

1: The Learning Organization (David Skyrme Associates)

A learning organization is an organization skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.

Leadership and Management Standard 1: Relationships The program promotes positive relationships among all children and adults. Warm, sensitive, and responsive relationships help children feel secure. The safe and secure environments built by positive relationships help children thrive physically, benefit from learning experiences, and cooperate and get along with others. What to look for in a program: Children and adults feel welcome when they visit the program. Teachers help new children adjust to the program environment and make friends with other children. Children are encouraged to play and work together. Teachers help children resolve conflicts by identifying feelings, describing problems, and trying alternative solutions. Teaching staff never physically punish children. [Back to top](#)

Standard 2: Curriculum The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: A well-planned written curriculum provides a guide for teachers and administrators. The curriculum includes goals for the content that children are learning, planned activities linked to these goals, daily schedules and routines, and materials to be used. The curriculum should not focus on just one area of development. Children are given opportunities to learn and develop through exploration and play, and teachers have opportunities to work with individual children and small groups on specific skills. Activities are designed to help children get better at reasoning, solving problems, getting along with others, using language, and developing other skills. [Back to top](#)

Standard 3: Children have different learning styles, needs, capacities, interests, and backgrounds. By recognizing these differences and using instructional approaches that are appropriate for each child, teachers and staff help all children learn. Teachers carefully supervise all children. Teachers provide time each day for indoor and outdoor activities weather permitting and organize time and space so that children have opportunities to work or play individually and in groups. Teachers modify strategies and materials to respond to the needs and interests of individual children, engaging each child and enhancing learning. [Back to top](#)

Standard 4: These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results benefit children by informing sound decisions, teaching, and program improvement. Assessments can also help teachers identify children with disabilities and ensuring that they receive needed services. Teachers use assessment methods and information to design goals for individual children and monitor their progress, as well as to improve the program and its teaching strategies. [Back to top](#)

Standard 5: Health The program promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Teaching staff have training in pediatric first aid. Infants are placed on their backs to sleep. The program has policies regarding regular hand washing and routinely cleans and sanitizes all surfaces in the facility. There is a clear plan for responding to illness, including how to decide whether a child needs to go home and how families will be notified. Snacks and meals are nutritious, and food is prepared and stored safely. [Back to top](#)

Standard 6: Teachers who have specific preparation, knowledge, and skills in child development and early childhood education are more likely to provide positive interactions, richer language experiences, and quality learning environments. Teaching staff have educational qualifications and specialized knowledge about young children and early childhood development. The program makes provisions for ongoing staff development, including orientations for new staff and opportunities for continuing education. [Back to top](#)

Standard 7: These relationships are sensitive to family composition, language, and culture. All families are welcome and encouraged to be involved in all aspects of the program. Teachers and staff talk with families about their family structure and their views on childrearing and use that information to adapt the curriculum and teaching methods to the families served. The program uses a variety of strategies to communicate with families, including family conferences, new family orientations, and individual conversations. Program information—including policies and operating procedures—is provided in a language that families can understand. [Back to top](#)

Standard 8:

The program connects with and uses museums, parks, libraries, zoos, and other resources in the community. Representatives from community programs, such as musical performers and local artists, are invited to share their interests and talents with the children. Back to top

Standard 9: Physical Environment The program has a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development. An organized, properly equipped, and well-maintained program environment facilitates the learning, comfort, health, and safety of the children and adults who use the program. The facility is designed so that staff can supervise all children by sight and sound. The program has necessary furnishings, such as hand-washing sinks, child-size chairs and tables, and cots, cribs, beds, or sleeping pads. Outdoor play areas have fences or natural barriers that prevent access to streets and other hazards. First-aid kits, fire extinguishers, fire alarms, and other safety equipment are installed and available. Back to top

Standard Leadership and Management The program effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences. Effective management and operations, knowledgeable leaders, and sensible policies and procedures are essential to building a quality program and maintaining the quality over time. The program administrator has the necessary educational qualifications, including a degree from a four-year college and specialized courses in early childhood education, child development, or related fields. Appropriate group sizes and ratios of teaching staff to children are maintained for example, infantsâ€™ no more than 8 children in a group, with 2 teaching staff; toddlersâ€™ no more than 12 children in a group, with 2 teaching staff; and 4-year-oldsâ€™ no more than 20 children in a group, with 2 teaching staff.

