

file:

Metaphor

Problems with speech
- recall
- short term

Metaphor - structured.
add visuals →

House of Visualisation
- not for sake of vis.
- Purpose - integral
supplement to written word.

1. Swage sections of scales
2. Card clusters.

Tool - in operation
To achieve an end
Means of Communication.

Group Question Method.

- adopting a questioning
stance in our approach to
group work, rather than a
'speaker' stance.
- Right questions = Best
Results.

Question

- draw out, ready, ...

— feedback

— Framing needs to show
— identity at most here
— articulate views
— diversity visible.

Framing questions is crucial
(2 hr to form a question
complex - not enough!)
• they do not always give
direction
• Group forms its own question.

Moderator

↳ Crucial to progress
→ structures thinking
process to handle the discussion
→ Does not structure content.

Doesn't buy

• adopting questioning stance
• result oriented techniques
• connects

(Review of given direction -
planning)

• Communicate from rules.

• cooperative not hierarchical
work style. (incl. facilitator)

Reflection

- Making time to understand where you have reached & how you got there.

- questions unasked
- hidden agendas
- wrong data / assumptions
- may not be the problem.

Need to stop:

1) ~~Do~~ by, obscure
by features

by questioning

1) May adopt a new tactic.
• Tool at end of process
or in middle.

- Do in speech or books.
Visualization

Why Visualization

- 1) Eye is better receiver of information than ear.
- 2) Reduces ignoring in words.
- 3) Stores ideas

- 4) increases capacity to store information
- 5) reduce misunderstandings
(ideas are there to refer back to)
- 6) More than 1 contributing at a time.
(# writing at once + displaying)
- 7) Provides complete overview.
Ideal - have it all up.
Scenario.

Not just pretty → visualisation

Elements of Visualisation

- Capitals + lower case
- 3 lines per card
- Form blocks of information
- Clear short phrases
- Few elements.
- Colour for emphasis
- Lines → Links
- Arrows → direction
- ↳ Thunderbolt - conflict
- Dots - voting
- Free space
- Shapes - strips, ovals



RESULTS OF WORKSHOP WITH THE PRIORITY SCHOOLS PROGRAMME STAFF

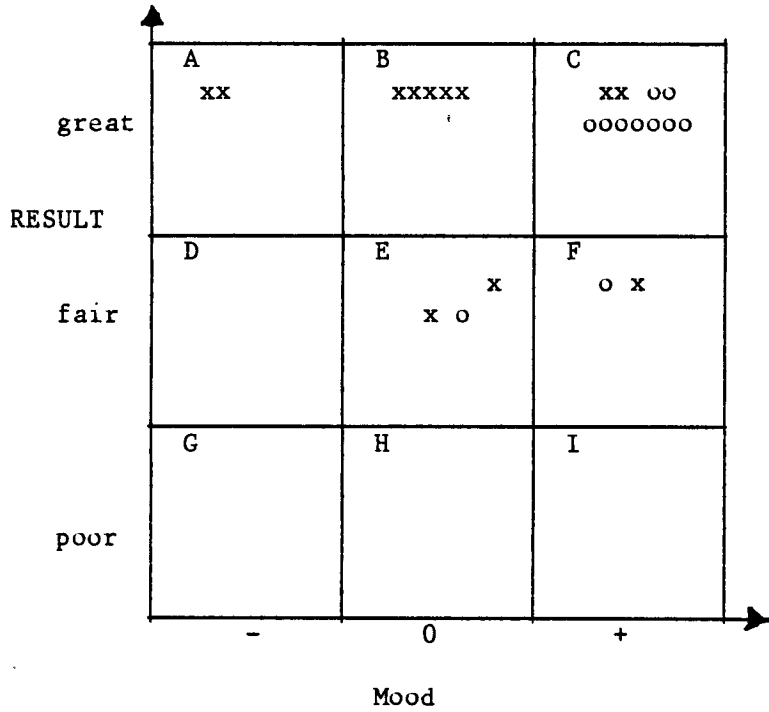
22nd JUNE, 1984 at METAPLAN CENTRE, SUBIACO. W.A.

What can we achieve in one day? - The way of Metaplanning.

