

SYSTEMS THINKING - PLENARY

PLENARY—Systems Thinking while Leading for Change in Early Childhood Education

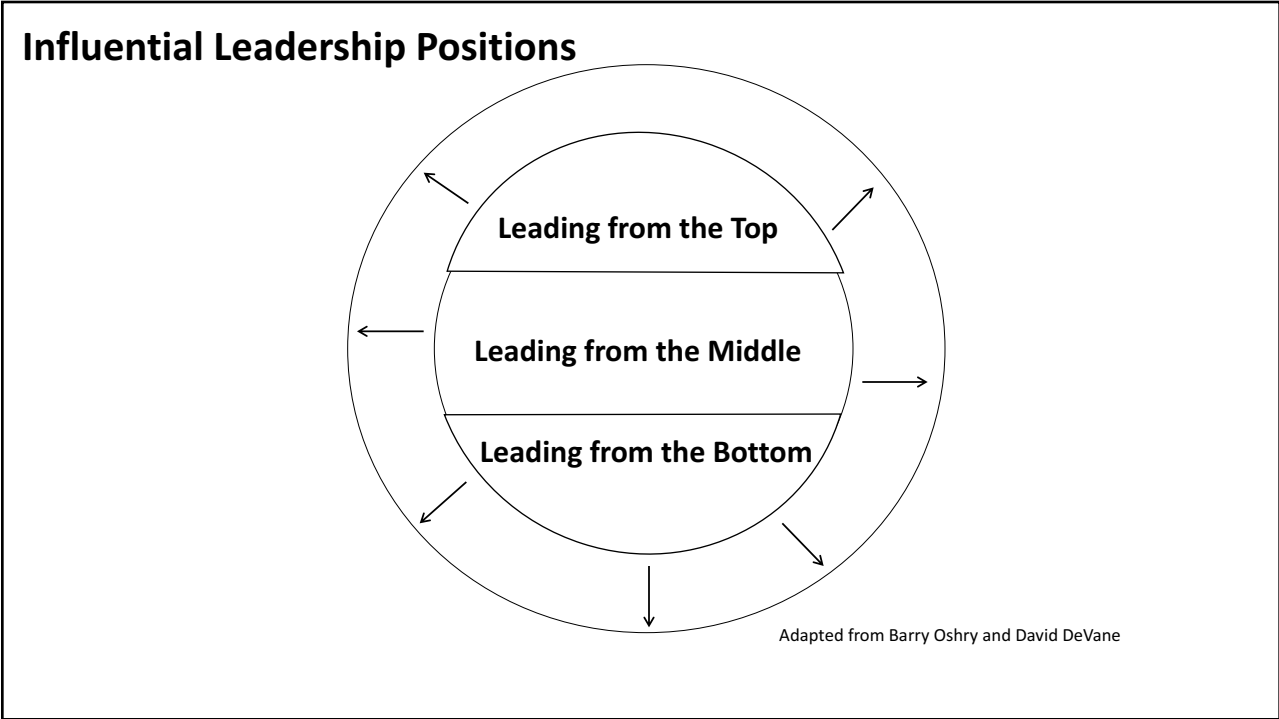
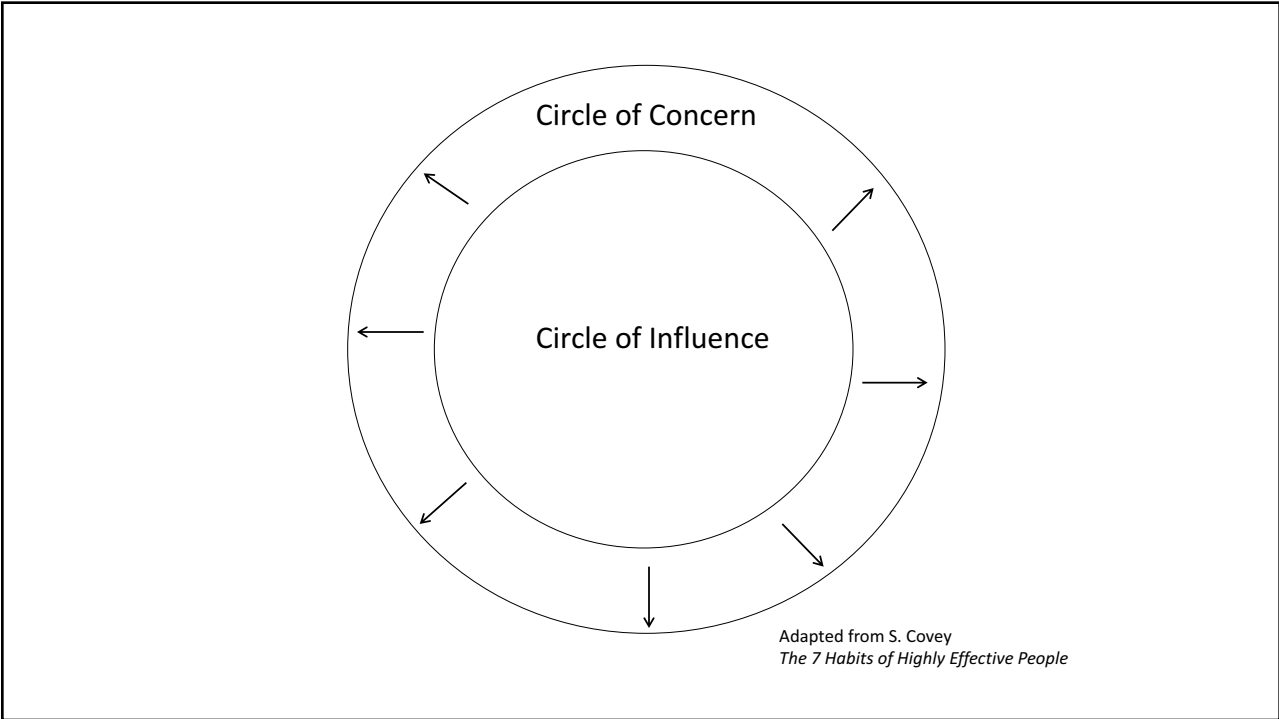
PURPOSE: Provide an overview of systems thinking and how to apply it to the concept of leadership at the State level. Identify strategies to engage diverse partners and perspectives to drive systems change (from Roundtable outcomes)

OBJECTIVES:

- Introduce the habits of systems thinking
- Experience the habits of systems thinking from various perspectives
- Using an equity lens and a systems thinking approach, examine state level efforts to incorporate ESSA early childhood provisions
- Introduce and apply the Habits of a Systems Thinker to state-level work
- Explore how mental models influence effort to drive systems change and identify strategies to impact this influence

SOCIO-ECONOMIC STATUS AND STUDENT OPPORTUNITY
(Case Study from Teaching for Educational Equity)

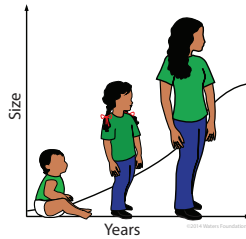
NOTES | QUESTIONS



Seeks to understand the big picture



Observes how elements within systems change over time, generating patterns and trends



Recognizes that a system's structure generates its behavior



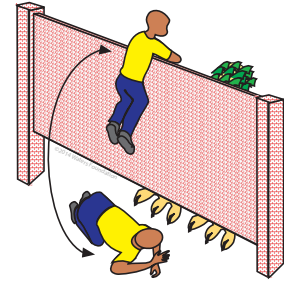
Identifies the circular nature of complex cause and effect relationships



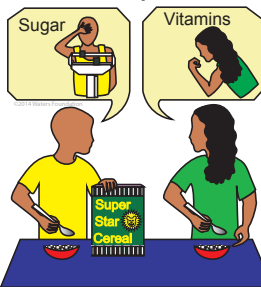
Makes meaningful connections within and between systems



Changes perspectives to increase understanding



Surfaces and tests assumptions



Habits of a Systems Thinker



Considers an issue fully and resists the urge to come to a quick conclusion



Considers how mental models affect current reality and the future



Uses understanding of system structure to identify possible leverage actions



Considers short-term, long-term and unintended consequences of actions



Pays attention to accumulations and their rates of change



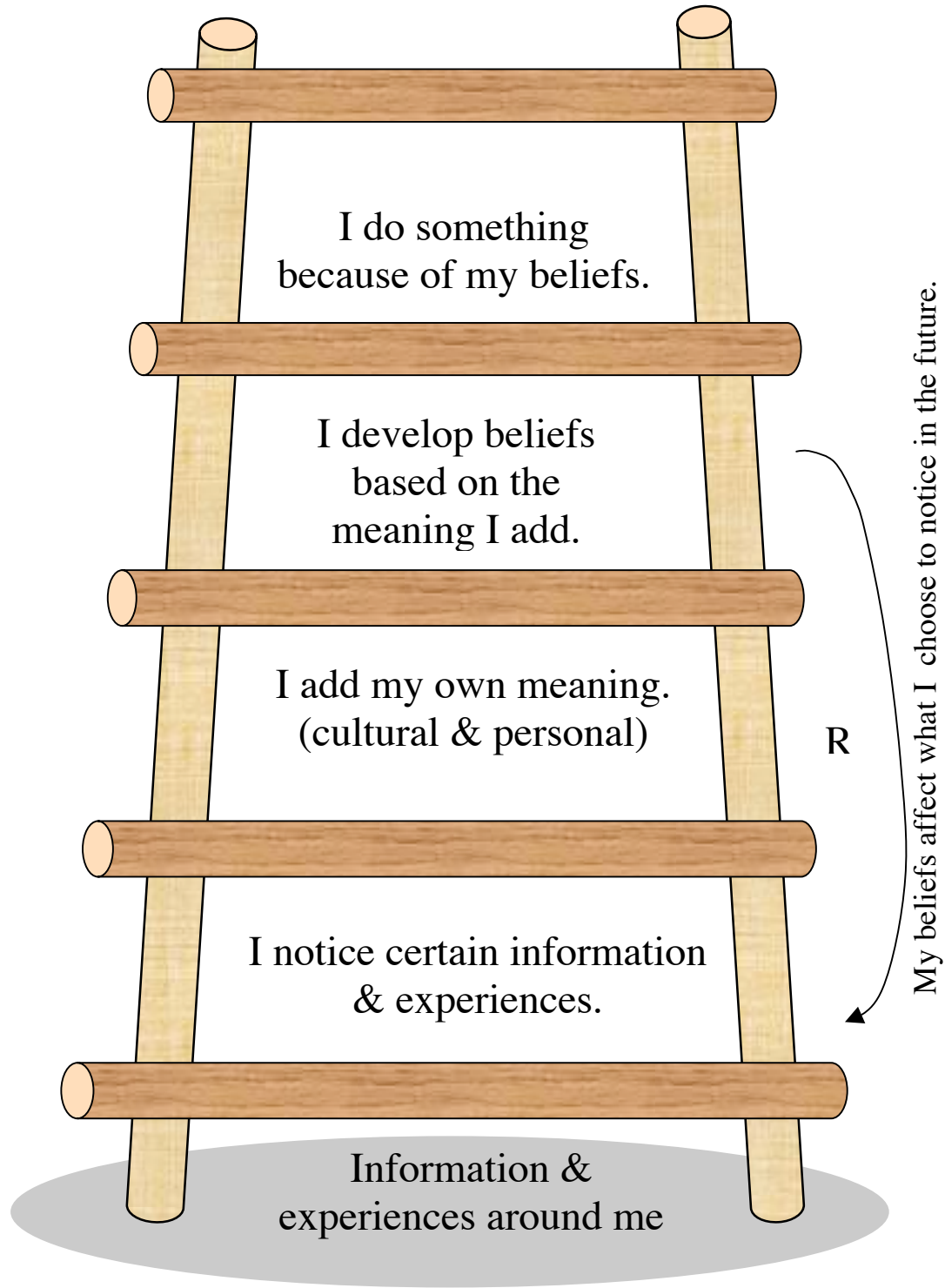
Recognizes the impact of time delays when exploring cause and effect relationships



Checks results and changes actions if needed: "successive approximation"



Ladder of Inference





Rubber Band Exercise

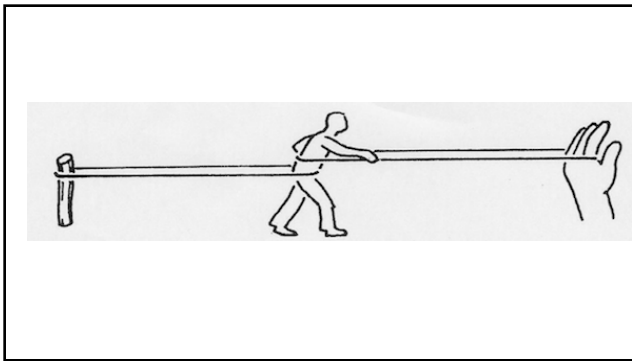
Person A: What is happening now?

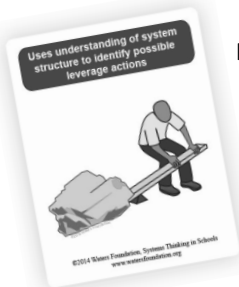
Describe the current state of early childhood education in our system, being sure to talk about equity. (30 seconds)

Person B: What are your hopes for the future?

Describe the vision for an equitable early childhood education system. As you describe the vision, begin to move away from Person A (current state), so that you can show the gap between now and the desired future. This will create tension. (30 seconds)

Be sure to keep it safe!





No matter how small the step,
the time is now
to take action on behalf of
high quality
early childhood education
for all.

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