2: Elementary School | WBDG Whole Building Design Guide

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

The Learning Organization is seen as a response to an increasingly unpredictable and dynamic business environment. Here are some definitions by key writers: Burgoyne and Tom Boydell, "Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together" Peter Senge, We have drawn on these and more to develop a definition to help guide managers wanting to develop LO capabilities: Learning organizations are those that have in place systems, mechanisms and processes, that are used to continually enhance their capabilities and those who work with it or for it, to achieve sustainable objectives - for themselves and the communities in which they participate. The important points to note about this definition are that learning organizations: Companies are seeking to improve existing products and services continuous improvement , and innovation breakthrough strategies. But companies are finding that such programmes succeed or fail depending on human factors, such as skills, attitudes and organisational culture. It also appears that many implementations are geared to highly specified processes, defined for anticipated situations. Something more is needed to: While training does help develop certain types of skill, a learning organisation involves the development of higher levels of knowledge and skill. We have developed a 4-level model: Applies to known situations where changes are minor. Applies to new situations where existing responses need to be changed. Bringing in outside expertise is a useful tool here. Level 3 - Learning to adapt. Applies to more dynamic situations where the solutions need developing. Experimentation, and deriving lessons from success and failure is the mode of learning here. Level 4 - Learning to learn. Is about innovation and creativity; designing the future rather than merely adapting to it. This is where assumptions are challenged and knowledge is reframed. Furthermore this model or adaptation of it can be applied at three levels - to the learning of individuals, of teams and of organisations. Organizations that achieve learning to Level 4 will "reinvent not just their organization but their industry" Hamel and Prahalad in Competing for the Future Characteristics of a Learning Organisation Observation and research identifies four types of factor: Learning Culture - an organizational climate that nurtures learning. There is a strong similarity with those characteristics associated with innovation. Processes - processes that encourage interaction across boundaries. These are infrastructure, development and management processes, as opposed to business operational processes the typical focus of many BPR initiatives. Tools and Techniques - methods that aid individual and group learning, such as creativity and problem solving techniques. Skills and Motivation - to learn and adapt. Here are some additional points on the first three of these. A Learning Culture Future, external orientation these organisations develop understanding of their environment; senior teams take time out to think about the future. Widespread use of external sources and advisors e. Free exchange and flow of information - systems are in place to ensure that expertise is available where it is needed; individuals network extensively, crossing organisational boundaries to develop their knowledge and expertise. Commitment to learning, personal development - support from top management; people at all levels encouraged to learn regularly; learning is rewarded. Time to think and learn understanding, exploring, reflecting, developing Valuing people - ideas, creativity and "imaginative capabilities" are stimulated, made use of and developed. Diversity is recognised as a strength. Views can be challenged. Climate of openness and trust - individuals are encouraged to develop ideas, to speak out, to challenge actions. Learning from experience - learning from mistakes is often more powerful than learning from success. Failure is tolerated, provided lessons are learnt "learning from fast failure" - Peters. They also allocate a proportion of resources for experimentation. Competitor Analysis - as part of a process of continuous monitoring and analysis of all key factor in the external environment, including technology and political factors. A coherent competitor analysis process that gathers information from multiple sources, sifts, analyses, refines, adds value and redistributes is evidence that

the appropriate mechanisms are in place. Lotus Notes, First Class to categorise and share expertise. Capability Planning - profiling both qualitatively and quantitatively the competencies of the organisation. Profiling these on a matrix can be helpful to planning adjustment: Reward and Recognition Systems - processes and systems that recognize acquisition of new skills, team-work as well as individual effort, celebrate successes and accomplishments, and encourages continuous personal development. Too numerous to cover in detail, but include a wide range of learning and creativity skills in the following groups: Inquiry - interviewing, seeking information Making sense of situations - organising information and thoughts Making choices - deciding courses of action Observing outcomes - recording, observation Reframing knowledge - embedding new knowledge into mental models, memorizing Collective i. Key skills here are: Communication, especially across organisational boundaries Listening and observing Taking a holistic perspective - seeing the team and organisation as a whole Coping with challenge and uncertainty.

3: About PLCs | All Things PLC | Powered by Solution Tree

In most settings, a one-size-fits-all strategy for building a learning organization is unlikely to be successful. Managers need to be especially sensitive to local cultures of learning, which can.

Make daylighting a priority, especially in classrooms. Daylighting is the controlled admission of natural light into a space. Glare and hot spots can undermine the learning process. Studies show a positive correlation between daylighting and student performance. Integrate daylighting with high-efficient electric lighting and controls to optimize visual comfort. Use natural ventilation when possible. This and daylighting also provides a connection to the outdoors. Poor classroom acoustics are more than merely annoying. If young children are unable to hear their teacher, they usually are unable to "fill in the blanks" as adults with life experience are able to do, and this can disrupt learning. Ensure superior indoor air quality. Children typically are more sensitive to indoor air pollutants than adults and more likely to suffer ill effects such as allergies and asthma. Consider displacement ventilation systems. Give teachers control over the temperature of individual classrooms. Embrace the concept of the building as a teaching tool aka a 3-D textbook or living lab. Connect the indoor environment to the outdoors by providing operable view windows in classrooms and easy access from classrooms to gardens and other outdoor areas that can be utilized in the curriculum. Skylights are used to distribute natural daylight to the classrooms, library, multipurpose room, and offices of this "student, K-5 school. Louvers installed in the skylight wells help control daylight levels and can be used to darken rooms when necessary. Classroom windows provide additional daylight and are protected by deep overhangs that control direct sunlight and glare. Providing safe schools should be a high priority. Maximize visual access to corridors and school grounds. Control access to the building and grounds by individuals and vehicles. Provide shelter in cases of emergency. Accommodate safe egress from the building in case of emergency. Designing sustainable, high performance green schools. Use energy, water, and other resources efficiently. Integrate renewable energy strategies, including passive solar design and, where appropriate, solar thermal and photovoltaics. Integrate high-performance mechanical and lighting systems. Conserve and protect natural areas. Provide barriers that protect children and plants and wildlife. Provide opportunities for safe walking and bicycling to school. Rain is "harvested" from the roof of this "student, K-5 school, and used to water the grounds and flush the toilets year round. The water is stored in six above-ground cisterns designed as integral components of the overall architecture of the facility. Emerging Issues Demand is on the rise for schools that feature high-performance design and technologies to enhance learning, support community use, and function well during natural and manmade disasters. At the same time, resources for school planning, design, construction, and operation are constrained. The challenge is to build high quality schools efficiently. Community shared spaces and life-cycle cost analysis are two ways that designers are meeting this challenge. Scientists, planners, design professionals, public officials, school administrators, parents, teachers, and students are informing the current dialogue about optimal school design: Scientists who study the "neuroscience of learning" are finding that certain lighting, acoustics, and spatial relationships support or hinder the learning process. Planners and designers are involving community stakeholders in their design decisions and spurring the development of joint-use facilities that are centers of the community. Concerns about safety and security within the school and within the community are more acute than ever, prompting innovative thinking about design strategies that minimize the impact of natural and manmade hazards. Schools with back-up, off-grid, renewable power systems can double as emergency shelters. State and local officials are recognizing that school facilities-the physical buildings-are important to their programmatic success. School administrators, parents, teachers, and students are focused on meeting new testing standards, which calls for an enhanced learning environment with appropriate technology and comfort control systems. School districts are serving communities that are increasingly multi-cultural and multi-lingual. Relevant Codes and Standards.

