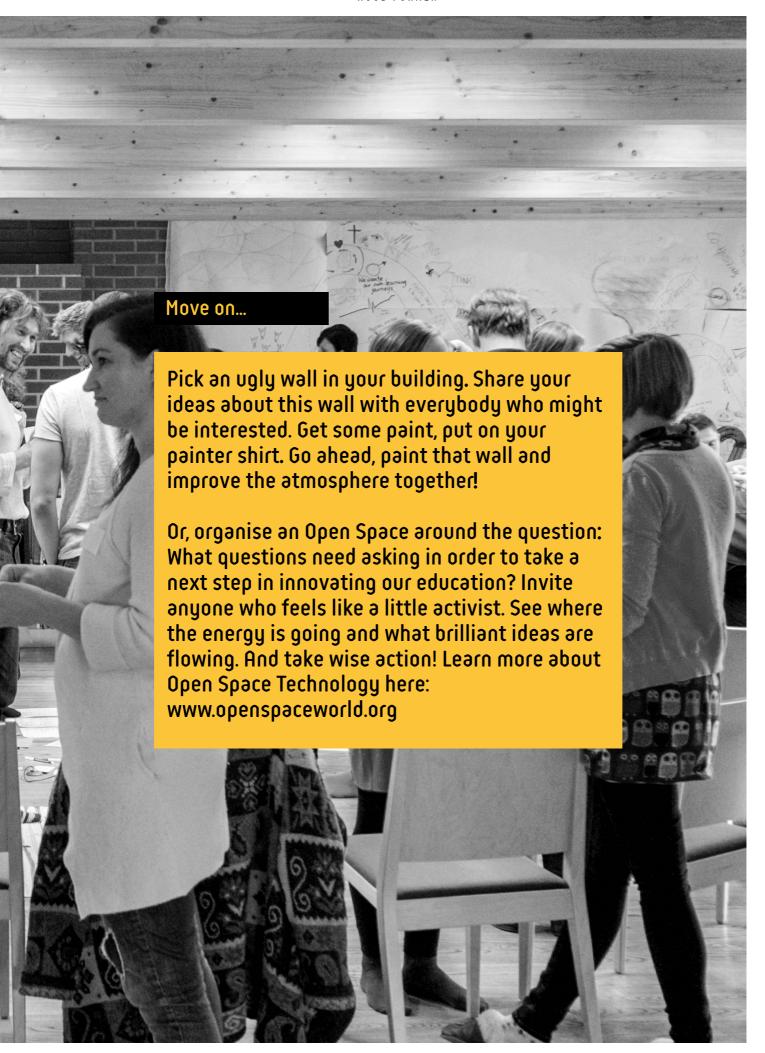
When answering the question what are you doing and why do you want to do it? Keep the following in mind:

- Be inviting so that others join in! Do not go alone, go with others and get further.
- Have fun with them by organising action.
- Use engaging methodologies like appreciative interviews!
- Start locally.

And finally, engage the students! Seriously invite their activism into a conversation that boosts innovation and makes actual moves.









Personal leadership: the missing link in education?

Bringing students' hearts to the centre of learning.

Why Personal Leadership?

In October 2007 I had a dinner conversation with leadership expert Peter Merry, author of Evolutionary Leadership (Merry, 2006), at an Art of Hosting training. I told him of my discontent with the way students were treated by the educational system, and how powerless and frustrated I felt about it as an educator and specially, as a mentor.

I experienced that in our educational system, students felt that they were just a number. As a mentor, my role was more akin to a remedial 911 emergency operator than someone who holds the position for meaningful guidance. In the course of that conversation, Merry gave me the golden words that would bring a shift in my work as an educator. He said:

"It sounds to me that you are talking about a lack of attention to students' Personal Leadership, to their dreams and passion, to their capacity for creativity and resilience. Now, you need to ask yourself, what kind of leadership skills are we oering our students?" (P. Merry, personal communication, 17 October 2007).

I realised that this was exactly what

I was missing in my work at the university: a closer contact with my students, a safe space where their dreams and stories could be nurtured and hosted and a new approach that would allow me to support their success and quests for their future. I was longing for an academic space where I could find a deeper meaning to my role as a mentor and educator, and most importantly, I was hungry for a stage where my students could become the best and happiest version of themselves.

I spent the following days of my Art of Hosting training looking for tools and approaches that would allow me to bring light to my many questions. And that is how I became inspired by new models and theories such as Appreciate Inquiry (Cooperrider & Whitney, 2007, Theory U (Scharmer, 2009, and by kindred minds with whom I connected in my newly found quest.

I began to think about what Personal Leadership actually means in this context. Now I define like this:

Personal Leadership is a life skill, that strengthens our capacity for finding our 'soul purpose', gives us confidence in our self-resilience and fuels the actions that bring us closer to our goals and dreams. Mindfully embodying Personal Leadership brings us to a balanced alignment of head (knowledge, curiosity), heart (passion, commitment) and hands (action, creativity). It is essential to exercising self-discipline, to boosting performance and innovation, to building a harmonious relationship with the self and others, and to bringing success and happiness to all areas of our lives" (Lightspot, 2016).

So there I was, impatient to get back to my faculty, with an insightful treasure in my hands, a mind full of curiosity and a heart willing to make a change. And so I started a new chapter in my educational career, where my own Personal Leadership would be challenged by the skepticism of an educational system which was not completely ready to embrace students' hearts at its heart.

Here is my personal reflection and account of my experience with introducing Personal Leadership in my educational work. It is also part of my professional quest to create a good recipe for a successful and more sustainable integration of Personal Leadership principles in learning and education.

Pioneering Personal Leadership at The Hague University of Applied Sciences

After following the Art of Hosting training, and inspired by Theory U (Scharmer, 2009), I decided to cocreate the course Personal Leadership in a Professional Perspective (Hernández & Bosscha, 2008) for my faculty.

The premises for this experience were based on the assumption that students have a strong need and capacity for self-knowledge, to own their learning choices and to find clarity about their professional future. In our intake conversations, students said that no one had ever invited them to tap into their passion, or supported them in exploring their fears of being ambitious and becoming successful.

In a nutshell, the course invited students to explore their (professional) dreams and describe their 'highest future possibility'. By doing so, they could recognise what limiting beliefs needed to be overcome in order to be able to access their highest potential. By means of journaling, lifeline exercise, storytelling, mind mapping, tandem dialogues, discussions about freedom and success, and coaching by the

facilitators, students became aware that Personal Leadership is an ongoing thread in their lives. And that somehow, due to limiting beliefs, it gets buried far away from their awareness, becoming a blind spot that needs to be rediscovered. In the end, students were able to sketch a vision of their ideal professional future by means of digital storytelling and mind mapping. They also became more aware of the barriers that were keeping them from finding their life purpose and took steps to approach their limitations.

The feedback gathered during this experiment provided enough indication that students often experience tremendous lack of attention directed towards their personal development, as well as space for reflection in their student life. They named their experience with the course 'the missing link in our education'. This statement made me realise that I was tapping into a huge and exciting blind spot in our curriculum. Students also expressed a wish to be involved in such a process much earlier in their study (the first prototype was offered to second year students). Most importantly, they expressed a strong need for meaningful guidance by dedicated mentors, who were passionate and engaged.