These sheets are a full record of the work done and should be analysed by all participants to see what was said, what was learnt, what was left out and what needs to be done for the future.

x EXPECTATIONS

o OUTCOMES



Movement of opinions:

from -A's to C

-4B's to C

-1B to F

-1E to E

-1E uncommitted

-F to C

What aspects can we think of that leads us to this evaluation?
 (Result - Mood Board)

| RESULT / Work | + - | + - | Mood / Fun |
|-------------------------|-----|-----|--|
| Previous experience | + | + | Team Spirit |
| Level you're at | - | - | What's happened this week |
| We know pre-planning | + | + | Today's experience will be satisfying for me - I can't help but gain from today. |
| Application to our work | + | | |
| Previous inexperience | + - | + | environment |
| | | + | eating and drinking |
| | | + | shopping |
| | | + | new thinking |

PRIORITY SCHOOLS TEAM

22nd June 1984

What can we achieve in one day?

| | | <u>Today's Menu</u> |
|----|---------------------------|---------------------|
| 1 | Visualisation - 3 days | A.M. |
| 2. | Moderation - 4 days | P.M. |
| 3. | Reflection - 5 days | P.M. |

| | | |
|----|-----------------------------------|--|
| 4. | Seminar Moderation - 4 days | |
| 5. | Process Design - 4 days | |

Note: What is the scale used for dot voting to prioritise?

This is a rule of thumb and can be varied by the moderator to suit the occasion.

| | | Group Size | | | |
|--------------|----|------------|-----|----|----|
| | | 5 | 10 | 15 | 20 |
| No. of Items | 5 | 2 | 1 | 1 | |
| | 10 | 4* | 3* | 2 | 1 |
| | 15 | 7** | 5* | 3* | 2 |
| | 20 | 9** | 7** | 5* | 3 |

** Maximum of three dots on one item

* Maximum of two dots on one item
otherwise one dot per preference

What experiences can you recall from the last six months that were influenced by our last meeting?

| + | - |
|---|------------------------------|
| Replaced transparencies with visuals | Preparation/resources burden |
| Clearer process of planning | Typing protocol - recording |
| Easier reporting feedback | Overdo visual |
| Model for group work | Maintaining procedure |
| Preparation - better | Need to know more |
| Confidence | Gimmickry? (fear) |
| Satisfaction from knowing | |
| Better group response | |
| Categorise information - flexible | |
| Audience participation (if you create it - you care for it. TE) | |
| Pre-planning eases pressure of unknown | |

What questions should we register that need to be considered in our work today?

A range of Metaplan techniques with comment (example) on their application.

Effective strategies for a day's workshop e.g. opening activity
follow up
closing activity

What techniques can be used to produce models for our particular P.S.P also presentation?

How can school staffs present information and plan effectively?
ie. What skills do they need?

Ideas for presentation/organisation our central inservice.

What can we find out so that we can avoid the audience developing an impression of gimmickry? (ie. Variety)

"gimmickry only fails if it is re-used"

Techniques for presenting techniques of reviews for submissions.

Can you assist us with a variety of ways to brainstorm ideas?

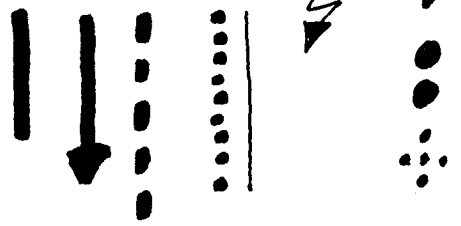
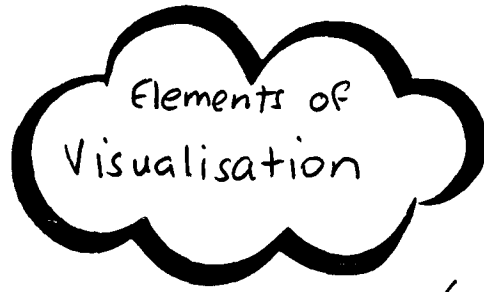
What are the best ways of getting ideas/information from a group?
eg. Brainstorm

How can we discover (prior to workshops) what our audience really wants?

How do we switch on people who are switched off?