4: Developing Your Strategy - Strategy Skills Training From www.enganchecubano.com

Learning Organization (Organizational Learning) This method (or movement) focuses on enhancing organization systems and people to increase the organization's capacity for performance. It includes extensive use of principles of systems theory.

We explore some of the themes that have emerged in the literature and the contributions of key thinkers like Donald Schon and Peter Senge. Is it anything more than rhetoric? Can it be realized? Two important things result from this. First, while there has been a lot of talk about learning organizations it is very difficult to identify real-life examples. Second, the focus on creating a template and upon the need to present it in a form that is commercially attractive to the consultants and writers has led to a significant under-powering of the theoretical framework for the learning organization. Here there is a distinct contrast with the study of organizational learning. Although theorists of learning organizations have often drawn on ideas from organizational learning, there has been little traffic in the reverse direction. Moreover, since the central concerns have been somewhat different, the two literatures have developed along divergent tracks. The literature on organizational learning has concentrated on the detached collection and analysis of the processes involved in individual and collective learning inside organizations; whereas the learning organizations literature has an action orientation, and is geared toward using specific diagnostic and evaluative methodological tools which can help to identify, promote and evaluate the quality of learning processes inside organizations. Easterby-Smith and Araujo We finish with a brief exploration of the contribution of social capital to the functioning of organizations. Perhaps the defining contribution here was made by Donald Schon. He provided a theoretical framework linking the experience of living in a situation of an increasing change with the need for learning. The loss of the stable state means that our society and all of its institutions are in continuous processes of transformation. We cannot expect new stable states that will endure for our own lifetimes. We must learn to understand, guide, influence and manage these transformations. We must make the capacity for undertaking them integral to ourselves and to our institutions. We must, in other words, become adept at learning. The business firm, Donald Schon argued, was a striking example of a learning system. He made the case that many companies no longer have a stable base in the technologies of particular products or the systems build around them. Crucially Donald Schon then went on with Chris Argyris to develop a number of important concepts with regard to organizational learning. Of particular importance for later developments was their interest in feedback and single- and double-loop learning. Subsequently, we have seen very significant changes in the nature and organization of production and services. Companies, organizations and governments have to operate in a global environment that has altered its character in significant ways. Productivity and competitiveness are, by and large, a function of knowledge generation and information processing: Organizations need to be good at knowledge generation, appropriation and exploitation. Over , copies of *The Fifth Discipline* were sold in the decade following its publication – and it is probably this book that has been the most significant factor in popularising the notion of the learning organization. Indeed, little has changed since. Three definitions of a learning organization Learning organizations [are] organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. It is not brought about simply by training individuals; it can only happen as a result of learning at the whole organization level. A Learning Company is an organization that facilitates the learning of all its members and continuously transforms itself. Watkins and Marsick To start with the last first: Some writers have looked to the learning company, but most have proceeded on the assumption that any type of organization can be a learning organization. A further crucial distinction has been reproduced from the use of theories from organizational learning. This is the distinction made between technical and social variants Easterby-Smith and Araujo There is a tendency in such approaches to focus on outcomes rather than the processes of learning. The social view of the learning organization looks to interaction and process – and it is this orientation that has come to dominate the popular literature. The