Prototypes have the power to grow and ripple

As a result of this prototype, and extensive lobbying in my faculty, Personal Leadership became an integral component in the curriculum for the programme International Communication Management-ICM. It became the first Personal Leadership course credited and embedded in a first-year trajectory at The Hague University of Applied Sciences and very possibly, in Dutch higher education in 2008.

This meant that I had the precious opportunity to design a twelve-week course for first year students, and offer them a basis for becoming proactive professionals, and for owning their learning journey.

In 2012, a comparative research was conducted by Adela Garabal and was published in the book Sustainable Professionalisation in Higher Education (The Hague University, 2012). The research compared the Educational Career Supervision trajectories of two faculty programmes (ICM & European Studies), and how they contribute to students' professional identity, reflective practice and self-knowledge. In her conclusion,

Garabal states:

"We should implement 'Personal Leadership' and some other tasks from the ICM programme in European Studies, given the success booked among ICM students. Both supervisors and students should follow this course. And next to it, more training and intervention should be followed by supervisors in order to get to know new counseling approaches, and learn from each other's experiences" (Garabal, 2012).

In 2013, based on Garabal's research results, Personal Leadership finally gained momentum: The European Studies programme incorporated it in their second year curriculum. Its main objective was to support students in forming their professional identity and in finding their learning focus by exploring what they needed in order to design their future.

In that same year, I co-initiated the minor Exploring Leadership (based on Komives, Lucas & McMahon, 2013), which was further developed and launched in 2014 by Huub Purmer & Adela Garabal. The minor brings Personal Leadership into practice, by combining project-based work with finding students' professional compass.

Guiding principles for introducing Personal Leadership in the curriculum:

- Personal Leadership works best when it is adopted as a core value, and integral part of the study programme: Embedding Personal Leadership skills in the curriculum challenges the predominant view that our very personal stories are separated from our professional development. In ICM, when Personal Leadership was adopted as a core value, along with 'excellence' and 'courage', it became part of the emerging educational culture and vision, influencing students' learning trajectory from day one.
- Moving students from the tangent to the heart of the curriculum supports the creation of an inclusive environment, where personal growth and collaboration are highly desired and equally valued.
- Reflection is a necessary competence for young professionals: It is a known fact that students tend to show resistance to (personal) reflection. The truth is that while we demand that students show the capacity to reflect, we do not offer the necessary tools that can enable

- them to do it effectively.

 By means of in-class dialogue, storytelling and journaling, students were able to stay mindful while voicing out their learning and progress during the course (and not afterwards).
- A proactive, student-based approach is key to mentorship and personal development: By focusing on students' personal development needs and professional ambitions, we can tap into their intrinsic motivation. This requires a certain degree of flexibility in inviting the student to formulate what works best for him or for her, and supporting him/her in designing their course of action. By asking students to elaborate their Personal Leadership Project, they were able to identify their strengths, their growth areas and the steppingstones needed in order to achieve their personal learning goals.
 - We need to create more opportunities for meaningful interaction and dialogue between students and their mentors: In order to bring the student and mentoring to the heart of any programme, new ways of facilitating structural and regular contact between mentors and students need to be devised. By designing a Personal Leadership course where mentors are actively

facilitating the learning process of their mentees, a relationship of trust and mutual recognition has more chances to be fostered. In the courses I co-designed, the interactive nature of the workshops allowed students and mentors to get to know each other in a more neutral and spontaneous way. As a result, students gained more clarity about the added value of engaging in such processes, and about how Personal Leadership skills contributed to forming their desired professional identity.

Students should be invited to question their choices and course of action: How does their study choice contribute (or not) to their professional happiness? Inviting students to reflect about their ideal professional future by working with their dreams as scenarios, can be both inspiring and confronting. Theory U (Scharmer, 2009) was used to support a process of transformation, where students were able to understand what they needed to invite or leave behind in order to achieve their goals.

In some cases, asking these critical questions resulted in students switching study programmes or simply leaving the university to pursue other endeavours, such as becoming a flight attendant, a chef

or even a rock musician. In other cases, students found ways to fine-tune their dreams and make more conscious choices within their study (e.g. choosing a minor, an internship placement or a research topic that aligns with their interests). Examples of questions asked were: Why are you here? What is your dearest ambition? How can your learning choices become a solid stepping stone in realising your dream? What kind of impact would you like to create for yourself and those around you?

Personal Leadership is not a lonely, solo journey: The course was designed with participatory leadership methods, upon the assumption that Personal Leadership skills are developed in close interdependence with others. By integrating storytelling and dialogue, students could identify with the personal narratives of their peers, often feeling 'relieved' that they were not the only ones struggling with some specific issues (not feeling good enough, not knowing where their passion lies, overdemanding parents, lack of discipline, diminished motivation, financial problems, etc. were common issues mentioned throughout the course). At the same time, students were invited

to dare to ask for advice from other peers and important people in their life on how to approach the Personal Leadership challenges that they chose to resolve during the course. As a result, students became more proactive in their quest. In some cases, they forged meaningful, long lasting friendships with other peers.

What were the main challenges experienced?

Pioneering is often the work of a lone wolf: The hardest part of introducing Personal Leadership in the curriculum was to convince the management to acknowledge its urgency and invest in it. Just eight years ago, the notion that the personal did not belong to the academic sphere or that leadership skills were exclusive to management students, was very prevalent. A great amount of personal investment went into weaving my ideas into every opportunity I had, which was at times tiring and discouraging. However, my conviction was strong, and after prototyping, I engaged in an intensive search for proof that Personal Leadership was emerging as a key competence for the 21st century professional: I interviewed educators, students, corporate managers, experts, etc. I learned new leadership approaches and

designed learning materials until I found a vocabulary & concrete tools that allowed me to connect to the management and colleagues.

Resistance to discuss vulnerabilities: In the process of conducting my research, and later on, when training the mentors, I encountered remarkable resistance. Some of my colleagues did not believe that inviting students to discuss personal challenges in class sessions was appropriate. They were concerned that the classroom could become a 'group therapy' session, and that they were not 'shrinks'.

This resistance and bias made me realise that I needed to put more emphasis in their facilitation skills, such as how to create a safe space, how to conduct in-class reflection without invading the privacy of the students, and how to focus on the positive aspects of investing in such learning (e.g. better performance, more motivation, more clarity and ownership of choices).

I also found this resistance in some students, specially those who were struggling with some personal issues at the moment they were following the course. In those cases, mentors were advised to pay extra attention to those students outside the classroom, and offer them space to propose alternative ways to stay

engaged in the course. What appeared to be a hindrance for some students, often became an opportunity to address critical issues at an earlier stage with their mentor.