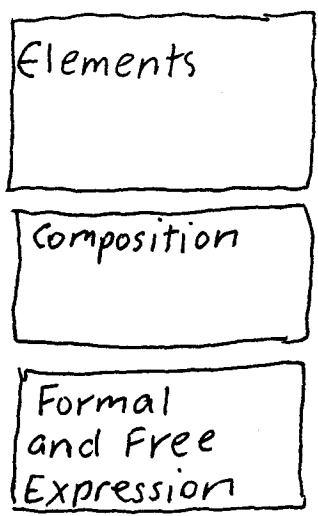
How can you read the mood of a group?

How can we make hindrances transparent and so deal with them?
(use of flashmark ⚡)

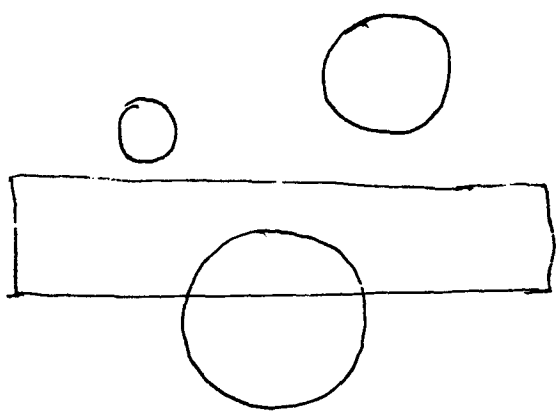
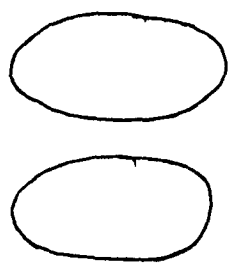


2 Writing sizes

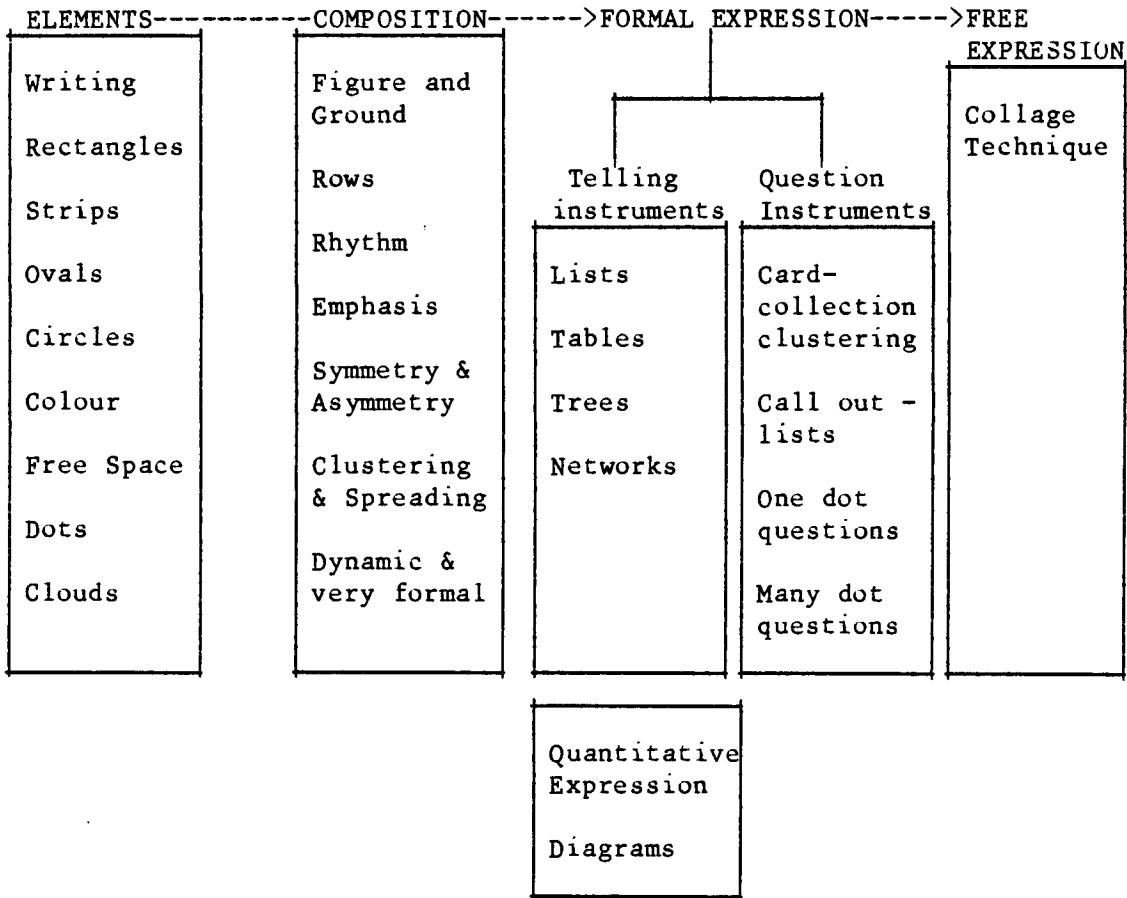
- Capitals and lowercase
- 3 lines on cards
- Form blocks
- Catchwords not sentences
- Few elements
- Use colour for emphasis