following characteristics appear in some form in the more popular conceptions. Provide continuous learning opportunities. Use learning to reach their goals. Link individual performance with organizational performance. Foster inquiry and dialogue, making it safe for people to share openly and take risks. Embrace creative tension as a source of energy and renewal. Are continuously aware of and interact with their environment. Kerka As Kerka goes onto comment, the five disciplines that Peter Senge goes on to identify personal mastery, mental models, shared vision, team learning and systems thinking are the keys to achieving this sort of organization. These two elements in many respects mark out his contribution. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice Three things need noting here. First, systems theory looks to connections and to the whole. In this respect it allows people to look beyond the immediate context and to appreciate the impact of their actions upon others and vice versa. To this extent it holds the possibility of achieving a more holistic understanding. Second, while the building blocks of systems theory are relatively simple, they can build into a rather more sophisticated model than are current in many organizations. Senge argues that one of the key problems with much that is written about, and done in the name of management, is that rather simplistic frameworks are applied to what are complex systems. When we add these two points together it is possible to move beyond a focus on the parts, to begin to see the whole, and to appreciate organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action. Third, systemic thinking, according to Senge, allows us to realize the significance of feedback mechanisms in organizations. The systems viewpoint is generally oriented toward the long-term view. They only come back to haunt you in the long term. Dialogue and the learning organization Peter Senge also places an emphasis on dialogue in organizations “ especially with regard to the discipline of team learning. Dialogue or conversation as Gadamer has argued is a process of two people understanding each other. As such it is inherently risky and involves questioning our beliefs and assumptions. Thus it is a characteristic of every true conversation that each opens himself to the other person, truly accepts his point of view as worthy of consideration and gets inside the other to such an extent that he understands not a particular individual, but what he says. The thing that has to be grasped is the objective rightness or otherwise of his opinion, so that they can agree with each other on a subject. Agreement cannot be imposed, but rests on common conviction Habermas As a social relationship it entails certain virtues and emotions. It is easy to see why proponents of the learning organization would place a strong emphasis upon dialogue. Dialogue is also necessary to other disciplines e. However, there are significant risks in dialogue to the organization. Some problems and issues In our discussion of Senge and the learning organization we point to some particular problems associated with his conceptualization. These include a failure to fully appreciate and incorporate the imperatives that animate modern organizations; the relative sophistication of the thinking he requires of managers and whether many in practice they are up to it ; and questions around his treatment of organizational politics. It is certainly difficult to find real-life examples of learning organizations Kerka There has also been a lack of critical analysis of the theoretical framework. They conclude that it is not possible to transform a bureaucratic organization by learning initiatives alone. They believe that by referring to the notion of the learning organization it was possible to make change less threatening and more acceptable to participants. Part of the issue, they suggest, is to do with the concept of the learning organization itself. They argue the following points. The concept of the learning organization: Focuses mainly on the cultural dimension, and does not adequately take into account the other dimensions of an organization. To transform an organization it is necessary to attend to structures and the organization of work as well as the culture and processes. Popular models of organizational learning such as Dixon assume such a link. This shortcoming, Finger and Brand argue, makes a case for some form of measurement of organizational learning “ so that it is possible to assess the extent to which such learning contributes or not towards strategic objectives. The exact functions of organizational learning need to be more clearly defined. In our view, organizational learning is just a means in order to achieve strategic objectives. But creating a learning organization is also a goal, since the ability permanently and collectively to learn is a necessary precondition for thriving in the new context. Therefore, the capacity of an organization to learn, that is, to function like a learning organization, needs to be made more concrete and institutionalized, so that the management of such learning can be made more effective. This, they

suggest, can be achieved through defining indicators of learning individual and collective and by connecting them to other indicators. Conclusion It could be argued that the notion of the learning organization provides managers and others with a picture of how things could be within an organization. However, as we have seen, there are a number of shortcomings to the model – it is theoretically underpowered and there is some question as to whether the vision can be realized within the sorts of dynamics that exist within and between organizations in a globalized capitalist economy. Peter Senge, with various associates, has continued to produce workbooks and extensions of his analysis to particular fields such as schooling ; ; In one of the more interesting developments there has been an attempt to take the already substantial literature on trust in organizations Edmondson and Moingeon We could also link this with discussions within informal education and lifelong learning concerning the educative power of organizations and groups and hence the link to organizational learning see the material on association elsewhere on these pages. Here the argument is that social capital makes an organization more than a collection of individuals. Social capital draws people into groups. This kind of connection supports collaboration, commitment, ready access to knowledge and talent, and coherent organizational behaviour. This description of social capital suggests appropriate organizational investments – namely, giving people space and time to connect, demonstrating trust, effectively communicating aims and beliefs, and offering equitable opportunities and rewards that invite genuine participation, not mere presence. Cohen and Prusak The significant thing about the use of the notion of social capital is the extent to which it then becomes possible to tap into some interesting research methodologies and some helpful theoretical frameworks.

5: Training Magazine | The ultimate resource for training, Learning and performance professionals.

Peter Senge and the learning organization. Peter Senge's vision of a learning organization as a group of people who are continually enhancing their capabilities to create what they want to create has been deeply influential.

Decision Matrix Analysis is particularly helpful for bringing together financial and non-financial decision criteria. It helps you weight individual decision criteria, and consider subjective features - like team fit and the likelihood of team buy-in - as well as objective, tangible factors like cost and return on investment. Check your assumptions using the Ladder of Inference. This helps you confirm the soundness of the reasoning process used to develop your strategy. Clarify Your Strategy Your strategy needs to be understood by people at all levels of your organization, not just in the boardroom. Consult with managers and task them with the practicalities of applying it to their own departments, including any training requirements or process improvements that need to be made. This is how your strategy becomes reality. See our articles on VMOST Analysis and the Balanced Scorecard for ways to bridge the gap between strategy development and implementation, and our Project Management menu for more techniques you can use to implement strategy successfully. Identify your unique capabilities, and understand how to use these to your advantage while minimizing threats. Apply This to Your Life Practice strategy development by thinking about your own, personal circumstances. Complete the analyses below to think about your personal way forward. Here are some key questions to consider: What are your personal strengths, weaknesses, opportunities or threats, and what are your "core competencies"? What are you capable of achieving if you put your mind to it? What are the "big picture" trends in your environment? How can you monitor or adapt to these external factors? Who are the people who are important to your success your stakeholders? What options do you have? Which of these should you consider? Subscribe to our free newsletter , or join the Mind Tools Club and really supercharge your career!