- Disengaged mentors: Unfortunately, in higher education, allocating mentoring hours to teachers who do not have an affinity with guiding students, is still a common practice. In fact, these were the mentors that showed most resistance to facilitating a Personal Leadership course. The course exposed this problem more vividly, which in turn, resulted in a more conscious selection of mentors for the subsequent years.
- Influencing the culture of an increasingly rigid system: Introducing Personal Leadership as a core skill and learning value at a time where the world was at the brink of crisis, showed me how rigid the educational system was becoming. Negotiating investment of hours to introduce a programme that focused on soft skills did not seem viable without a business case which could hint at its potential. In this case, prototyping before lobbying proved to be useful, specially in a moment where a new study programme was emerging: one with a clear wish to be more innovative in its educational vision by integrating values that would generate the

desired educational culture. The programme International Communication Management was about to be launched, creating a golden opportunity for seeding Personal Leadership in the curriculum.

- Results are usually tangible on a longer term: One of the things that characterises pioneering and investing in the development of soft skills, is that it takes time to confirm results. The quality of acquired Personal Leadership skills is highly dependent on the process, and on the moment that students find themselves in.
- mentors for the subsequent years.

 It was not until 2011, when the first batch of students graduated from the ICM programme that the value of this experience was acknowledged in some of their final self-evaluations. Or later on, in 2013, when Garabal's research results influenced the further adoption of Personal Leadership in other faculty programmes.

How to bring innovation into action?

If you are an educator who feels compelled to introduce Personal Leadership or a similar initiative into your curriculum, my advice is to start with creating and identifying the conditions that can facilitate your work:

- Explore alternative, collaborative learning environments outside your organisation. Find new approaches, search for experiences that you want as Dock20 and weave my vision to see happening in your work. In my case, getting trained in Art of Hosting, Theory U and prototyping learning experiences with kindred minds was key to feel confident and acquire tools that I could later use in my educational work inside and outside of my organisation.
- We need a tribe to thrive. Find likeminded people who are as passionate as you are about the change you want to bring in education. Invite them to bring in their offer to the stages that are available to you. Arm yourself with good questions and offer your curiosity and vision whenever possible. Joining MoveMakers has taught me that our educational mission should not be a solo quest. That we should go out there, and find the collective resonance that can support you in the work that needs to be done!
- Grasp the momentum and seek collaboration opportunities. In the last eight years, I partnered with other initiatives outside and inside my university, which were on a similar quest. It was in that momentum of research and cosensing that I found allies who shared my sense of urgency.

That way, I had the chance to contribute to laying the foundations for emerging initiatives such into new learning programmes in the fields of sustainability and innovation, career reorientation and cultural adaptation for international students. Tapping into the momentum opens up an array of possibilities waiting to be harnessed. You will be surprised how much is out there waiting for your contribution when you decided to make a move!

- Dare to prototype and put your idea to test. Find ways to make your ideas tangible. In this case the prototype Personal Leadership in a Professional Perspective was key to • creating a concrete experience from which to draw tangible conclusions and create a basis for new learning experiences.
- Use your prototype and its fans to convince others about what works. Without the word-of-mouth of enthusiastic students, or the curiosity of colleagues doing research about the topic, the prototype would have stayed an isolated successful experience. In this sense, also consider the following:
- Maintain a clear vision of the impact you want to create, voice it out, gather feedback, and find

- illuminators that can support you in providing proof of impact.
- Stay open and receptive to tailor your work to what the organisation can support without compromising your value proposition. The first edition of the Personal Leadership course was a little too complex for first year students. It was also new to the classroom approach of the faculty. By involving the feedback from mentors and students who participated in the course, its content and format were adjusted to what was possible, given the restrictions of the curriculum (e.g. time allocated for the course and teacher training).
- Develop a train-the-trainer programme along with your course, so that the mentors can be aligned with its vision, and foster coownership.
- Always voice out why you are doing what you are doing. Activate your vision with generative listening. Make your work a collective search by incorporating the voices of students and fellow educators in your quest.
- Be ready to let go of 'exclusively' owning your 'idea'. Invite others to tweak it and use it; sharing it can lead to more impactful results.

What's next?

A great deal has changed in the educational system since 2008. The systemic crisis in which the world finds itself nowadays has brought undeniable urgency to investing in Personal Leadership. Not only young (pre professionals are struggling with finding new ways to access a productive and fulfilling professional life, but the traditional higher education institutions are failing to provide meaningful learning and professional preparation which is suited to today's demands. As a result, there seems to be more openness to incorporate Personal Leadership in traditional learning scenarios, but there is still a great deal of work to be done.

Observing the trends in the last twenty years of my teaching career, I would like to point out three specific areas which I believe need further exploration:

1. We are moving from Personal Leadership to Personal & Collaborative Learningship. With the current growth of Massive Open Online Courses (MOOCs), the increasing costs which hinder access to higher education for many, and the ever present need to own our choices in learning, Learningship becomes an unmissable craft,

which is key to self-actualisation, collaboration and life-long learning.

In this context, Learningship means being fully aware about our personal learning styles, and about how we learn best. It is about discovering new ways of learning, steering our curiosity to alternative learning paths beyond the established institutions. It is about collaborating with kindred spirits, and engaging in learning activities that match our curiosity with our best learning modus. It is about constantly searching for wisdom in every endeavour we embark on.

Learningship embodies learning as a mindful, ongoing practice for both students and teachers. It requires a strong Personal Leadership basis, and openness to search for collaborators in our quest. It builds on our capacity to lead and design our learning trajectories. It also requires curricula which is flexible enough to allow students to design and steer their own learning. It comprises the vision that learning, to be successful and meaningful does not necessarily need to be institutionalised.

Finally, it means that Learningship is a craft and a practice that needs to be enacted in every learning stage of every student: it needs to

walk hand-in-hand with his or her pursuit for personal growth and professional happiness.

2. Personal Leadership efforts need more space for deep listening & storytelling. At the beginning of this article I stated that Personal Leadership is an ongoing thread in life. It is ubiquitous in all of our successes and failures, it carries memories of joy and sadness, it tells stories about who we were, who we are becoming and why we made certain choices at a certain turning point in life. In fact, storytelling is already becoming a trend in career supervision programmes and it is being used in some universities as a way to explore one's professional identity (Meijers, 2012).

With the growing uncertainty of rapidly changing work contexts, and the increasing mismatch between acquired competences and professional opportunities, learners need to be given space to explore those complexities without compromising self-confidence. Tapping into personal narratives can support students in (re)discovering their strengths and (re)imagining their future. It gives them a sense of coherence as it offers opportunities to find the red threads in their stories, their deepest values and what truly matters to them in life.

• Feel free to deviate from your questionnaire if important questions occur to you.

Finally, storytelling and mentoring requires appreciative listening skills. It is in that space of deep listening where we can connect to the source of what is being communicated to us. It offers an unbiased canvas where stories can unfold and freely flow, empowering the teller to find new truths about' what moves him or her in life. If we want to bring students' stories to life, both teachers and students need to learn how cultivate deep listening and how to create spaces where fertile silence can flourish.

3. Personal Leadership for educators is needed just as much. I already mentioned that while developing Personal Leadership trajectories, I encountered some resistance from teachers and mentors. Later on, in dialogue with other colleagues, I realised that some of this resistance had to do with being confronted with their own personal and professional challenges and work-related stress.

