Education for the greebling

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Introducing myself (clickable links and images)

Systems Community of Inquiry: www.syscoi.com

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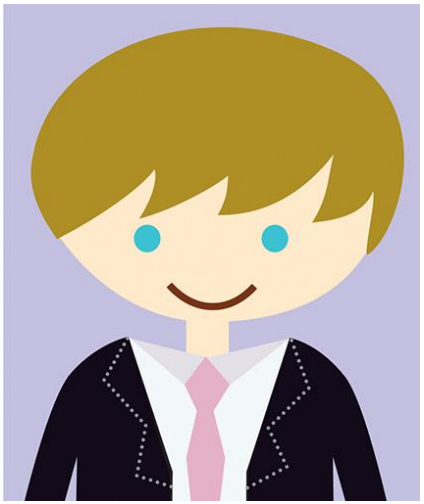

public service transformation academy

www.publicservicetransformation.org

SCiO

Systems and complexity in organisation
www.systemspractice.org

please connect:
www.linkedin.com/in/antlerboy
@antlerboy on twitter

Blog: chosen-path.org/
antlerboy.medium.com/

transduction

Joy and work

theopen eyes COLLABORATIVE

tp ROUTLEDGE

Requisite agility™

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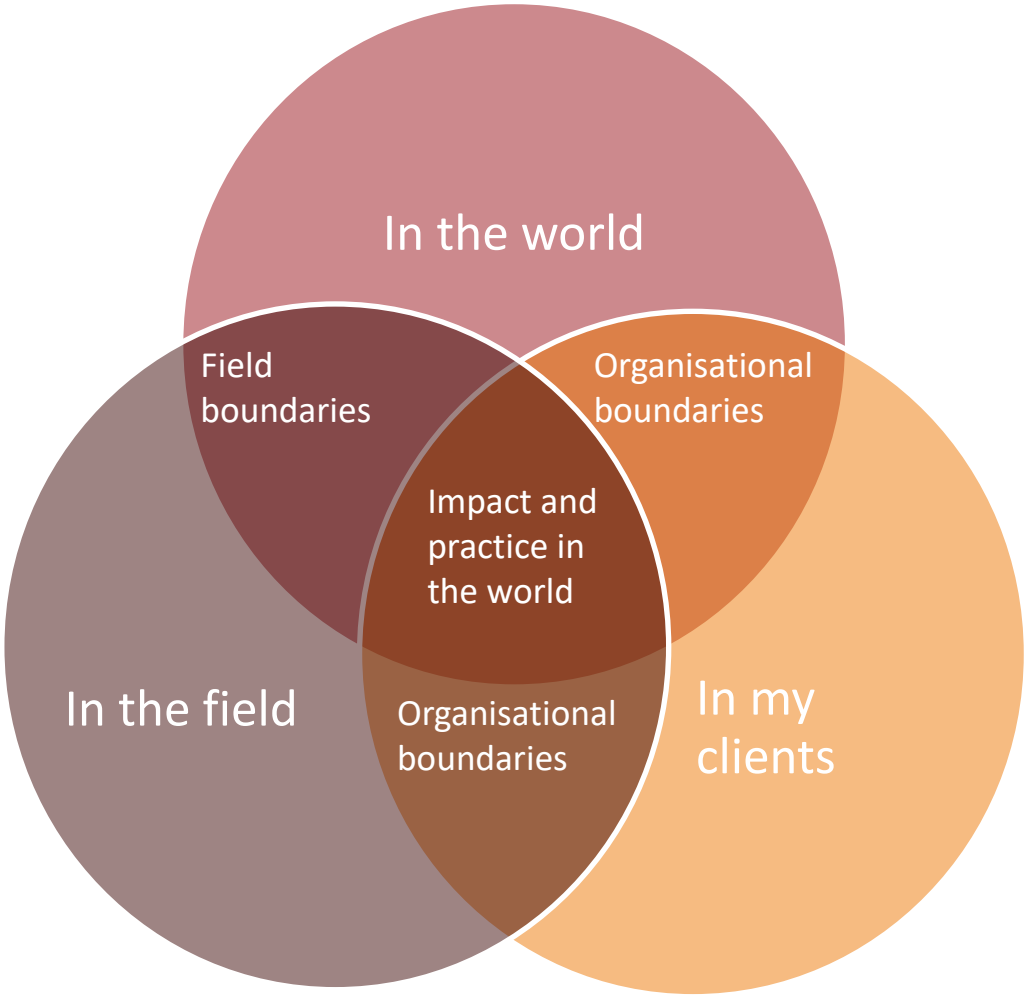
Systems / cybernetics / complexity capability building