6: Leadership Standards | Educational Leadership Online Master's Degree

This article features top 10 tips that will help any organization create a corporate learning community of practice to improve performance and encourage innovative thinking through collaboration and expertise sharing.

Various Ideas for Ways to Learn Identify some preliminary learning objectives for each new area of knowledge or skills that you need to learn. Carefully consider each of your training goals. What specifically must be accomplished that is, what objectives must be reached in order for you to reach those goals? Which of these objectives require learning new areas of knowledge or skills? These objectives are likely to become learning objectives in your training plan. In what sequence should the learning objectives be attained? Usually, learning builds on learning. It may be useful to learn certain areas of knowledge and skills before learning new areas. Carefully consider -- When you have achieved all of your learning objectives, will you indeed have achieved all of your overall training goals? What are the best learning activities methods for you to achieve your learning objectives? Do the methods match your particular learning style, e. Do the methods stretch your styles, too? Are the methods readily accessible to you? Do the methods take advantage of real-life learning opportunities, e. Note that learning activities do always match learning objectives on a one-for-one basis. Do your learning activities include your ongoing reflections about your learning? You and your supervisor, if applicable will benefit from regularly taking time to stand back and inquire about what is going on in your training, what are you learning and how, if anything should be changed, etc. Skills in reflection are critical for ongoing learning in your life and work. Consider using a private learning journal. What observable results, or evidence of learning, will you produce from your learning activities that can be reviewed for verification of learning? Who will verify that each of your learning objectives were reached? Ideally, your learning is evaluated by someone who has strong expertise in the areas of knowledge and skills required to achieve your training goals. Now that you know what activities that will be conducted, think again about any costs that will be needed, e. How will you handle any ongoing time and stress management issues while implementing your plan? Professional development inherently includes the need for self-development, as well. Therefore, you might consider information in the sections Stress Management Time Management Work-Life Balance Self-Confidence Emotional Intelligence Maintaining a Positive Attitude Developing Any Materials You May Need The goal of this phase of your planning is to obtain or develop any resources you need to conduct the activities you selected in the previous phase of the plan. You may want to review information in the section Developing Training Materials developing facilities, documents, graphics, etc. Consider if you need to obtain, or start: Enrolling in courses, buying books, scheduling time with experts, getting a mentor, scheduling time with your supervisor, etc. Should any of your planned learning methods be pretested? Should you have anyone else use the methods and share their impressions about the methods with you? Have you briefly reviewed the methods, e. Did you experience any difficulties understanding the methods? Planning Implementation of Your Training Plan The goal of this phase of your planning is to ensure there are no surprises during the implementation phase of your training. You may want to review information in the following section Implementation - Conducting or Experiencing the Training During your training, how will you be sure that you understand the new information and materials? Periodically conduct a short test, e. If you are confused, tell your trainer now. Will your learning be engaging and enjoyable? Consider information in the sections Sharing Feedback Coaching Mentoring Motivating Employees Counseling Sustaining Morale Where will you get necessary administrative support and materials? How will the plan be redesigned? How will it be communicated and to the right people? Planning Quality Control and Evaluation of Your Training Plan and Experiences The goal of this phase of your planning is to ensure your plan will indeed meet your training goals in a realistic and efficient fashion. You may want to review information in the section: How will you know if the plan is on track or needs to be changed? Consider having a local training expert review the plan. The expert can review, in particular, whether - your training goals will provide the results desired by you and your organization, if applicable , - learning objectives are specific and aligned with your overall training goals, - the best methods are selected for reaching your learning objectives, and - your approach to evaluation is valid

and practical. Are approaches to evaluation included in all phases of your plan? For example, are your methods being pretested before being applied? Are regularly providing feedback about how well you understand the materials? How will the you and your supervisor, if applicable know if implementation of the plan achieves the training goals identified in the plan? Are there any plans for follow-up evaluation, including assessing your results several months after you completed your plan? The design and of this plan has probably been a very enlightening experience for you -- an experience that brought a perspective on learning you can apply in a great many other arenas of your life. Are follow-up evaluation methods being carried out? Did you and your supervisor, if applicable complete a successful experience to develop and implement a training and development plan? Is this accomplishment being fully recognized? For the Category of Training and Development: To round out your knowledge of this Library topic, you may want to review some related topics, available from the link below. Each of the related topics includes free, online resources. Also, scan the Recommended Books listed below. They have been selected for their relevance and highly practical nature.

7: The 10 NAEYC Program Standards | NAEYC

*Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:*a. Enables faculty and staff to work as a system focused on student learning;b.