Teaching is one of the most beautiful and noble ways to serve the world by being part of the learning journey of our students. But we need to find ways to move away from the ingrained view that 'sacrifice' is an intrinsic part of the job. Nowadays, it is common for teachers to lose sight of their own

professional development, to feel stuck in teaching and learning methods that no longer serve their passion and intention, to burnout and lack motivation as a result. In the midst of this negative spiral, educators seem to lose touch with the spark and the courage that brought them to host a classroom in the first place.

In my quest to innovate, I realised that I too fell into the trap of forgetting to host myself, while trying to offer my best to my students. As a result, I recently quit my teaching job of twenty years, and am currently taking some time to reshape my vision and refuel my Personal Leadership practice. Being an educator and mentor at heart, I often reply to whomever questions my decision to make a bold pause in my work: "I might have left a job, but I have not abandoned my mission."

I believe that we need to find new approaches which can help us redefine what gives meaning and energy to what we do. If you identify with my story, I invite you to pause and reflect with me with the help of these questions:

- Why do you teach?
- What values guide your work?
- How can you balance self-care with meaningful giving?

- What is needed to bring the educator's heart to the heart of education?
- What can you do? Where to start?

Some final thoughts

As mentioned earlier, the benefits of practicing Personal Leadership can take time to be recognised. ike the work of a patient farmer, it can take a few seasons before harvesting its best fruits.

While writing this article, I asked my ex-student Divya Dimple to reflect on the fruits of her experience with Personal Leadership. Now a successful communications & sustainability professional at Philips in The Netherlands, this is what she replied:

" A corporate strategy is made by taking into account internal strengths and capabilities of the organisation and developing them to meet the challenges of the external environment. But what is it then for individuals? The same. I believe that the strategy or abilities for individuals to be able to stay centred, alert, creative to perform successfully despite many challenges is what Personal Leadership offers. Personal Leadership classes have taught me the skills to cultivate the inner compass or values I have, and the importance of connecting with ourselves and others. I think that in

an ever changing world, all (young) professionals and individuals need these skills. Our inner compass will guide us, and the connections we have with others, both on a business level and personal level will move us forward. After all, how would one make a difference in the world without first knowing how to lead and change oneself? I believe that the Personal Leadership classes I followed during my studies in 2008 played significant role in bringing me where I am today." (Divya Dimple, personal communication, 25th of July, 2016).

Hearing about the positive impact that we educators can have on our students is the greatest gift we can receive. There is nothing more fulfilling than to end this piece with giving the last word to all my students, as they have been at the centre of my heart during the last twenty years.

If you have been my student and happen to read this piece, I invite you contact me via email (manuela@mylightspot.com) and share your thoughts around these two questions:

- What has Personal Leadership meant for your personal growth and professional happiness?
- Can you share a story about how Personal Leadership skills have positively manifested in your life?

How would one make a difference in the world without first knowing how to lead and change oneself? (Divya Dimple, 2016). META-HARVEST I CHEWIN

What does Personal Leadership mean for

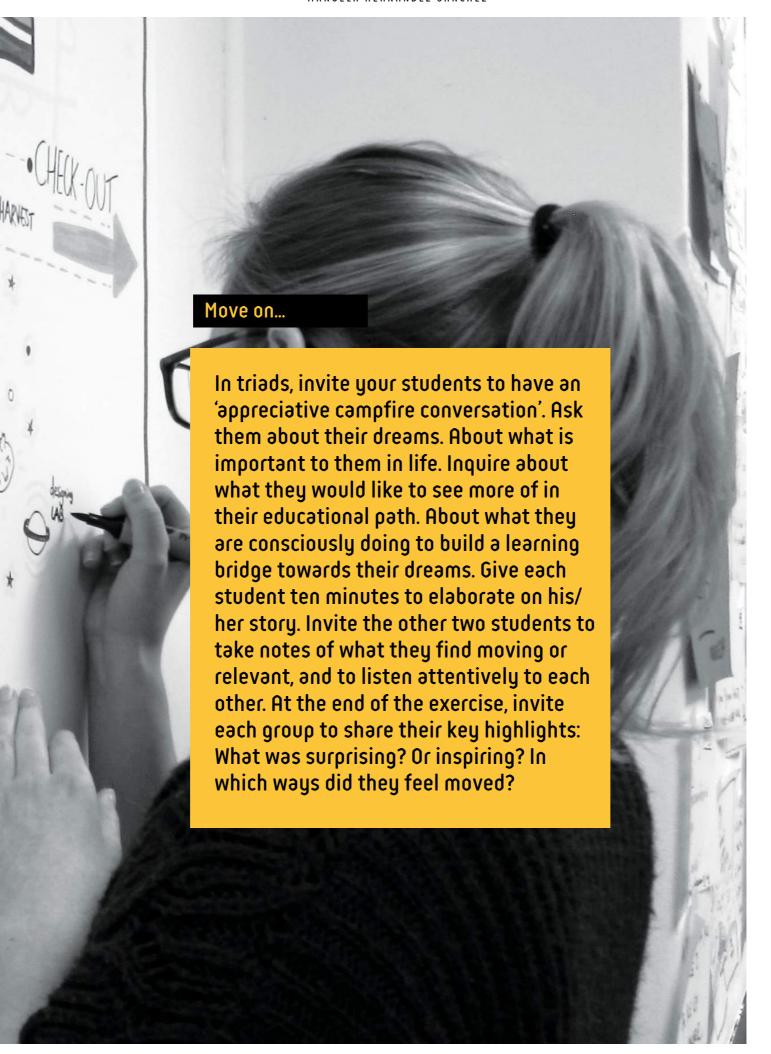
your personal growth and professional

how Personal Leadership skills have

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happiness? Can you share a story about

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Changing education

Towards an education for the world & the whole human being

Education is, whether we are aware of it or not, a force for social change, contributing to collective flourishing as well as societal disintegration. In this light education is, and ought to be, very much about the kind of world we want to live in. I cannot speak of changing education without speaking of the world for which it is a force of change.

Meeting many MoveMakers has shown me that there is a growing number of people from very different countries who are consciously working to reshape education, not just to improve it, but to allow it to serve a better world. They are recognising that a (higher) education does not necessarily correlate with socially and environmentally sustainable behaviour though.

Often quite the opposite. I believe there are many such MoveMakers and that change comes from their ability to connect like a swarm, uncoordinated yet self-organised, and create new infrastructures for human development. The MoveMakers project is an example of such swarming.

When swarming happens we get to look beyond our horizons and at the same time recognise that a

new order is developing. Slowly we see the signs that the success of a school or university is no longer just determined by its size, its student's scores or the number of diplomas, but by the value it creates for the lives of its members and the society in which it operates. Its success depends on the outreach and quality of its network and its ability to learn. The same is true for every individual educator, class, or learning community. These signs give hope and direction.

