



## Simple Rules for Generative Learning

We don't pretend to know what structures, programs, approaches, routines, procedures, or regulations will best support teaching and learning in your school, and we certainly can't predict what will work five or ten or fifty years from now. The best we can do is follow a few simple rules that make it possible for the system (rather, the people in the system) to continually adapt and transform as the challenges continue to evolve. Consider these seven simple rules in the table below. We think they are likely to create patterns of generative learning in your systems. Remember that they are interdependent, and no one rule is more important than any other. They are certainly not to be used as an evaluation checklist. Please do not apply these particular rules without considering whether and how they are appropriate for your system!

<b>Simple Rule</b>	<b>Explanation of Simple Rule</b>	<b>Try This HSD Method/Model</b>
<i>Teach and learn in every interaction.</i>	Teaching and learning, after all, is the focus of schools. It is our central business and passion, and, therefore, a logical and powerful place to begin. Learning (or adaptation) generates appropriate options for action and is, therefore, more likely to ensure sustainability.	Theory to Practice Loop 4 Truths Adaptive Action Keys for Co-evolution
<i>Pay attention to patterns in the whole, part, and greater whole.</i>	From a human systems dynamics perspective, teaching and learning are about emergent patterns throughout the system. To understand how to work in these systems, we need to understand how patterns emerge across each scale in each system--in their parts and in the greater whole.	CAS Same and Different Fractals
<i>See, understand, and influence patterns.</i>	Once we understand how patterns emerge, we can focus more specifically on action steps--how to use these insights about patterns to set conditions for more powerful teaching and learning. Once we more fully understand those dynamics, we can generate options for action.	Pattern Spotters Same and Different
<i>Recognize and build on individual, social, and cultural assets of self and others.</i>	No one works in isolation in a school system. From a human systems dynamics perspective, it is critical to focus on strengths as we build adaptive capacity in individuals and groups in the system. That adaptive capacity opens the potential for each person in the system to take action, individually and collectively.	Generative Engagement

<p><i>Seek the true and the useful.</i></p>	<p>Historically, we have assumed a separation between thought and action in schools. Think about the almost universal distinction between “knowledge” and “skills.” From a human systems dynamics perspective, such a distinction is dysfunctional. To set conditions for self-organizing, or generative learning, we must act on what we know to be both true and useful. The integration of theory and practice must be seamless.</p>	<p>Conflict Circles Architectural Model</p>
<p><i>Be curious; embrace uncertainty; act with courage.</i></p>	<p>Outcomes in any complex adaptive system are always uncertain. Looking for patterns and taking action calls for curiosity and courage from everyone in the system.</p>	<p>3 Kinds of Change Landscape Diagram Dealing with Uncertainty</p>
<p><i>Engage in joyful practice.</i></p>	<p>Finally, we are, after all, human beings before we are students, teachers, administrators, counselors, office workers, custodians, parents, citizens, or policy-makers. If we don't find joy in our relationships or in our work, we will disengage, and the system will lose its vitality, its vibrancy, its relevancy. Perhaps this simple rule is the most foundational.</p>	<p><i>This simple rule is about your stance toward learning and living. It can influence your use with any method or model.</i></p>