Increased positive impact systems/complexity/cybernetics in the world

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Outline of my talk

1. The world as we understand it is unending nebulosity and potentially infinite pattern
2. Our understanding is progressing neither linearly nor spirally. Instead, it is unfurling, unfolding: greebling, to be precise.
3. Education in this context is continually contested and fractally ramifying sensemaking.
4. This has many implications, but that main one is that we should judge education by the value created for stakeholders (*laudate* Tom) – this is fittingly complex and circular.
5. My humble submission is that education:
   a) should admit and be founded on this reality of the ongoing unfolding of complexity of the universe; metarationality (debatable)
   b) should be rich in boundary ideas / threshold concepts
   c) should be adult, peer, and action learning oriented
6. My practice in the RedQuadrant tool shed

1. The world as we understand it is unending nebulosity and potentially infinite pattern

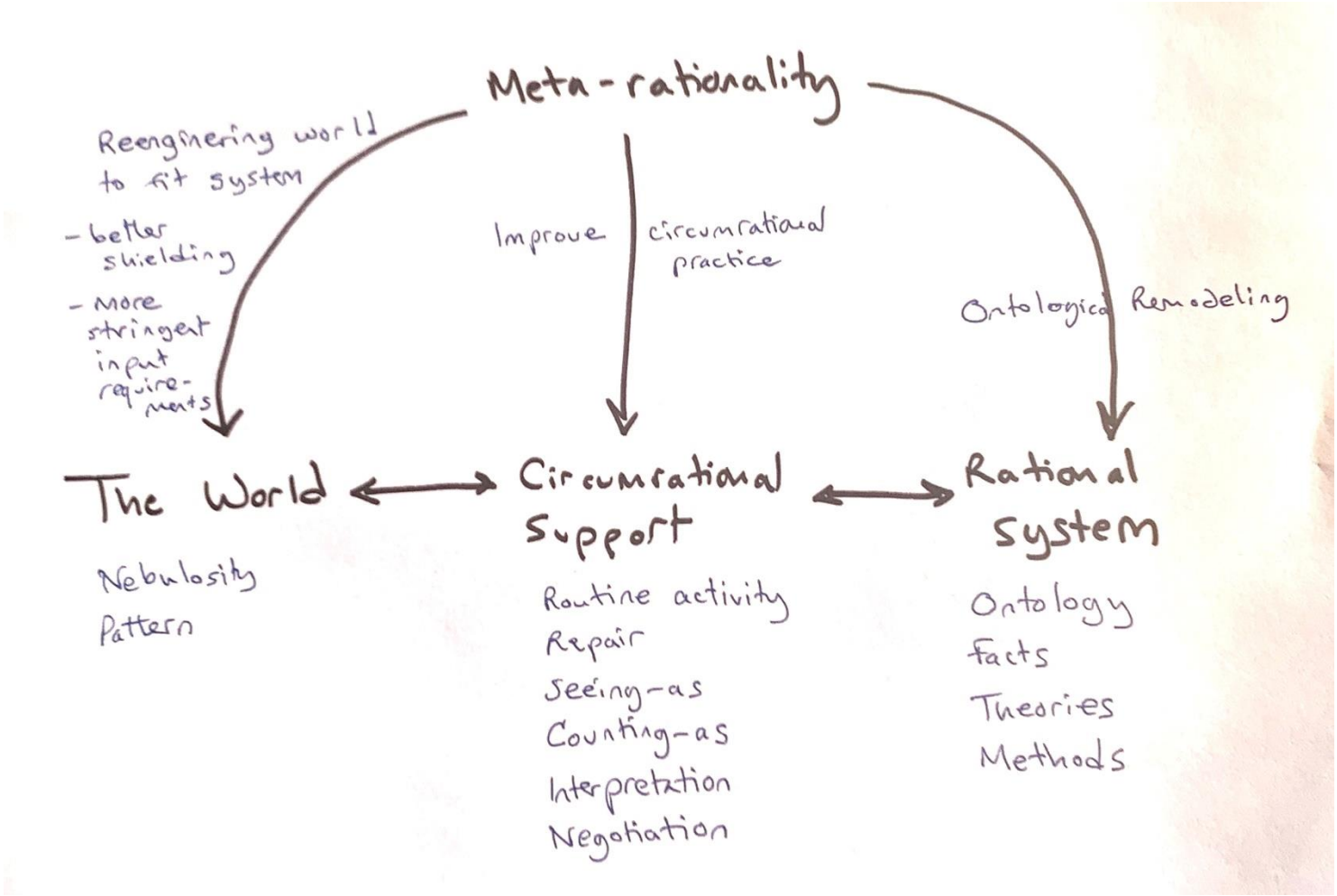

Diagram: David Chapman, meaningness.com / metarationality.com

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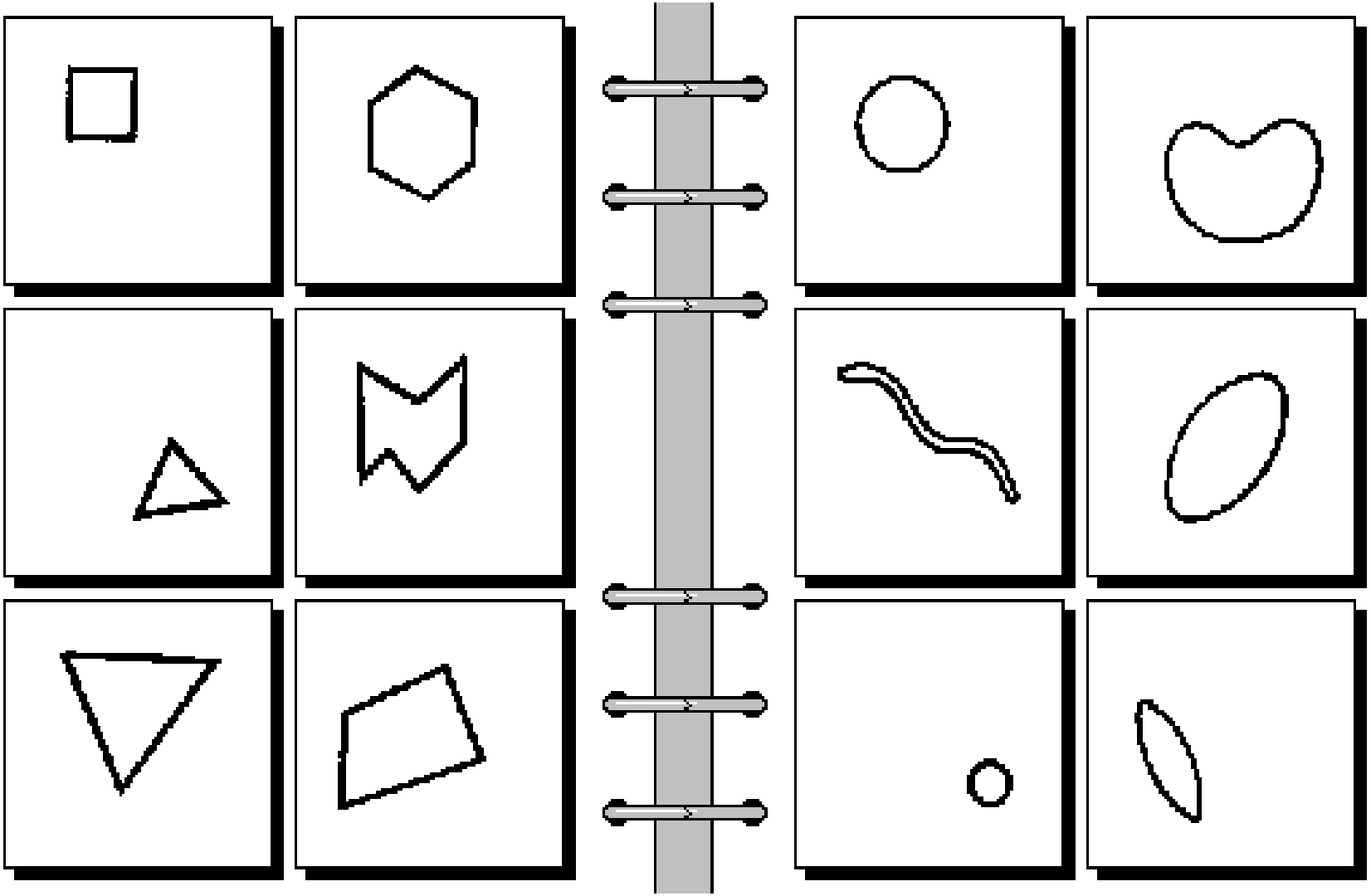