Educators and schools are slowly losing their power to control the outcomes of the learning process. They start to recognise that they can only influence the conditions for learning to happen. What happens on this small scale, happens on a large scale too. Governments and companies are losing the power to determine social or market outcomes. The concept of change has never been so popular because on the one hand everything seems to change so fast, whilst at the same time we seem to lack the power to change our own environments.

In this chapter I want to share my observations and experiences on the how and what of change.

In search of new coordinates

Changing education itself is not new. In the Netherlands (and not only), after an initial wave of innovation in the 70's -inspired by the early progressive movement- a wave of public management and accountability characterised reforms since the 90's. This was done in an attempt to relate a changing educational field back to the public.

Today we are waking up to a world in which the exponential acceleration of technological developments equals those of environmental degradation, and exponential interconnectedness of a globalised economy. The current discourse on 21st century skills takes a reactive stance towards these developments. It mainly focuses on qualifying citizens for the global economy, touching just the surface of a deeper matter.

This third wave of reform poses the deeper questions of the role and purpose of education. We now ask ourselves: for what world we are educating? We are realising that the quality and development of education should be seen not just on its own terms, but has to be seen in its context. The context of a society with a fragmented worldview,

unable to sustain the wellbeing of life in our cities and natural environments.

Schools and universities do not stand alone therefore. They are part of wider social economic structures, cultural expectations, and societal developments. When students perform lower in language skills, this may not be due to bad teaching, or insufficient resources, but simply a matter of increasing diversity in our classrooms, including greater numbers of students with non-native backgrounds. Or on another level, it may be because the educational system was never designed to deal with, or even value diversity. Many of the issues schools encounter cannot be resolved solely within the classroom, or even within the frame of education.

Conversely, our societies are experiencing unprecedented challenges which demand education to support a new kind of learning for a new kind of world. And more than ever it needs to embody and exemplify that world.

The industrial revolution brought forth an entirely different way of understanding and organising the world, which has produced tremendous wealth and emancipation.

omy and unsustainable societies with rising inequity. In the economy we have found new coordinates for development in the principles of People, Planet, Profit, and Purpose as its latest addition. In education we are searching for such coordinates on which to navigate as we feel that something substantial in society has changed, and we have not yet found the right response.

A tentative direction for such coordinates could be to take the "whole world" and the "whole human being" as starting points. These are the broadest terms that MoveMakers from vastly different contexts can agree on. From there I can say something about the kind of change that MoveMakers are working on. And finally, I can give some tips for every MoveMaker out there who is on his or her way to make such change.

By connecting the whole world and the whole human being I hope to create a bridge between what Habermas (1981) called the "systems world" and the "life world." Habermas argues that the "life world" is based on communication and human relationships. The economic and political systems of the "systems world" require an instrumental rationality that allows for

It also produced an exhaustive econtheir governance. The internal logic of the systems world such as that of the market or bureaucracy, create circumstances such as an overemphasis on testing or disciplinary separation that are blind to human values and relationships. The question for the Move Maker is therefore: How to 'decolonise' the "life world? or how do we humanise the "systems world"?

Connecting the whole world to the whole human

There is a silent revolution going on in education. A globalising and interconnected world forces us to see the bigger picture, and accept the inherently unpredictable nature of complex and exponential developments. Our first reaction might be to try and fight the overwhelming complexity by creating equally complex mechanisms of control, to make the uncontrollable controllable, or make the unpredictable predictable. This form of shortsightedness is dangerous, and causes one reform after the other, because every solution is a mere reaction to a symptom. Schools, teachers and students suffer as a consequence. The real challenge for education lies in escaping this simplistic view. Changing education has to come from a deep, a radical understanding of what is going on, both on a human and institutional level.

Accept different forms of knowing

For such an understanding we have to allow ourselves to broaden our horizon, and accept all forms of knowing as valuable contributions to the partial understanding of ourselves and the world. We used to find coherence in our education by following subjects and disciplines for instance, but a new coherence will have to come from interrelationships between all kinds of knowing.

The whole beyond the parts

An education for a whole world starts from this position. The qualities of a whole cannot be described by the sum of its parts, and vice versa, the behaviour of the parts are to some extent always determined by the whole. What a student learns and who he or she becomes therefore, is determined not only by the content of study, but much more than that: by the environment, attitudes, beliefs, procedures, values, processes, spaces and relationships involved.

Systemic sensibility

We are living in blissful ignorance of the devastating origins of our material wealth, because we have never truly learned to understand on a more than abstract level what global interdependency means, and what its consequences are. We become part of the world only to the extent that we experience its relationships to our lives. It is therefore a moral imperative to develop a systemic sensibility. This means that one of the main responsibilities of education today is to design experiences that allow for the development of such sensibility.

Experiment

The global forces that determine our lives and societies have become larger, unpredictable, and therefore uncontrollable. This does not mean we should feel overwhelmed, sit back and suffer the consequences, or that we should relieve ourselves from responsibility. If we cannot predict or determine the outcomes, the sensible thing that remains for us to do, is to determine the quality and intent of our input. From there we experiment and iterate through different experiences and understandings. Not in abstract abstractions in the hope for an ideal theory, but in embodied experiences. The maker movement is a great example of an approach that meets that need. Tinkering, playing, and working from creative passion, using serendipity to come to meaningful

design are helping to create embodied learning experiences. An experimental and iterative approach allows us to know what to do when we do not know what to do. But it also allows for the participation of every perspective, every culture, every affected person in finding the questions that matter and the answers that work for everyone. This is why labs are such an effective pedagogy for transformational learning.

Connecting the systems world and the life world

Our modern desire for mastery over the natural, social, and economic world has generated an increasing instrumental rationality of efficiency at the cost of a human relationality of value. Education becomes a manufacturing process that delivers a qualified workforce to an economy of benefit. Qualifications become commodities. Students become consumers, and study results return on investment. We have been living a paradigm of simplification in which we have attempted to reduce meaning and ambiguity of life into measurable and sellable units of productivity.

It is a form of fundamentalism, just as the extreme focus on community in state communism was or the religious zeal we find in many parts of the world. What Habermas called the "system world" has colonised the "life world", creating the sense that the institutions within which we live are not just benevolent, or in our best interest. We need an economy of human values, and a school system that puts the continuous creation of these values at its centre.

From disciplines to questions that matter

Disciplinarity at school and work represents a way of thinking and organising knowledge in the form of ever greater specialisation and separation. The world and our experience of it is simply not organised that way. Things get their meaning in relationship to each other. Our primary shortcoming in school and society is not that we are not good enough at a certain subject, but that we organise our knowledge in abstract and simplistic ways, unrelated to what matters to us or the world around us. Our solutions to social, economic or ecological problems are therefore not only inadequate, but are the cause of these very problems. We think it is perfectly normal if an economist decides over the course of our economy without reference to sociology, art, or psychology for

instance. Rather than organising education in disciplines, we can now organise knowledge and activities around meaningful questions.

Incorporating incompleteness

We leave school thinking that the world is well organised, and we have great confidence in our understanding of it. Instead, uncertainty, incompleteness and not knowing are inherent to the world and ought to become part of our models. Learning to fruitfully facilitate creative disorder, serendipity of learning, and constructive confusion will have to become a priority for schools.

