REGIONAL HUBS OF EXCELLENCE

Area partners are connected to do — and gain — more together.
Getting to know us...

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JOBS FOR THE FUTURE
Getting to know each other...
Session Agenda

Linked Learning Regional Hub initiative background

The people aspect of systems change

The role of learning in systems change
The initiative
OPPORTUNITY

Act regionally to elevate the scale and adoption of Linked Learning pathways – helping more students gain equitable access to this practical, powerful approach.
Change
Scale of change

When we are asking teachers and school leaders to do things they don’t (yet) know how to do, we are not asking them to “implement” something, we are asking them to learn, think, and form their identities in different ways. We are, in short, asking them to be different people.

Richard F. Elmore, “Getting to Scale..” it seemed like a good idea at the time, 2016
SHIFTING THE PARADIGM

“When you change the way you look at things, the thing you look at changes.”

~ Wayne Dyer
Elements of System Change

✓ A change in power
✓ A change in money
✓ A change in habits
✓ A change in technology or skills
✓ A change in ideas or values

Learning
Why is learning important to systems change?
# Types of Challenges

<table>
<thead>
<tr>
<th>Technical</th>
<th>Adaptive</th>
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<tbody>
<tr>
<td>Easy to identify</td>
<td>Difficult to identify</td>
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<tr>
<td>Often lend themselves to quick and easy solutions</td>
<td>Require changes in values, beliefs, roles, relationships, &amp; approaches to work</td>
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<tr>
<td>Often can be solved by an authority or expert</td>
<td>People with the problem do the work of solving it</td>
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<tr>
<td>Require change in just one or a few places; often within one organization</td>
<td>Require change in numerous places; usually cross organizational boundaries</td>
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<td>People are generally receptive to technical solutions</td>
<td>People often resist even acknowledging adaptive challenges</td>
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<tr>
<td>Solutions can be implemented quickly—even by edict</td>
<td>Solutions require experiments and new discoveries; they take time to implement and edicts not effective</td>
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Learning involves looking at things differently

WHAT IF SOY MILK IS REGULAR MILK

INTRODUCING ITSELF IN SPANISH
### Program Models vs. Systems Change

<table>
<thead>
<tr>
<th></th>
<th>Program Models</th>
<th>Systems Change Efforts</th>
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<tbody>
<tr>
<td><strong>Problem caused by...</strong></td>
<td>a few identifiable factors.</td>
<td>many entangled factors some of which have likely not been identified.</td>
</tr>
<tr>
<td><strong>Context characterized by...</strong></td>
<td>repeatable patterns of cause and effect that are similar across contexts.</td>
<td>dynamic and unpredictable changes that differ across contexts.</td>
</tr>
<tr>
<td><strong>Solution is...</strong></td>
<td>replicable.</td>
<td>unique and adaptive.</td>
</tr>
<tr>
<td><strong>Implementers apply...</strong></td>
<td>known best practices.</td>
<td>emergent practices.</td>
</tr>
<tr>
<td><strong>Impact achieved through...</strong></td>
<td>scale-up.</td>
<td>continuous improvement achieved through adaptation to unique contexts.</td>
</tr>
<tr>
<td><strong>Evaluation...</strong></td>
<td>define, test, and prove scalable models.</td>
<td>Support ongoing adaptation and continuous improvement.</td>
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</tbody>
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Source: Adapted from Julia Coffman and Heather Britt: “Evaluation for Models and Adaptive Initiatives"
4 Characteristics of Learning Cultures

1. Information is shared and accessible

2. Learning is emphasized and valued

3. Mistakes and failures are not punished

4. People are expected to learn constantly
“To be a high performing learning organization you consistently need three ingredients – data, time for reflection, and a willingness to change.”

~ Faye Twersky
Practitioner Perspective
“To be a high performing learning organization you consistently need three ingredients – data, time for reflection, and a willingness to change.”

~ Faye Twersky
Reflection Questions

• Which of those three things – data, time, and a willingness to change – is the strongest and weakest in your experience?

• What do we lose by not having these in place?

• What would it take to transform your organization into a learning culture?

• What is one small step you could take today that would have the greatest impact on this?
“Many organizations… seem to be stuck on operationalizing what it means to engage in and support intentional learning in their organizations.

We hope this guide will help a wide array of professionals better understand how and when to use group learning activities to intentionally support and facilitate continuous learning through reflection and dialogue.”
In Practice
Time to Debrief
Thank you!