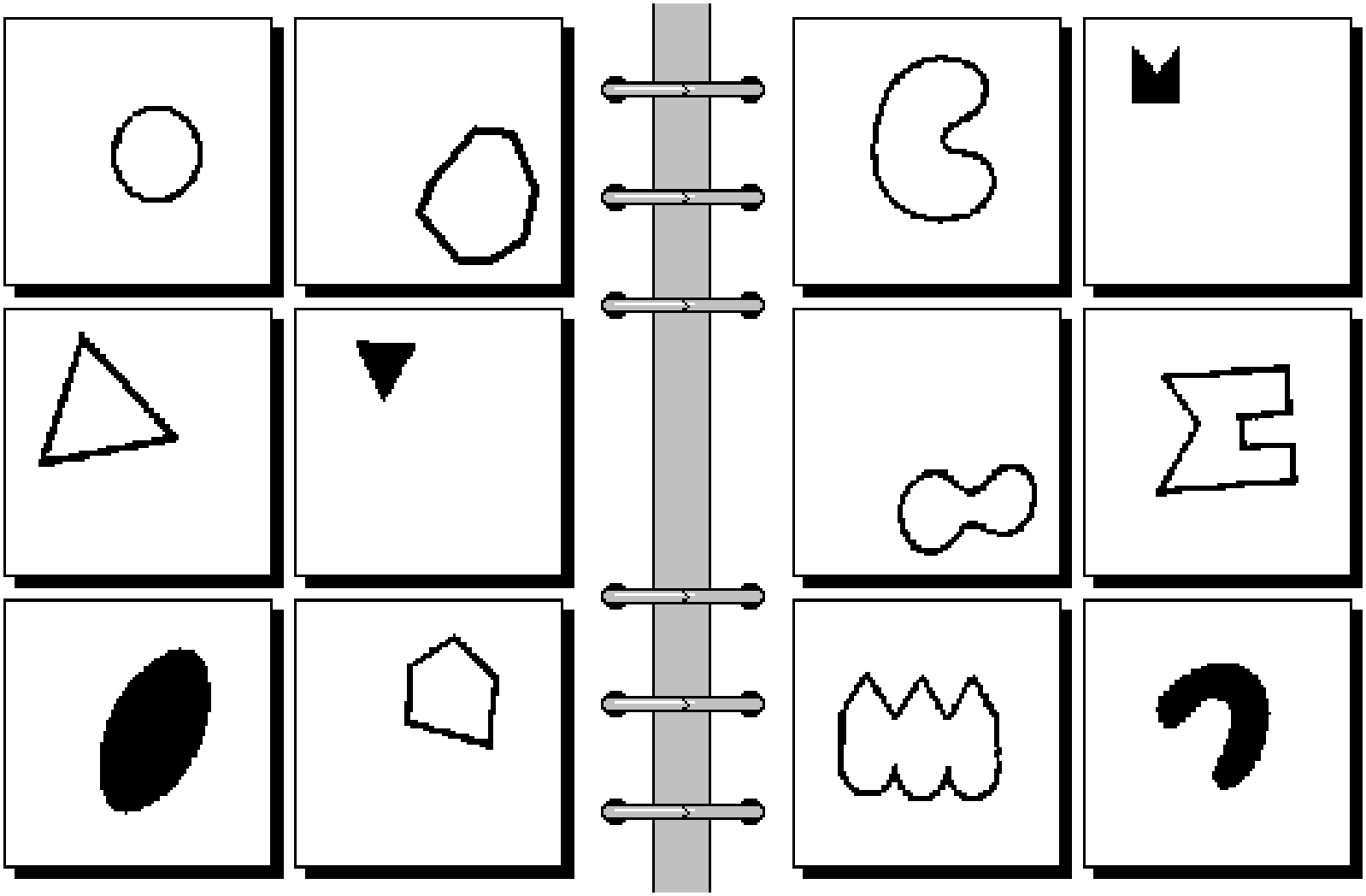

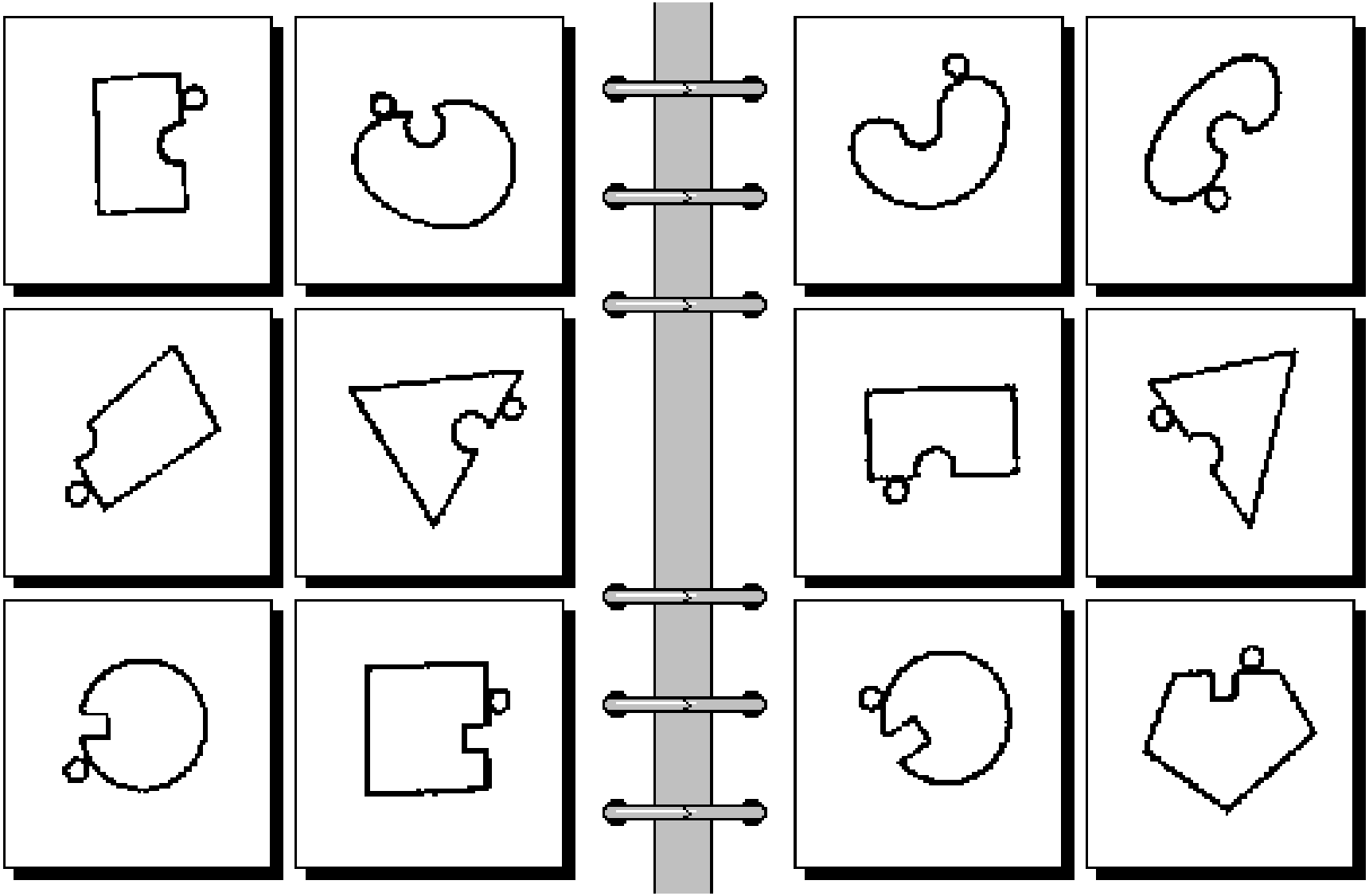