We are trained to place different kinds of knowing opposite of one another. Nature opposed to nurture, science against art or religion, realism opposed to idealism, subjective opposed to objective, etc.

In order to understand the world, it is important to distinguish between the things we observe. But it is equally important to see the pattern that connects them. Our simplified and extreme focus on the former has made us blind for the latter.

Diversity as learning

Our classrooms have never been so diverse. They are showing us that the world is larger than we were used to, that there are more ways of living than what we were used to, and that we are invited to build bridges between people of different cultures, backgrounds, and beliefs. Maaike Boumans addresses the necessity of diversity in a multicultural society (see chapter on page 34) because educating for the whole world means inhabiting that world together, and approaching it from a developmental point of view. It is something we need to learn.

Learning for the whole human

In Jean Piaget's (1969) theory of cognitive development, which has been very influential on our schools, formal reasoning represents the highest stage of cognitive development. While Piaget focused his work on children, we now know that development continues in adult years and that there is more than development.6 Our systems, however are still largely focused on formal reasoning, and value abstract and logical thinking over all other forms. This works perfectly well for the narrow and formal purpose of solving well-defined

problems, where all necessary information is readily available. But it is not enough for a full life in a world of paradox and changing human values. Only an embodied learning that engages the whole of what makes us human makes us effective.

What is incoherent learning? We used to find coherence in education through our curricula by following subjects and disciplines, but as there are too many things to know and no curriculum is adept at dealing with changing environments, we must find coherence in the bodies of knowledge that spring from an integrated understanding of patterns and themes. We need to see learning as an embodied way of expanding consciousness to include ever greater complexity, not the process of adding more knowledge and skills to a person's abilities. The impulsive relationship to the world of a child requires a less comprehensive awareness of the self and surroundings than does the social, self-directed or transformative relationship with the world that a developed adult has. Learning is the meaningful integration therefore, of different ways of knowing.

Bildung is not enough. A general education in the arts and sciences

will not make us free citizens of the world. "Bildung" is usually understood as either a broad classical education or the development of the kind of critical thinking that makes us good citizens. However, beyond critical thinking, there is the need for collective creative action that can shape our society. Learning for a democracy does not merely mean knowing how to use your right to vote, it means having the ability and the courage to make that world for the common good, also if that means standing up to a dominant narrative or building unlikely bridges between conicting groups.

Changing education

People often ask me how they can change education, but education as such cannot be changed. There is no place from which you could change it, there is no specific decision or action that could be taken to bring about change. In fact, the question is misleading, because education is not a thing, nor a hierarchical system or organisation. It is a distributed network of relationships between so many people, ideas, institutions, economies, cultures, sectors, etc. and it has no centre from which it is or could be governed. We are somewhere in

there, and can only act to instigate a movement of self-organising reinforcement.

What I mean by that is that change is a by-product of connected initiatives, people, and ideas that co-evolve and learn when they work in close relationship with one another.

In order to change education, we need to develop the art and process of educational evolution, harnessing the collective power of people and unleashing the potential of many bottom-up initiatives. We do not need to start over, we just need to re-balance the roles and responsibilities of people. This may mean a stronger role for government or university boards in some cases, and a stronger role for students and teachers in others. It means simplifying regulations and bureaucracy, enabling people to take a greater responsibility in the system.

In this chapter I take the position of the MoveMaker though, and what he or she can do to change education so that it can serve the whole world and the whole human being. Unfortunately, everyone needs to reinvent their own wheel. Such is the nature of paradigmatic change. But there would not be any fun to it if the only thing to do was 'copy-paste' the template.

MoveMakers recognise that they can act, not govern or change, and see what happens. Listen to what is needed, and adjust to it. Making visible and experiential what is happening in education is the best way for it to learn from itself. MoveMakers, whether they know it of themselves or not, stimulate unpredictable dynamics by connecting people and ideas from different worlds that allow the world to learn and change. We cannot know whether we are doing the right thing, but we do know that we are building something that wants to come into being. Something that serves everyone more completely than is the case right now.

Vision

A vision for the future is a constant creative process that MoveMakers are involved in. Always trying to find and define new coordinates for orientation. It is important to have, since changing education takes many years. Creating a (shared vision and scenarios enables people to feel a tension between where they are and where they want to be, and thus allows them to commit to something larger than themselves. That is how MoveMakers connect people to a mission.

Live in different worlds

This is the age of integration.

Transformation happens on many different levels, in different places, and across domains and disciplines. You have to get to know them and move between them if you want to bring about significant change today. Change makers live in more than one world. In terms of language, sector, experience, culture, etc.

We distinguish between the micro, meso and macro level, for instance. The macro level is all about the big societal developments, the economic paradigm, cultural change, or global environmental issues. These are hard to influence, but provide the context for our work. Some of them are favourable, others run counter to our efforts. Today the scale and number of developments that we are affected by is so large that we need to choose what story we want to be a part of. do not think about how to change the world, feel what makes you come alive and connect it to a place and story that needs you. For this we need our systemic sensibility and a good connection to our deepest aspirations. At the meso level we find the structural arrangements

of our sectors, cities or educational system. We have to understand the sector, its policies and economy. The meso level also comprises individual organisations, your university for instance. The meso level has its own logic of change. Finally, there is the micro level, which concerns your own self in relation to your own work.

Knowing who are the MoveMakers at each level here is important if you want to bring about a change. Connect to them! What are the common barriers you encounter? What is the question that these MoveMakers are dealing with? In what international trends do you find support?

Levels of Learning

Another way of looking at different levels, is through the lens of Bateson's (1972) levels of learning. I found it helpful to see change at the micro, meso and macro level in parallel to his three levels of learning. Bateson's levels are about transformative learning, which refers to a qualitative shift in meaning making on the part of the learner so that the learner can reframe his own assumptions and thought patterns (Mezirow, 2000). First order learning here is about incremental learning. New facts,

skills and information. In a second order of learning you are able to change your perspective on the world. You recognise that meaning is negotiated for instance, and that there are different perspectives. It is often called metacognition, or learning to learn, and refers to the awareness that challenges the assumptions underneath the knowledge and skills one learns.

Second order learning often involves experiences with radical alternatives, or different ethics, and may lead you to change your values and assumptions, and as a consequence, change your purpose. For example, an experience leads you to asking yourself the question of whether effectiveness and efficiency serve the right goal.

The third order of learning that Bateson speaks about involves a change of paradigm and identity. It questions our epistemology; the way we know things. This shift of consciousness is profound and changes our worldview. Our worldview, in return, changes the way we understand things in the second order.

Why it is so important to look through these lenses is because systemic change requires a change in paradigm. A paradigm does not change unless people have gone through a transformative learning experience of the third order. Systemic change requires enough people and institutions to go through third order learning.

Bateson himself thought that only few people would ever experience it, but I have seen many cases in the students and change makers I worked with. The reason for this, I believe, is that we have both the Zeitgeist on our side, and have advanced in our methods for orchestrating transformative learning.