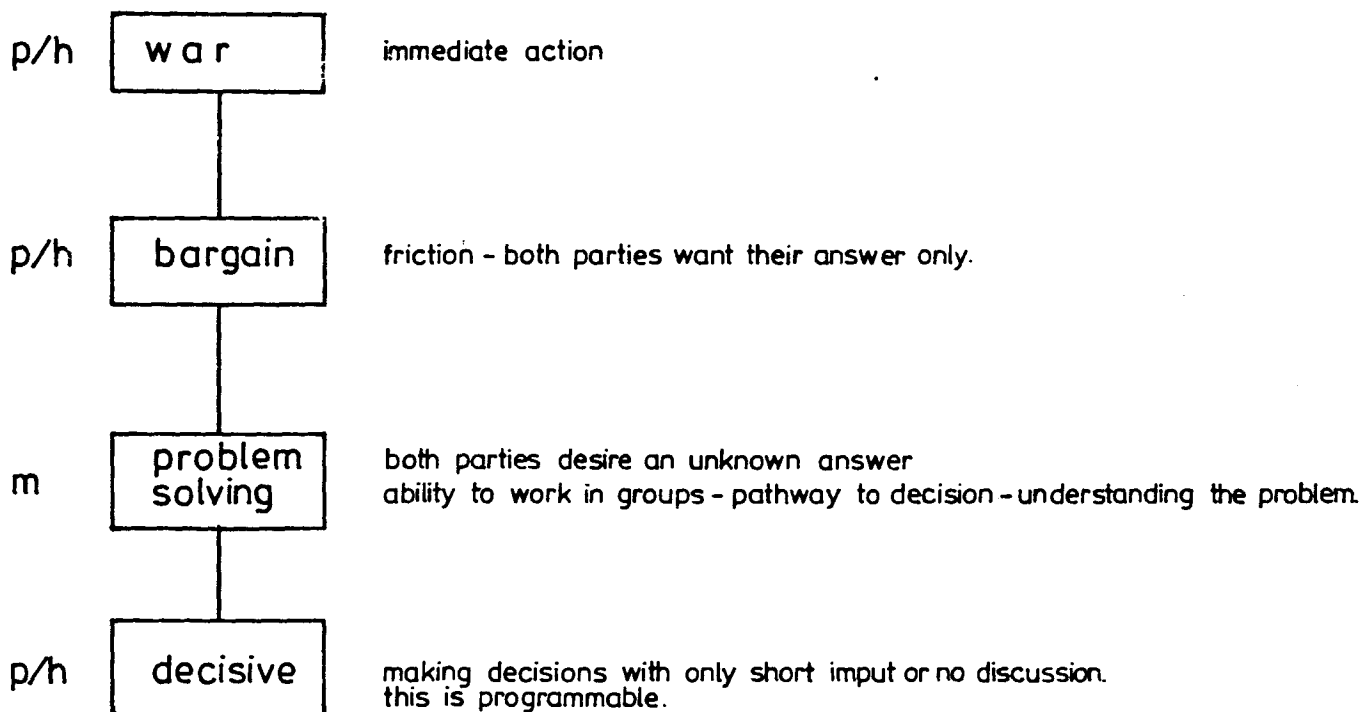
Free Space



VISUALISATION - optical speaking



The Decision Process



p/h Power - Hierarchical Method

m Use of discussion groups using Metaplan interactive methods.