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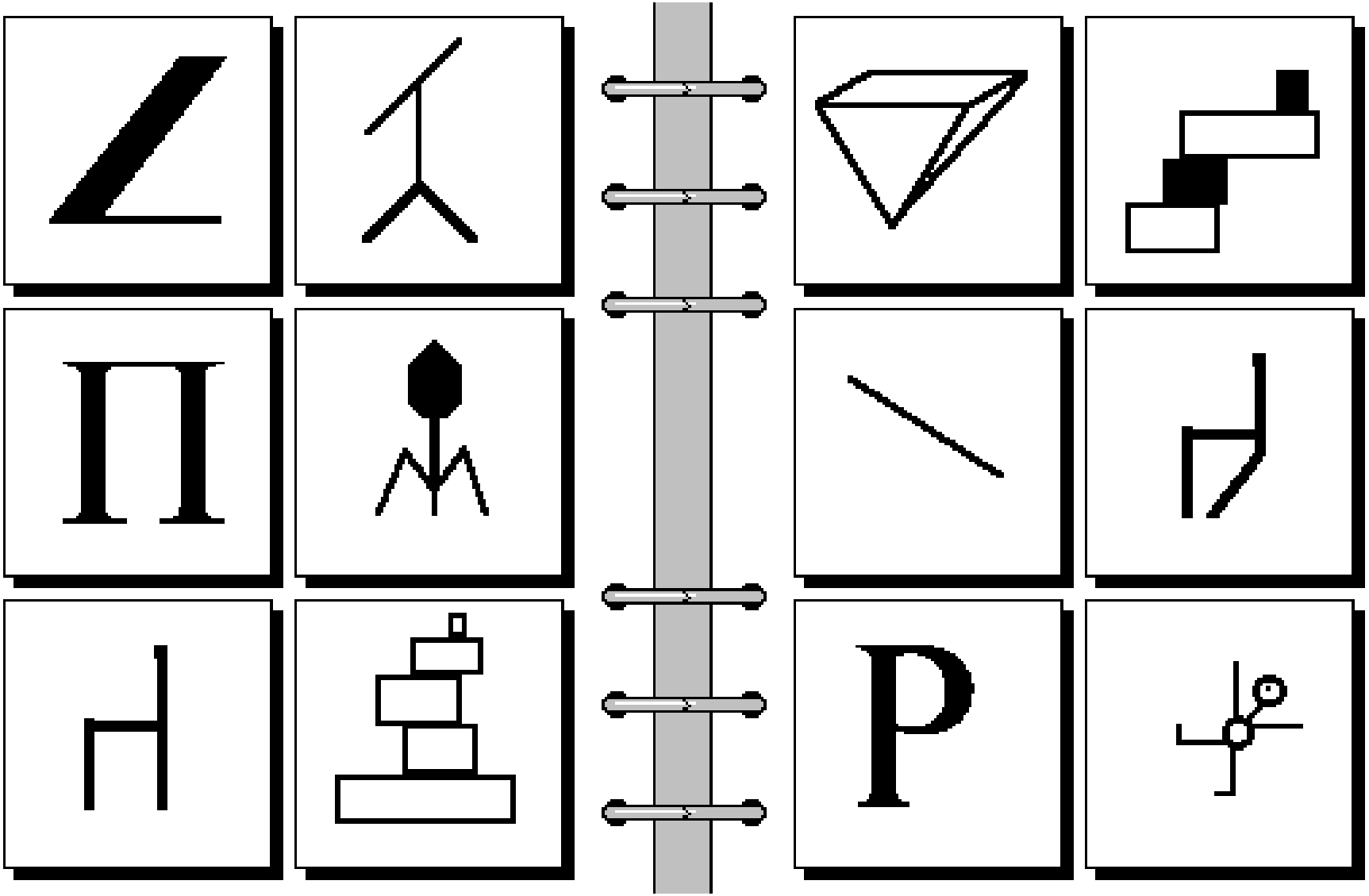

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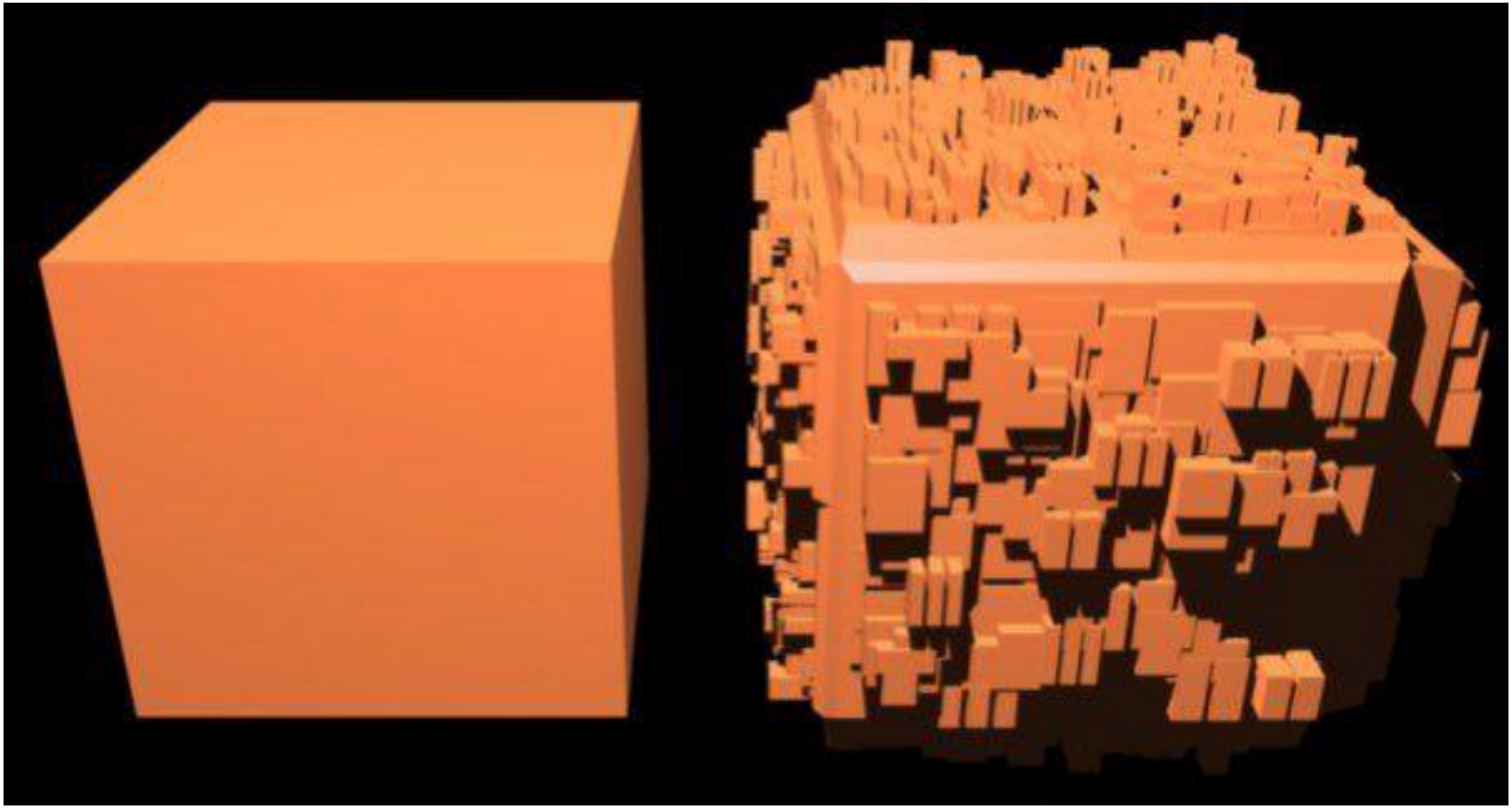

Greebling: cool on twitter for a while. Image from Wikipedia.

More

More:

- dimensions, irreducibility
- ways to understanding and sensemaking worlds, incommensurability
- sensors, more worlds
- more – the coastline paradox

This means

- Heterarchy
- Polycentricity
- Metamodernity

Meanings

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3. EDUCATION IS CONTINUALLY CONTESTED AND FRACTALLY RAMIFYING SENSEMAKING

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4. WE SHOULD JUDGE EDUCATION BY THE VALUE CREATED FOR STAKEHOLDERS

5. My humble submission: education in this context

a) should admit and be founded on this reality of the ongoing unfolding of complexity of the universe; metarationality (*debatable)
(This implies adult or vertical development and contextual development)

b) should be rich in boundary ideas / threshold concepts

c) should be adult, peer, and action learning oriented

- Heroes and guides
- Not accelerationism
- Requisite variety / minimum viable

Quite a ‘humble’ (maybe Daoist) place

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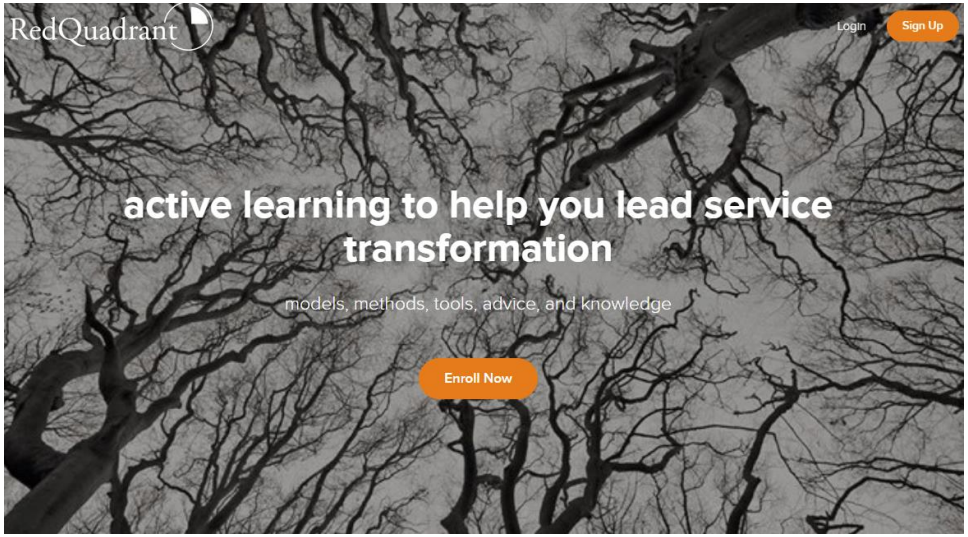
'to understand is to know what to do' Wittgenstein

'I can only know what I should do if I can first answer the question: of what story, or stories, do I find myself a part?' Alasdair MacIntyre

6. MY PRACTICE

The RedQuadrant tool shed

“Bongard games really illustrated the fact that organisations can be complex and made up of lots of different "patterns". Its important that individuals within organisations are able to think about context to see and understand these patterns and how they impact across our different systems. Without finding the links to patterns, it becomes impossible to fully understand the full context in which we are working in and the situations which we are addressing.”