Tips for MoveMakers

These are some of the principles I learned in the field and are a more tactical and strategic advice for change. Systemically, change would come through defining new values of measurement, new pedagogies, new policies, new collaborations, new roles of educational institutions, new business models for education, and new modes of production/organisation. But I will not talk about these and instead stay close to the MoveMaker. These tips are a good place to start I found.

Start Small

People with big ideals and a large sense of responsibility want to make a large impact. It seems counterintuitive to start small, therefore. If change were that easy, we would not be doing this work. Large initiatives tend to attract large resistance. And that is fine, once you are able to withstand or work with that resistance. Starting small and invisibly allows you to develop strength and support.

Create a peer group

If you do not want to feel alone, which is almost inevitable in change work, you need to find that Gideon's band of enthusiasts. You may first be seen as amateurs, and that is perfect. Do not attract too much attention in large organisations. Being a working group is much better than being "the change agents." Have people join out of passion, so keep the budget low.

Find unlikely partners

New solutions often come through new connections. Who can you find that may support the change you are looking for? We are recognising that many fundamental issues cannot be addressed within one organisation or sector alone. Governments, companies, universities and civil society are becoming more and more dependent on one another, and have to find ways of working together.

Personal Story

I had the privilege to work on the design of a teacher training academy, the Dutch School (De Nederlandse School). Among the collaborating partners were schools, universities, the creative industry, a publisher, the ministry, a journalist, a designer, many teachers and my think tank, The Learning Lab.

All stakeholders had to get out of their comfort zone and learn together by collaborating on a shared initiative. This way a special animal was born. It was different from anything else as it belonged to many worlds. It thereby became an effective instrument for change as it could communicate in many languages and operate on many playing fields.

It was key to start with the teacher, the teacher who wants to make a change. Around the teacher we could build a support system that allowed him or her to make a difference. Everything that was in the way had to go. Management restrictions at school, the lack of required skills to create change, funding for training, and the loneliness that pioneering teachers often encounter all had to be designed away. You can only do this when you work together beyond your own organisation or sector!

Sharing

Innovators have to prove themselves all the time, create legitimacy and permission to act. They often have to sell their story and success and this makes is hard sometimes to let go of our ideas and let others fly with them. The collective is many times stronger than any one alone, and it is often us ourselves who are in the way of allowing the potential of the collective to work for our mission. Claiming an idea often makes people reluctant to join you. Many of us need the applause, and understandably so. We work so hard to make a dierence, often sacricing much of ourselves, only to see that others get the acclaim. Step over it, and see how successful your initiative becomes. In the end this is the biggest sign of acceptance. Instead of holding on to your idea, start making coalitions, connect parties.

Work with the system to hack the system

Know the system, like a hacker knows the system better than anyone else, and use it for your mission. Insert your ideas in every procedure or planning cycle. Look for opportunities. Humans are often the best hack. A computer

hacker will tell you that they do not need all the complicated code to get into a highly secured facility. Instead they may call an employee pretend-ing to be IT services to ask for his log in codes. The same is true for hacking your educational system. Who makes the decisions in the end? Whose approval is needed? What kind of actions generate respect? Find the white ravens, they are everywhere, in every layer of society and any organisation. Once you understand the hidden system, it is open for your hack.

Connect to partners in their own language and level

Know what level of awareness and complexity your partners can deal with. When connecting to partners, make sure you relate to them on the level where they can make the next step in their development. A competitive organisation will not be able to hear a cooperative solutions, unless they come in the form of an innovation that provides competitive advantage. A bureaucratic organisation is unable to hear agile solutions, unless they come with clear provisions for accountability. Speaking of investment business to a value driven NGO is difficult until they can see how there is a place

for business and capital initiatives in the ecosystem of change, as long as they are aligned on purpose. The first, second and third order of learning also apply here.

Cutting out the middle man

In every sector we see the same. The middle man is being dropped from the equation. Airbnb, Wikipedia and artificial intelligence are taking the place of many middle men. In organisations you see a similar trend. What people like Ricardo Semler started in the eighties is now taking a fast flight in organisa-tional development (Semler, 1993). Self-organisation brings the end of the manager as we know him. The education sector will not be an exception. Even though universities are still largely hierarchically organised in line with public man-agement principles, even more so than ten years ago. This means that organisations feel the need to keep control, and have not found alternatives to govern themselves.

Dealing with the middle is an art in itself. The middle is there to preserve consistency, and most of the time that is a good thing. When creating change, the grassroots,

bottom-up movement is often ready, like you can read in the chapter on Grassroots education by Huub Purmer (see page 88).

Also at the strategic level, you will find angels and supporters of change. But it is often the middle that does not feel the benefit. By Generating concrete alternatives from the bottom up, and generating support from the top down, most organisations move eventually because this way managers will not risk their heads.

On the other side, starting selforganising, distributed networks across your field or organisation will eventually create a shift in the organisation.

Embedding

Embedding your change initiatives is crucial. Too often, initiatives start with great energy, but die because they turned out too fragile to sustain themselves in an environment that was not naturally nurturing for its kind. Embedding means that the impulse is connected to larger infrastructures, developments, policy, or even products. Something that it can be attached to, that can carry it beyond itself. By creating new questions for education, programs may develop around them.

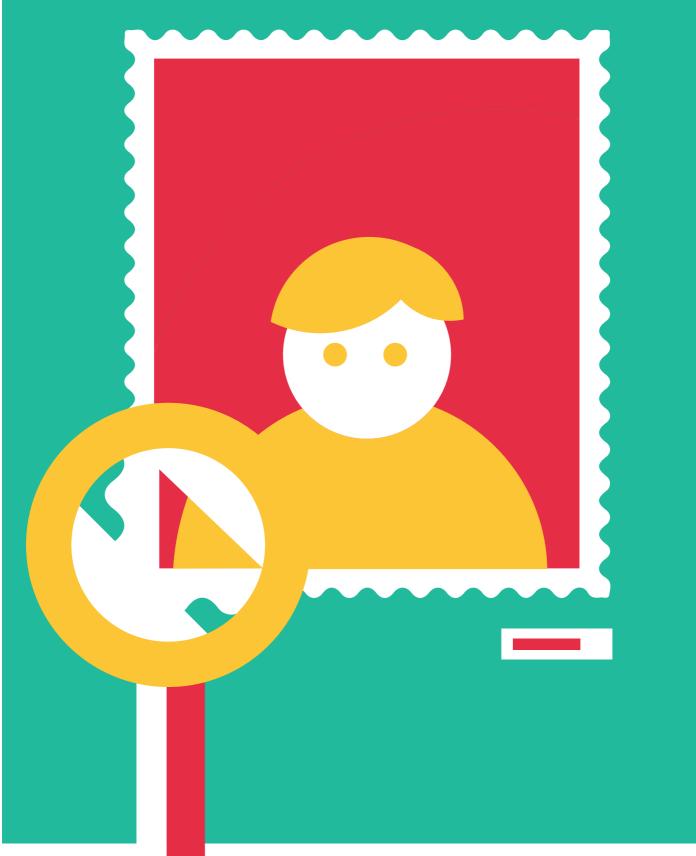
Embedding is very much about helping organisations develop a new worldview and think differently. Connecting the initiative to an existing and preferably high level narrative.