Building shared vision Team learning He adds to this recognition that people are agents, able to act upon the structures and systems of which they are a part. It is to the disciplines that we will now turn. The Fifth Discipline provides a good introduction to the basics and uses of such theory and the way in which it can be brought together with other theoretical devices in order to make sense of organizational questions and issues. It is the discipline that integrates the others, fusing them into a coherent body of theory and practice *ibid.*: However, it is necessary to highlight one or two elements of his argument. First, while the basic tools of systems theory are fairly straightforward they can build into sophisticated models. Peter Senge argues that one of the key problems with much that is written about, and done in the name of management, is that rather simplistic frameworks are applied to what are complex systems. We tend to focus on the parts rather than seeing the whole, and to fail to see organization as a dynamic process. Thus, the argument runs, a better appreciation of systems will lead to more appropriate action. We tend to think that cause and effect will be relatively near to one another. Classically we look to actions that produce improvements in a relatively short time span. However, when viewed in systems terms short-term improvements often involve very significant long-term costs. For example, cutting back on research and design can bring very quick cost savings, but can severely damage the long-term viability of an organization. Part of the problem is the nature of the feedback we receive. Some of the feedback will be reinforcing or amplifying with small changes building on themselves. Thus, we may cut our advertising budgets, see the benefits in terms of cost savings, and in turn further trim spending in this area. An appreciation of systems will lead to recognition of the use of, and problems with, such reinforcing feedback, and also an understanding of the place of balancing or stabilizing feedback. See, also Kurt Lewin on feedback. The systems viewpoint is generally oriented toward the long-term view. They only come back to haunt you in the long term. The five disciplines can be approached at one of three levels: Each discipline provides a vital dimension. Individual learning does not guarantee organizational learning. It goes beyond competence and skills, although it involves them. It goes beyond spiritual opening, although it involves spiritual growth *ibid.*: Mastery is seen as a special kind of proficiency. It is not about dominance, but rather about calling. Vision is vocation rather than simply just a good idea. People with a high level of personal mastery live in a continual learning mode. But personal mastery is not something you possess. It is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, their growth areas. And they are deeply self-confident. It has deep echoes in the concerns of writers such as M. Scott Peck and Erich Fromm The discipline entails developing personal vision; holding creative tension managing the gap between our vision and reality ; recognizing structural tensions and constraints, and our own power or lack of it with regard to them; a commitment to truth; and using the sub-conscious *ibid.*: We are often not that aware of the impact of such assumptions etc. The discipline of mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. Moving the organization in the right direction entails working to transcend the sorts of internal politics and game playing that dominate traditional organizations. In other words it means fostering openness Senge It also involves seeking to distribute business responsibly far more widely while retaining coordination and control. Learning organizations are localized organizations *ibid.*: Such a vision has the power to be uplifting and to encourage experimentation and innovation. In mastering this discipline, leaders learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt. Increased clarity, enthusiasm and commitment rub off on others in the organization. Where organizations can transcend linear and grasp system thinking, there is the possibility of bringing vision to fruition. It builds on personal mastery and shared vision but these are not enough. People need to be able to act together. When teams learn together, Peter Senge

suggests, not only can there be good results for the organization, members will grow more rapidly than could have occurred otherwise. To the Greeks *dia-logos* meant a free-flowing if meaning through a group, allowing the group to discover insights not attainable individually. When dialogue is joined with systems thinking, Senge argues, there is the possibility of creating a language more suited for dealing with complexity, and of focusing on deep-seated structural issues and forces rather than being diverted by questions of personality and leadership style. Indeed, such is the emphasis on dialogue in his work that it could almost be put alongside systems thinking as a central feature of his approach. Leading the learning organization Peter Senge argues that learning organizations require a new view of leadership. He sees the traditional view of leaders as special people who set the direction, make key decisions and energize the troops as deriving from a deeply individualistic and non-systemic worldview. In a learning organization, leaders are designers, stewards and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is they are responsible for learning. For example, what Senge approaches as inspiration, can be approached as animation. Here we will look at the three aspects of leadership that he identifies and link his discussion with some other writers on leadership. The functions of design are rarely visible, Peter Senge argues, yet no one has a more sweeping influence than the designer. Integrating the five component technologies is fundamental. However, the first task entails designing the governing ideas – the purpose, vision and core values by which people should live. Other disciplines also need to be attended to, but just how they are to be approached is dependent upon the situation faced. While the notion of leader as steward is, perhaps, most commonly associated with writers such as Peter Block, Peter Senge has some interesting insights on this strand. He came to realize that the managers were doing more than telling stories, they were relating the story: One of the important things to grasp here is that stewardship involves a commitment to, and responsibility for the vision, but it does not mean that the leader owns it. It is not their possession. Leaders learn to see their vision as part of something larger. Telling the story in this way allows others to be involved and to help develop a vision that is both individual and shared. By and large most managers and leaders tend to focus on the first two of these levels and under their influence organizations do likewise. By attending to purpose, leaders can cultivate an understanding of what the organization and its members are seeking to become. One of the issues here is that leaders often have strengths in one or two of the areas but are unable, for example, to develop systemic understanding. It is about fostering learning, for everyone. Such leaders help people throughout the organization develop systemic understandings. Accepting this responsibility is the antidote to one of the most common downfalls of otherwise gifted teachers – losing their commitment to the truth. Mastery of such tension allows for a fundamental shift. It enables the leader to see the truth in changing situations. Peter Senge writes for practicing and aspiring managers and leaders. Peter Senge, while making use of individual case studies, tends to the latter orientation. The most appropriate question in respect of this contribution would seem to be whether it fosters praxis – informed, committed action on the part of those it is aimed at? This is an especially pertinent question as Peter Senge looks to promote a more holistic vision of organizations and the lives of people within them. Here we focus on three aspects. We start with the organization. Here the case against Peter Senge is fairly simple. We can find very few organizations that come close to the combination of characteristics that he identifies with the learning organization. Within a capitalist system his vision of companies and organizations turning wholehearted to the cultivation of the learning of their members can only come into fruition in a limited number of instances. While those in charge of organizations will usually look in some way to the long-term growth and sustainability of their enterprise, they may not focus on developing the human resources that the organization houses. The focus may well be on enhancing brand recognition and status Klein; developing intellectual capital and knowledge Leadbeater; delivering product innovation; and ensuring that production and distribution costs are kept down. As Will Hutton Such conditions are hardly conducive to building the sort of organization that Peter Senge proposes. Here the case against Senge is that within capitalist organizations, where the bottom line is profit, a fundamental concern with the learning and development of employees and associates is simply too idealistic. The need to focus on knowledge generation within an increasingly globalized economy does bring us back in some important respects to the people who

