

March 12, 2013

Dear Colleagues,

We are looking forward to meeting and working with you at the special NESAs Adaptive Schools workshop on Developing and Facilitating Collaborative Groups on April 4 - 8. We are fortunate to have Shirley Droese, Director of Curriculum and Learning, Shekou International School, Guangdong, China and Rebecca and Ron Fudge, Adaptive Schools Consultants, St. Joseph, Michigan serving as support personnel for this training. With their assistance you can look forward to learning from a wonderful mix of international school educators.

NESA has been kind enough to supply a set of training materials for the session. You will receive these on day 1. The workshop schedule and agenda are posted on the NESA website. We assure you that this Institute will be a highly interactive, hands-on session with ample opportunities to network with colleagues. Keep in mind that we will adjourn at 12:30 on Saturday, April 6<sup>th</sup>. You may wish to use that time to enjoy the sights and sounds of Bangkok or to spend some time with your team reflecting on the work thus far and planning for ways you will be bringing the work back to your schools.

A special feature of this workshop is a follow up plan via Facebook designed to support you in dialogue with colleagues from your own and other schools as you respond to topic prompts we will send to you every couple of weeks. Here is our rationale.

Time spent in workshops constitutes probably 20 percent of possible learning, while what one does after the session can account for the lion's share of benefit. Since it is natural to be caught up in the immediacy of on-going responsibilities at the school, some devices to maintain consciousness and practice of newly acquired skills is useful.

Persistence is key to mastery. We entertain a model that says that each of us as learners move through five phases of learning starting at the bottom of this list.

- Conscious of unconscious competence
- Unconscious competence
- Conscious competence
- Consciousness incompetence
- Unconscious incompetence

Being conscious of unconscious competence is the state at which we most elegantly teach others the nuances of a discipline and our hope is that back at your schools your efforts lead you to achieve this in portions of this work most important to you.

Unconscious competence is an ultimate goal for seamless and easy application. It is preceded by conscious competence. Conscious competence is the phase where we are integrating new patterns into our work but with conscious, sometimes mechanical efforts. Aikido Master George Leonard regards this stage as where the deepest learning occurs. Here, neurological and psychological adjustments are made. Old patterns of responding are unlearned. Persistence during the mechanical state of conscious competence is needed to achieve this and it is tempting to give up practice at this stage because application requires so much energy and for a while, we may be less effective than we were before.

Preceding this stage is conscious incompetence (I know what I don't know). Before that on the learning journey is unconscious incompetence (I don't know what I don't know) the beginning

state for many new learnings.

We hope this training brings you to stages of conscious competence for new material and to unconscious competence for skills with which you enter.

We've attached an article you might find useful as you contemplate our work together.

All our best. We look to being with you soon.

Bob and Carolyn

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#### OUTCOMES

- Refined and extended capabilities and skills as group members and facilitators
  - Expanded possibilities of and applications for our identities as collaborators and inquirers
  - Increased understanding of energy in groups
  - Enhanced capacity for embracing conflict
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