

Framework of Principles for Organizational Learning and Change

Through The Ball Design, Education Initiatives engages educators in co-creating professional learning experiences designed from a set of principles that EI refers to as “Principles for Organizational Learning and Change”. Organizational learning experiences designed with partners using these principles build professional competencies of people and capacity of a school district to improve literacy achievement for every student.

While all organizations operate according to a set of principles, people in an organization are seldom aware of them. Rarely do people in organizations examine the principles governing their actions and intentionally revise, name and enact principles to guide operations and work toward improvement. EI incorporates, teaches and models a set of seven interconnected design principles as it works with partners.

The Principles for Organizational Learning and Change are not unique to The Ball Design. What is unique is naming these specific principles and their application as design rules for professional learning experiences and processes of improvement. When applied together and in the presence of relationships and patterns of connectedness they foster, the Principles hold the potential for system transformation.

Education Initiatives has developed a framework that presents the Principles for Organizational Learning and Change in the context of:

- *Grounding Fields of Knowledge* – theory, research and practice in human and adult learning, organization development, systems and complexity, and EI’s partnership experience
- *Beliefs* – basic assumptions that EI accepts as true that guide The Ball Design
- *Implications for Design and Practice* – ways of enacting the Principles that promote organizational learning and change
- *Conditions that Support Organizational Learning and Change* – expectations agreed to and enacted with partner school districts to increase the likelihood of success of EI’s partnerships through organizational growth and increased student literacy

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Grounding Fields of Knowledge			
<p><i>Human/Adult Learning</i> <i>Research-based principles of learning and learning characteristics and preferences of adults</i></p>	<p><i>Organization Development</i> <i>Theories and practice around capacity building and methods for engaging people in whole systems change</i></p>	<p><i>Systems and Complexity</i> <i>Implications from the sciences of chaos, complexity and living systems</i></p>	<p><i>Education Initiatives Experience</i> <i>Assumptions based on EI's partnership experience</i></p>

Beliefs	Principles	Implications for Design and Practice
<ul style="list-style-type: none"> • We must be the change that we want to see in the world • People and organizations are capable of creating their preferred future • You cannot transfer your energy for learning to others; you can only tap into their energy. • Learning is done in the context of our humanity and the world around us • Organizations are living systems capable of learning, creating, making meaning, and self-organizing • Complex organizations change when they engage with new information and new relationships • Learning organizations provide the conditions for adaptive, systemic and generative change to happen • In learning organizations, leadership is distributed; collaboration is the way of doing business; and decision-making is shared by all stakeholders • Design allows a system to live and emergence to happen • Literacy is the cornerstone of learning and a gateway to empowerment • We can move from classrooms and schools that are islands of excellence, the current reality, to a system of schools that ensure high achievement for every student 	<p><i>Build shared purpose</i></p>	<p>Bring people together to discover what they really care about, to determine their highest aspirations for students, and invite them into something larger than themselves</p>
	<p><i>Create adaptive solutions</i></p>	<p>Co-create with partners ways to acquire, share and use information that generate new relationships and connections to solve problems</p>
	<p><i>Use inquiry to guide practice</i></p>	<p>Bring people together in dialogue, learning and reflection where they ask questions that matter, seek relevant information and data, and plan and implement actions with ongoing feedback</p>
	<p><i>Build on assets</i></p>	<p>Identify and build on strengths, values, traditions, practices and accomplishments</p>
	<p><i>Access the capacity of stakeholders</i></p>	<p>Engage staff, students, parents and community members in learning about the district, sharing what is important and making choices about what is best for the school district</p>
	<p><i>Work in systemic ways</i></p>	<p>Engage people in ways that help them gain access to each other and to information and see interconnections among grade levels, subject areas, schools, families, neighborhoods, processes and relationships</p>
	<p><i>Attend to content and process</i></p>	<p>Create learning processes that engage people in making meaning and finding connections among information, people and situations</p>

Conditions that Support Organizational Learning and Change	
<ul style="list-style-type: none"> • Participants have the authority to make substantive recommendations, decisions, or plans about the work • Key stakeholders—those with authority, access/control over resources, expertise, information, and need—engage at all levels of the work <ul style="list-style-type: none"> • Leaders see themselves as learners • District and school leaders actively engage in the work (co-design of processes, sponsorship, participation, and follow-through) 	<ul style="list-style-type: none"> • Participants see the need for others' contributions and willingly work together <ul style="list-style-type: none"> • Communication among partners is open and unfettered • Work continues in-between formal partnership meetings • Adequate time is dedicated to fulfill partnership objectives • The school district brings coherence to improvement efforts