The Use Of Maxims.

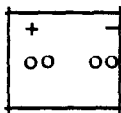
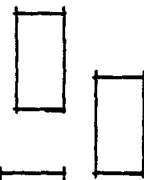

During the course of decision making criteria or 'maxims' are created as guidelines to the decision makers. It is especially noted that these criteria are the basis for all good planning tasks but are applied by 'Reasoning' not by 'Rule'.

What personality types can we identify that make working with others in groups, pleasant or unpleasant?

| smile | frown |
|--|--------------------------------|
| Listeners $\begin{matrix} / \\ \downarrow \\ \downarrow \end{matrix}$ | silent critic |
| Flexible $\begin{matrix} \downarrow \\ \downarrow \end{matrix}$ | non-committal |
| Co-operative | Thurberism |
| Director - task orientated | Shift ground - fence sitter |
| Enthusiastic | Procrastinator |
| Awake (alert) | Suppressor (discussion) |
| Astute | Martyr |
| Attention | Selfish |
| Decision Maker $\begin{matrix} / \\ \downarrow \\ \downarrow \end{matrix}$ | Apathetic |
| Self improver $\begin{matrix} \downarrow \\ \downarrow \end{matrix}$ | Pig headed |
| Butlers | Agressive |
| Expertise | know-all |
| Competence | Verbal diarrhoea |
| Positive questioner (constructive) | Attention seeker |
| Respect other opinions | Power seeker |
| sensitive to feelings | Predetermined |
| Learner (prepared) | Scribe (recorder of own ideas) |
| Honest | Knocker |
| Control without dominating | Joker |
| Sense of humour | Blocker |

THE SIMPLE SCENARIO - a basis on which to build.

Identify theme Commence interaction Idea Collection Verify Ideas Most Important Points Positive Valid Results

| | | | | | |
|--|--|--|---|--|---|
| XXXXXXX xxxxxxx xxxxxxx xxxxxxx | XXXXXXX? xxxxxxxxx  xxxxxxxxx xxx | XXXXXXXXX?   | XXXXXXX xxxxxxx xxxxxxx xxxxxxx xxxxxxx | XXXXXXX . XXXXXX B:. XXXXXX A:. XXXXXX . XXXXXXX : | Themes <hr/> Recommendations <hr/> Activities |
|--|--|--|---|--|---|

Sayings Questions Questions Small group-work Questions Questions sayings

One process of small group work.

Set your time frame for the work, and what you want to achieve.

Identify the problems or aspects - questions to be handled

Create first maxims

Propose some trial solutions

(from opposition to these comes the further discussion questions)

Agree on some activities for the next steps.

Note:

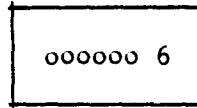
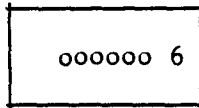
When you take a problem to the small group remember the tools that you have available to assist you - the dramaturgy is then created by you using the best tools for the job in the time allocated.

EQUALITY OF OPPORTUNITY MUST BE OUR GOAL.

"Teachers should not endeavour to change the value indices used by children from low socio-economic backgrounds."

I Agree

I Disagree

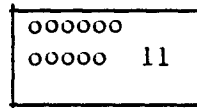
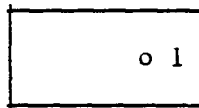


"you should not say which is the better culture" behaviour.

"Equality lies with the lowest social denominator."