“Meta-contextuality shows the possibilities of parties understanding the context of their own world as well as the circumstances others are working and living in. This is where the role of the consultant is key in terms of helping people to make sense at this level. It is also crucial that we understand the situation from our service users point of view to truly understand what works and where the complexities are.”

https://bit.ly/RQtoolshed

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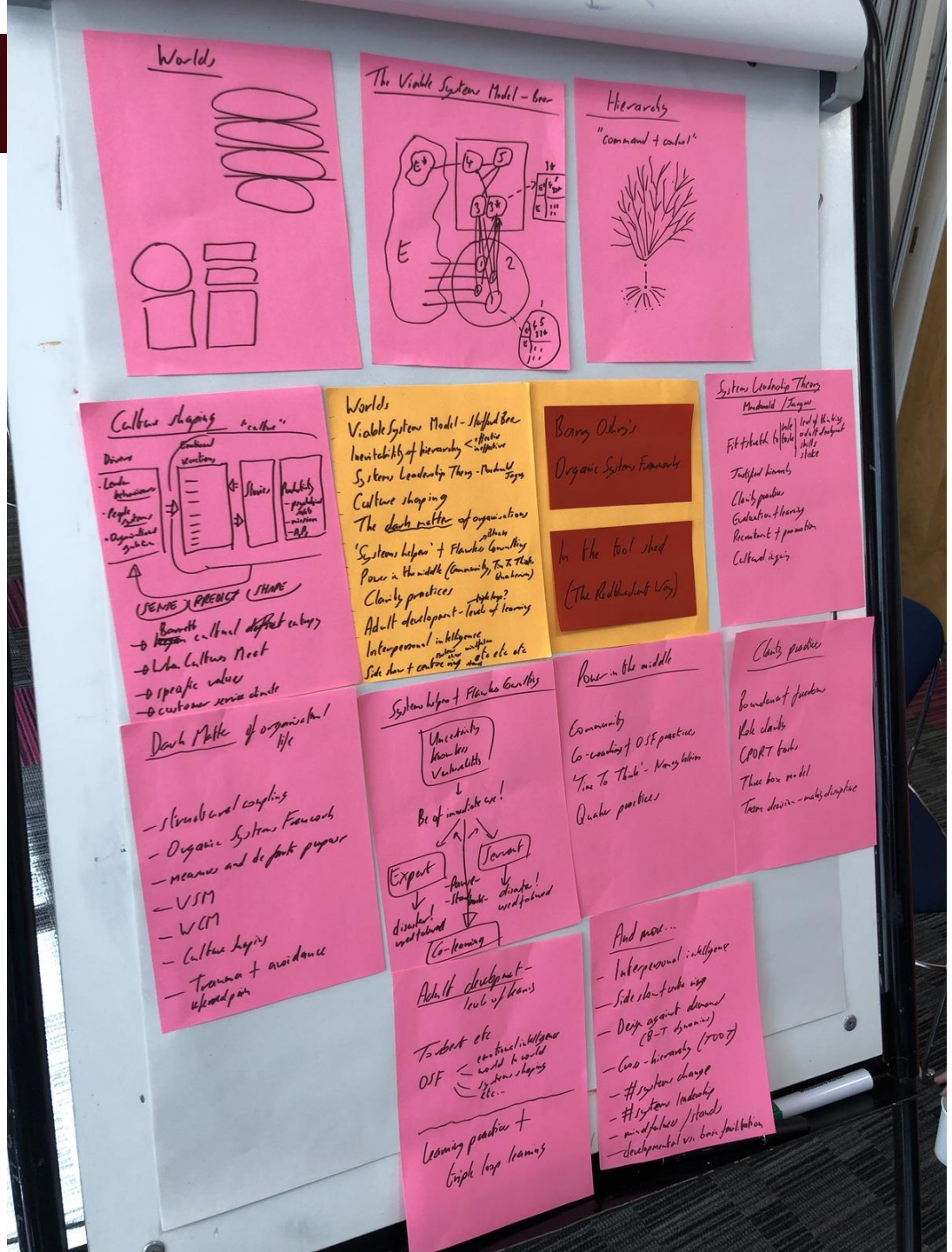
Principles/context

- Small groups
- Adult learning
- Peer learning
- Action learning
- Dealing with complexity
- Richness of resources
- Multiple perspectives
- Generosity
- Confidentiality
- Meta-contextual approach (not neat-and-compleat, conceptually closed consulting model)
- Bridging worlds of ‘consultants’, ‘facilitators’ etc etc



Boundary ideas

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6. My practice in the RedQuadrant tool shed

Always happy to talk!

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Connect to me and many groups: www.bentaylor.com

RedQuadrant – free sampler session for the RedQuadrant tool shed 23 June

The Public Service Transformation Academy

- 'The Days After: are we building back better?' – free learning community session 23 June

Systems and Complexity in Organisation

- Competency framework and professional qualifications
- International events

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