have to create intellectual capital. Productivity and competitiveness are, by and large, a function of knowledge generation and information processing: Organizations need to be good at knowledge generation, appropriation and exploitation. This process is not that easy: Knowledge that is visible tends to be explicit, teachable, independent, detachable, it also easy for competitors to imitate. Knowledge that is intangible, tacit, less teachable, less observable, is more complex but more difficult to detach from the person who created it or the context in which it is embedded. Knowledge carried by an individual only realizes its commercial potential when it is replicated by an organization and becomes organizational knowledge. The sort of know-how that Leadbeater is talking about here cannot be simply transmitted.

8: www.enganchecubano.com | Peter Senge and the learning organization

At NASA telling that story well is a powerful tool for change and indispensable to being and sustaining a learning organization. Mars Missions The Mars Climate Orbiter would monitor the atmosphere, surface and polar caps for a complete Martian year of days.

About PLCs Professional learning community PLC An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. Read what advocates say about the impact of PLCs. What Are Professional Learning Communities? It has been interesting to observe the growing popularity of the term professional learning community. In fact, the term has become so commonplace and has been used so ambiguously to describe virtually any loose coupling of individuals who share a common interest in education that it is in danger of losing all meaning. Thus, we begin with an attempt to clarify our meaning of the term. To those familiar with our past work, this step may seem redundant, but we are convinced that redundancy can be a powerful tool in effective communication, and we prefer redundancy to ambiguity. We have seen many instances in which educators assume that a PLC is a program. For example, one faculty told us that each year they implemented a new program in their school. It cannot be purchased, nor can it be implemented by anyone other than the staff itself. Most importantly, it is ongoing—a continuous, never-ending process of conducting schooling that has a profound impact on the structure and culture of the school and the assumptions and practices of the professionals within it. We have seen other instances in which educators assume that a PLC is a meeting—an occasional event when they meet with colleagues to complete a task. First, the PLC is the larger organization and not the individual teams that comprise it. While collaborative teams are an essential part of the PLC process, the sum is greater than the individual parts. Much of the work of a PLC cannot be done by a team but instead requires a schoolwide or districtwide effort. So we believe it is helpful to think of the school or district as the PLC and the various collaborative teams as the building blocks of the PLC. Second, once again, the PLC process has a pervasive and ongoing impact on the structure and culture of the school. If educators meet with peers on a regular basis only to return to business as usual, they are not functioning as a PLC. So the PLC process is much more than a meeting. So, what is a PLC? We argue that it is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. The following section examines the elements of the PLC process more closely. A Focus on Learning The very essence of a learning community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure staff members engage in job-embedded learning as part of their routine work practices. There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge, skills, and dispositions. All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom

practice in ways that will lead to better results for their students, for their team, and for their school. They also inquire about their current reality including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities. Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school. Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what professionals in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a professional learning community are expected to work and learn together. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. In fact, the very reason that teachers work together in teams and engage in collective inquiry is to serve as catalysts for action. A Commitment to Continuous Improvement Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of: Gathering evidence of current levels of student learning Developing strategies and ideas to build on strengths and address weaknesses in that learning Implementing those strategies and ideas Analyzing the impact of the changes to discover what was effective and what was not Applying new knowledge in the next cycle of continuous improvement The goal is not simply to learn a new strategy, but instead to create conditions for a perpetual learning environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day businessâ€”forever. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization. Results Orientation Finally, members of a PLC realize that all of their efforts in these areas a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement must be assessed on the basis of results rather than intentions. Unless initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues conclude, "The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns areas of learning where many students are experiencing difficulty. They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

9: Home - Learning Forward

Directions to Use "Complete Guidelines " If you are designing a training plan to enhance introductory understanding and/or skills in management, leadership or supervision, then follow the directions in the appropriate topics Management Development, Leadership Development or Supervisorial Development.