How to change a worldview?

By making the familiar strange. The opposite of a truth may be a lie, but the opposite of a deep truth is another deep truth. When the dominant discourse tells us to personalise learning, you can make the case for collaborative learning. By contrasting the two you engage with the legitimate discourse, but enable a different thinking.

By systematically turning everything around, and creating an opportunity out of a problem, you use the energy of the problem for something new (Benammar, 2012). Change requires this radical rethinking, reframing and ability to think in paradoxes. Paradoxes are seemingly opposed positions, and therefore can and should be transcended. This means being able to hold up more than one truth at the same time, and playing with paradoxical concepts like controlled freedom or spiritual business. Reversal is a way to get out of resistance.

Moving on



Moving on

Reflecting forward through personal journaling

At the end of this book, instead of offering a conclusion, we invite you to reflect on the journey that we have taken together. Whether you read every article or not, or if you came directly to this page, we invite you to take some time to explore these questions: What is present now? What potential does this unique moment hold? And how might you contribute to the collective unfolding of our stories?

A good way to explore these questions is through a reflective practice called Guided Journaling (Presencing Institute, n.d.). You do not need to take a long time to do this, but we suggest that you take enough time, and most importantly, quiet time. Start by eliminating distractions. Turn off your devices, take a break, gift yourself with at least thirty to forty-five minutes to write whatever comes.

Do not spend time thinking about it, just go with whatever arises in you. When you have written your answer, move to the next question. When you are ready, you can choose to share it with a friend or colleague. That can help you to reflect more deeply. Make your own decisions about how much you share.

Guided Journaling Questions:

- 1. Challenges: Have a look at your work and life from the outside as if you were another person. What are the most important tasks or challenges your life/work is currently presenting?
- 2. Self: What are the three of four most important achievements or competencies that you have developed in your life? What about in your work? (examples: raising children, being a good listener, creating a new educational programme).
- 3. Emerging Self: What three or four aspirations, interests, undeveloped talents or dreams would you like to focus on in your future journey? (examples: creative performance, taking your work to a new level, starting a movement).
- 4. Frustration: What frustrates you the most in your work or personal life currently?
- 5. Energy: What are your most important sources of energy? What do you love?
- 6. Inner resistance: What is holding you back? Describe two or three situations in the recent past where

- one or more of these voices stopped you from exploring your situation more deeply:
- a. Voice of Judgement: your mind closed down by stepping out of inquiry and into opinion or judgement.
- b. Voice of Cynicism: your heart shut down by disconnecting instead of relating.
- c. Voice of Fear: you held onto the past or got frightened of the future instead of staying open to the present.
- 7. The crack: What new aspects of yourself have you noticed over the last few days or weeks? What new questions and/or themes are coming up now?
- 8. Your community: Who makes up your community or tribe? What are their highest hopes for your future journey? If you were in their shoes and looking at your life through their eyes, what would you hope for your future? Choose three different examples.
- 9. Helicopter view: Have a look at yourself as from a helicopter view. What are you trying to do in this stage of your personal and professional journey?

- 10. Last moments: Imagine you could fast forward to the last moments of your life. Look back at your journey as a whole. What do you want to be remembered for? What footprints do you want to leave behind on the planet?
- 11. Future advice: From the view of your future self, the one who is standing there in your last moments of this life, looking back at your legacy, what advice would you give your present self? Feel and sense this advice, and then write it down.
- 12. Crystalising: Returning to the present, crystalise your vision for the next three to five years. What intention do you have for yourself and your work? What are some core elements of the legacy you want to leave that you could begin working on now? Describe them as concretely as possible.
- 13. Letting go: What would you need to let go of in order to bring your vision to life? What behaviours, thought processes, worldviews, practices, etc. would you need to shed?

- 14. Seeds: What in your current life or context provides the seeds for the future you want to create? Where do you see your future beginning?
- 15. Prototyping: If you were to prototype a microcosm of the 'new' future over the next three months, what would the prototype look like?
- 16. People: Who could help you turn your future possibilities into reality? Who might be your core helpers and partners?
- 17. Action: What practical steps can you take in the next three or four days to bring your intentions into reality?



Notes

- 1. The above interview guide was used during the MoveMakers LAB learning journey, based on the interview guide for a healthcare leadership programme by Benjamin Kafka and inspired by Otto Scharmer's Theory U (2009).
- 2. To bring a bit more playfulness into your life and professional manners, you could also inspire yourself by reading 'The Dice Man' by Luke Rhinehart (1999). If you google 'dice man' you'll find plenty of material about this man who took up the dice to decide.
- 3. The Bologna reforms have been critiqued, among other things, for focusing largely on economic aspects of education, such as cutting costs and increasing efficiency. For instance, the Slovenian philosopher Slavoj Žižek has referred to the agreement as "an attack on the public use of reason" and "the end of intellectual life as we know it" (Frontline Club Exclusive, 2012).
- 4. The word Cynefin is Welsh and has a quite poetic meaning. It is 'the place of your multiple belongings, both known and unknown'. It was chosen by the author of the model, Dave Snowden, to describe the evolutionary nature of complex systems, including their inherent uncertainty.
- 5. This is a principle of Open Space Technology (Open Space World, n.d.), a participatory leadership method where participants take responsibility in creating their own agenda and in managing the parallel working sessions. These sessions are organised around a topic or issue that is relevant to a group of people.
- 6. See for instance Robert Kegan's 'Constructive Developmental Framework' (1982) or Bill Torbert's work on 'Action Inquiry' (Torbert, n.d.).

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How is the MoveMaker in you active now?

Pablo Picasso once wrote:

"I don't search, I find. Searching, this means starting out from old stock and a desire to find from that which is already known within the new.

Finding, that is the absolutely new, also in the movement, all paths are open, and that which is found is unknown.

It is a risk, a sacred adventure. The uncertainty of those risks can only be taken by those who know themselves safe in the unsafe, who are lead into the leaderless, who, within the dark, let themselves be abandoned to an invisible star, who let themselves be determined by the goal and who do not in a limited and narrow minded human way determine the goal.

This openness for every new insight, for every new discovery, inward and outward: This is essential in the human being of today, who, within all the fear of letting go, still experiences the mercy of being held, in the becoming open for new possibilities."

Thanks for reading

This book is not about moving others, it is about moving yourself to move with others. It is a book for MoveMakers. You may already identify as one or, who knows, you may find yourself becoming one while reading this book.

If you are interested in supporting learning within educational institutions and beyond, we hope this book may inspire you to take bold steps in shifting learning environments to meet the challenges and opportunities of our time.

In a series of articles, the authors unfold different elements of learning that they find important. They explore how we can perceive learning, approach innovation in education and inquire about conditions and foundations for learning to occur. This book offers perspectives, questions and ideas, food for reflection and action. We hope that it becomes relevant for everyone working with learning, both inside and outside formal educational institutions.

FOR MORE INSPIRATION HAVE A LOOK AT MOVEMAKERS ONLINE:





