



The
IGUANA Project
Improving Education Together

Organisational Intelligence Overview

The IGUANA Programme – an overview

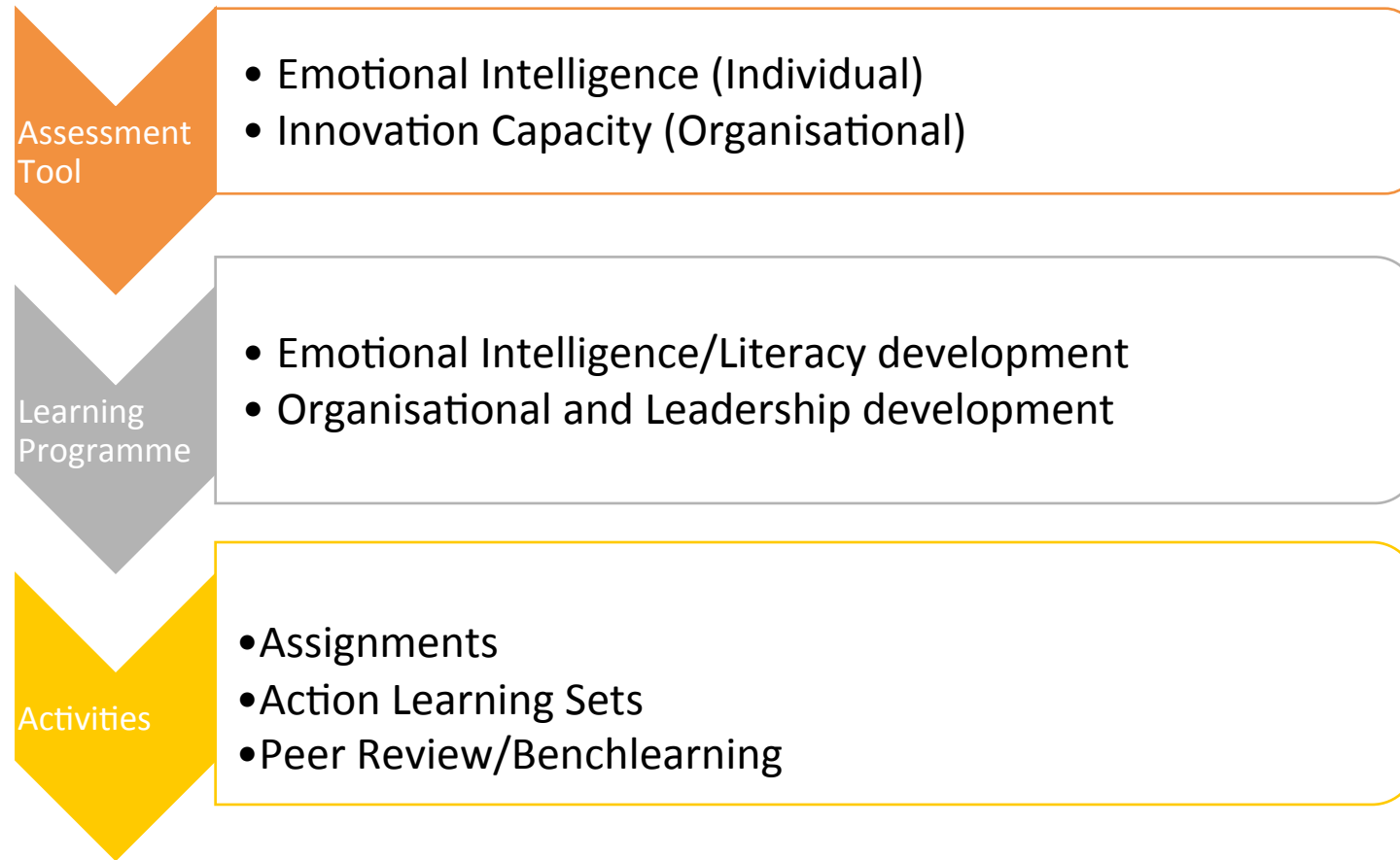


Figure 1: IGUANA Learning Framework

Introduction to the Organisational Intelligence learning programme

This overview provides a description of the learning content and the activities:

- Learning content modules
- Resources sections
- Assignments
- Action Learning Sets
- Peer Review

What to do

- When you have completed the assessment tool, you will have a clearer idea of which areas you would like to explore further.
- In the next sections we outline what you will find in the different learning content modules.
- There are seven Organisational Intelligence (OI) modules:
 - Holding Environment
 - Systems orientation
 - Groupishness
 - Organisational wellbeing
 - Normalisation
 - Evaluation
 - Learning organisation

The Organisational Intelligence modules

- According to your assessment you will be encouraged to explore particular areas. You may do this in the order that you choose for yourselves as a school working group
- Each of the modules is aimed at people with little or no experience of the subject area
- For each of the modules we provide the following:
 - an overview of evaluation, provided in a slide presentation
 - a more detailed text document to accompany the presentation/or notes pages
 - a list of references for further reading

Holding environment outline

This module examines what is meant by a **holding environment** and how this relates to organisational structures/design in schools.

You will explore and learn about:

- the link between leadership and governance structures and creating enabling spaces and structures in your school and classrooms.
- how a 'positive holding environment' in your school can help with responding to challenges in the external environment and how to work with the emotional responses that come with this.

Systems orientation outline

In this module on **systems orientation** we will:

- help you to locate your school and its relationship to the wider environment and
- identify how the quality of these relationships and interactions is important to the adaptability and creativity of the school.
- introduce you to some theory on systems and how this can provide explanations for changes in behaviour of pupils, parents, staff and governors that sometimes seem erratic or illogical.

Groupishness outline

In this module on **groupishness**:

- We will provide some further detail on the different types of group behaviours identified in the assessment
- We will offer some theory on working with and as part of groups and theory on why groups can both help and hinder change in your school.
- Groups also affect us as individuals so we'll explore the relationship between the individual and the group
- We will explore how groups can contribute to developing more diversity of thought and creativity in school teams.

Organisational wellbeing outline

This model looks at how organisations find it difficult to change and seem to operate at different levels. In this module on **organisational wellbeing** we will:

- offer some ideas about culture in organisations
- work with the Critchley and Casey article on ‘stuck’ organisations to identify the kind of cultures that you might see in your school
- explore in more detail types of ‘stuck’ organisations
- explore the Gestalt cycle of change to help you with thinking about how and when to intervene
- offer ways to work with ‘stuck’ organisations and the types of traps that you might fall into

Evaluation content outline

This module explains how only a small part of **evaluation** is around testing and performance assessment and shows how evaluation can be used to help schools continue to operate as ‘learning organisations.’

It explains:

- Why do evaluation – what’s in it for schools?
- When to do evaluation – the evaluation ‘life cycle’
- What kind of evaluation – four different approaches are presented
- The IGUANA evaluation approach
- Theory of change – the approach and methodology of ToC is presented.
- Practical examples of how to apply the approach are provided and users are shown to use various tools to assess how far desired outcomes and impacts have been achieved

Evaluation design and implementation – the presentation and text takes readers through evaluation design and implementation step-by-step

Normalisation outline

The '**Normalisation**' element of the OI Learning Programme explains what is meant by normalisation and explains how it relates to supporting innovation in schools. The focus of this element of the learning programme is how to maintain order and stability in the classroom without stifling creativity and innovation.

It covers:

- What is normalisation and why is it relevant for schools?
- Different theories about compliance and rule-following
- Classical sociological theories on compliance
- The interactionist approach to rules and norms
- Systems psychodynamic theory – compliance as a 'defence against anxiety'
- Critical theory – the concept of 'governmentality'
- New thinking about normalisation – mirror neuron and memetic theory
- How to balance rule-following and rule-breaking in the school

Learning in organisations

In this module on **learning in organisations** we look at the processes which work together to create an environment which is conducive to learning

It is in two parts. In **Part One** we explore:

- concepts relating to a learning culture
- the contributions of different theorists relating to learning organisations
- the building blocks of a learning organisation and thinking about developing one

Part two looks at what helps and hinders learning, drawing on:

- theory which helps understand why learning and change are so difficult
- and exploring the strategies that we adopt to prevent learning

We also offer questions to ask of your school to help

Learning resources

Each of the modules comes with a set of learning resources. Where possible we have identified these to be at different levels.

- Discovery – information at a basic level. This might simply be the presentation offered for the module
- Practical – for those with some prior knowledge, and it will include some technical language or jargon.
- Technical – academic articles or equivalent on the subject or on related topics

Other resources have also been identified. These could be relevant webinars, online videos, online resources, etc.

Assignments

There are two key overarching assignments which we expect participating schools to work on as part of the OI programme:

1. Develop a Theory of Change Map. You will find the resources and instructions indicating how to do this in the evaluation module. You may also get help from a member of the IGUANA team attached to your school.
2. Develop an Innovation Plan which relates to your assessment results and the Theory of Change map that you have developed.

In conjunction with your assessment results, the Innovation plan will indicate the main change areas you wish to pursue. We would then expect you start to working on these areas and make some of the changes you identify. Your work could be further supported and explored in the Action Learning Sets.

Action Learning Sets (ALS)

We suggest that Action Learning Sets represent one way for you to gain increased perspectives on problems and deepen your learning on the areas you have selected to work on as part of the Iguana programme.

- In an ALS a small group of people come together to reflect on practical issues. They meet every four to six weeks.
- Action Learning Sets follow a process of stopping to reflect on actions taken, reflecting on them with a group of people, each bringing their perspective, and
- They will involve a broad range of individuals who represent different aspects of your system.
- We provide an overview of the proposed ALS purpose and rhythm and practical guide to setting up an ALS and running one.
- The member of the IGUANA team attached to you will also be able to help facilitate the meetings.

Peer Review Programme

- The peer review programme involves a number of schools working together on specific themes in relation to the work they are undertaking as part of the IGUANA programme. Peers act as 'critical friends' to each other. The critical friend is an advocate for the success of the work but also provides constructive questioning to examine learning more deeply.
- This kind of peer learning is very helpful for the schools to benchmark their learning with that of other schools. This does not involve performance or appraisal, it is more a method to draw out learning for the purposes of comparison and extension.
- It is anticipated that schools take it in turn to have the focus on their work. In this way, one school can use the opportunity to deepen their work with two or three critical friends from one or two other schools providing the peer review aspect.
- We provide a guide as to how to establish the IGUANA peer review programme.
- The IGUANA team member attached to your school will be able to offer information and support.