By gathering information in several key areas, you better prepare yourself to create a relevant and customized training plan for your company. This article shows you how to accomplish several objectives in order to plan an effective program: Determine what training is needed. Determine who needs to be trained. Know how best to train adult learners. Know who your audience is. Draw up a detailed blueprint. Taking this step is the best way to get your training off on the right foot by immediately saving your company from wasting valuable time, money, and energy on unnecessary training. Certain training, such as harassment or evacuation, applies to all employees. But training on specific equipment or software applies only to employees who use those tools. Furthermore, you need to know your audience for each training session in order to further tailor the style and substance of your program. This process starts with new employee orientation training. Include stated job requirements as your base for needed training. Review this document to identify specific safety needs in your company. Use these injury statistics to identify areas where more safety training is needed. Review employee complaints to prioritize training on discrimination, harassment, overtime versus compensation time, and other employee issues. You must ensure that your training program encompasses all required training to meet government and legal obligations, such as Occupational Safety and Health Administration OSHA requirements, Department of Labor requirements, state-specific requirements, and others. Use other company resources to help you determine who needs training. Use these instructions to start your list of affected employees. Review for safety violations or accidents to determine if employees may need more safety training; for harassment or discrimination complaints, which may indicate the need for more sensitivity training; or for performance reviews that indicate employees may need "or may have requested" more skills training. Review this information to identify weaknesses in performance that may require refresher training in how to use equipment and machines more efficiently or in how to use more productive procedures. You can also develop your own methods for determining which employees need training, ranging from informal to formal. Keep your eyes and ears open in your workplace and you may identify employees who need training in specific areas. Talk with employees, supervisors, and managers to get candid information about areas where people feel well-equipped to do their jobs and areas where they are uncomfortable. This method involves selecting a group of hand-picked employees and asking them designed questions regarding training. This activity gives you the opportunity to gather data from a few people in a short period of time. Focus groups are good for brainstorming, which can be a valuable source of information. Make sure the selected members are outspoken. A quiet participant may be hesitant to contribute. Personal interviews can be very effective for discovering what training employees want, but it can also be very time-consuming. This method is best for specialized training that affects a small percentage of the workforce. Compose a few questions specific to training you are planning. This method is effective for elective training or for new training areas in which you want to begin programs. Keep answers confidential so employees feel comfortable submitting their input. Skill tests or demonstrations. Give written tests or have employees perform demonstrations on certain equipment to determine who needs additional training. They want to learn what they want, when they want, and how they want. Adult learners have their own style of learning that includes four key elements, discussed below. Even if you structure your training program to meet these elements, however, you may still run into reluctant learners. We also provide seven rules for training reluctant or resistant learners. To motivate adult learners, set a friendly or open tone to each session, create a feeling of concern, and set an appropriate level of difficulty. Other motivators for adult learners include: Use both positive and negative reinforcement to be successful in training adult learners. Use positive reinforcement frequently, such as verbal praise, when teaching new skills in order to encourage progress and reward good results. Use negative reinforcement, such as negative comments on a performance review, to stop bad habits or performance.

Achieve great retention rates by having trainees practice their newly acquired skills again and again until they are familiar and comfortable enough to ensure long-term success. Adults want to bring what they learn in training directly to the workplace. Positive transference occurs when adults are able to apply learned skills to the workplace. At the same time, however, these learners are sometimes reluctant to accept new ideas and methods of working. Trainers may sometimes need to overcome this resistance before learning can take place.

Law of previous experience: Tie all new learning to and further build upon the prior experiences of learners. Many adults prefer to learn on their own at their own pace. Adult reactions to training sessions are often shaped by the expectations they have tied to content area, training format, fellow participants, and trainers. Adults have set notions of the best way they learn. These notions may either interfere with or enhance the learning experience.

Law of multiple criteria: Adult learners base the quality of the learning on accomplishments and learning experiences. In successful learning, objectives, content, activities, and assessment techniques must all be aligned. Once you are familiar with the overall needs of adult learners, you need to further customize your training plan by getting to know the specific makeup of the employees in your company.

Know Your Audience In order to make every training session as effective as possible, you need to analyze the participants in each group. Gather the following information about group members: What is their background? How much training have they had on this topic? Why does management think they need more training? Do any trainees have any relationship with the trainer acquaintances, jobs are related? Do any trainees have high levels of responsibility or authority in the organization? What are the demographics of the group? How many trainees are in the group? What is the average age? What is the ratio of men to women? What is their educational level? What is their level of expertise? How much prior knowledge do they have about the session topic? Do some know more than others? What is the overall attitude of the group? Is this voluntary or required training? Do they want to be here? What do they think of the subject matter? What do they think about the trainer? Are they a friendly group? What are their expectations? Can the trainer meet their needs? Will the training benefit the participants? Will the training benefit the trainer? Could there be disadvantages as a result of the training session? You also need to know what kind of learners trainees are. In general, people learn in one of three ways: **Visual**—These learners receive information best through seeing or reading it. Their brains process the information and retain it once they see it. These learners benefit from written instructions, diagrams, handouts, overheads, videos, and other visual information. **Oral**—Oral learners receive information best when they hear it. **Kinesthetic or tactile**—These learners learn by touch and feel. They will benefit from show and tell where equipment is available to handle. They also respond well to demonstrations of new procedures and in having the chance to practice themselves. You will inevitably have all three kinds of learners in every training session. We will discuss blended learning in detail in Chapter 3. Remain open to the idea that training may not always be the answer in every case. Use these guidelines to determine if another approach might work best:

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