True

False

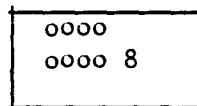
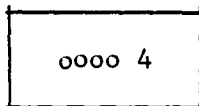


"We were all born with a high potential, if we try hard we can all become superior human beings and acquire talent and ability"

Suzuki

I Agree

I Disagree



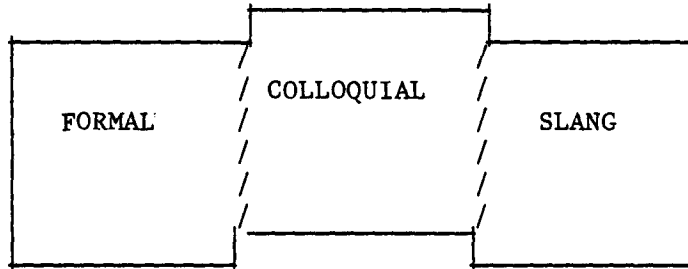
⚡ "you can't acquire talent" Philosophically you can.

WHAT LANGUAGE AVENUES DO WE HAVE FOR THE APPLICATION
OF OUR MENTAL PROCESSES?

Scale of options



Zones of Comfort



LOVE

IDENTITY

SELF ESTEEM

COMMITMENT

SUCCESS

FROM YOUR POSITION, WHAT ROLE CHANGES WOULD YOU ENCOURAGE IN PEOPLE IN YOUR CARE?

1. Consideration
understanding of others differences
respect for others
Be less selfish
Understanding of other's concerns
2. Be less dominating
Learn control without dominance
Tolerance of others' ideas
3. Tolerance
Increased tolerance
Sensitivity
Wider understanding of alternative philosophies
Appreciate other people's point of view
4. More prepared to act on own convictions
Confidence Respect of self
Love of self
5. Reliability
Consistency
6. Consider different aspects of a problem
Share experiences
Flexibility of approach
7. Promote real life activities
8. Emphasis on Social Development
"over-riding theme"
9. Strive for excellence
Realize their potential
Reach their Potential
10. Be enthusiastic
11. Be honest and open
Listen with open mind.

WHAT WOULD HINDER YOU IN YOUR EFFORTS?

Unwillingness or inability of client

Willingness of recipient to accept your efforts

Inflexibility

Lack of acceptance that there is a problem

Inability of people to accept change

Resistance to change

The belief that "I'm alright now!"

Curriculum

Clear purpose giver and reciever

Low self esteem

Personality types

WHAT THEME QUESTIONS SHOULD WE DISCUSS TO ASSIST IN OUR FUTURE DIRECTION?

| Theme. | o | Group |
|--|----------------|-------|
| 1. How can teachers be assisted to come to terms with elements of change? | 000 3 | B |
| 2. How can Metaplan techniques assist with the Central Inservice? | | |
| 3. How can our group apply the Metaplan approach to the various steps of the P.S.P. Model? e.g. Reviews. | 000 3 | |
| 4. How can we ensure the successful implementation of the ideas and strategies presented at our Central Inservice? | 000 00 5 | A |

A How can we ensure the successful implementation of the ideas and strategies presented at our Central Inservice?

Purpose: To provide the participants with the skills and strategies to lead their staff through the submission process to a successful completion of their submission.

| | | |
|----------|------------------|-----------------------|
| Method | Method: Metaplan | Content; P.S.P. Model |
| Content. | Visuals | |
| | Lecture | |
| | Workshop | |
| | Group Disc | |

Participants: 2 people from each school-experienced personnel who have not been before.

Duration: 1 day Plus follow up

Results: That submissions following approved P.S.P. guidelines result.
School rep. will be equipped to involve whole school staff /Comm in the ident of needs submission writing and implementation.
All schools will successfully complete their submissions and have them accepted by the reg. Committee.
Successful completion of a school's submission and handed in to Regional Committee by 15.10.84
Submissions to be accepted by the Regional Committee.
Participants use the skills and strategies demonstrated at the Central I/S to Assist their schools/community to carry out the submission process.
Submissions presented at the R.O. by Oct 19 C.P. have run most of the process.

Cost:

CENTRIFUGE OF RESULTS.

QUESTIONS:

What questions need to be recorded for future action?

RECOMMENDATIONS:

What recommendations can we make as a result of this work?

ACTIVITIES:

| | Who | with whom | when by |
|--|-----|-----------|---------|
| What activities can we find to further the work done today - These must be first next steps, manageable and short tasks. e.g. | | | |
| Print copies of this scenario for all | JJ | staff | 27/6/84 |
| Distribute copies of scenario to all | JJ | staff | 27/6/84 |