 TACTics Journal  
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**Íkalo International School**

***Rosy Perez-Servin***

I am the new principal at Íkalo International School, a private school located in Leon, Mexico for pre kindergarten through grade 12. We are just getting started there with a TOC holistic implementation. All subjects will be taught through TOCfE tools. We are planning to work also with other tools and best practices but we will be using mainly TOCfE-based learning. Our plans include TOCfE training events for the whole faculty— 2 trainings per month for every group: teachers, managers, coordinators **and parents**. In this way, TOCfE is a resource to build an educational community from the beginning.

Half of the families at our school are following us from our previous school because they are pursuing the way we conceive education—not to memorize information but to develop thinking skills. Specifically these parents have asked us: “Are you going to use TOCfE tools?” A few years ago, a man from Guadalajara, who learned TOC through his job, enrolled his students in our previous school **because** we were using TOC methodologies. When Íkalo had our launching event this summer, he took the microphone and—with tears in his eyes—said how his kids developed their abilities because of our methodolgoy and spoke of his poignant concern to ensure his kids would have this renewed opportunity. His spontaneous testiomonial was very meaningful to our team.

One of our teachers, Mr. Kouassi from the Ivory Coast, left my former school in order to start a musical group. He decided to start a band when learning the Ambitious Target Tree tool during a teacher training. Now he is our musical arts cordinator and he did a musical performance to parents and kids in late August. He congratulated the families for enrolling their kids with us because, in his words, “This school is going to change your kids’ lives—just the way this team changed mine. Miss Rosy is going to teach you TOC and once you use the tools, you will reach your goals. These tools changed my thinking and I could see the way to be happy.”

In this regard, I am designing a program named “Happiness for Life Project’ and am using the tools to structure, develop and deliver it. It will be an inportant part of our school.

**"Rimonim", TOC Based School**

*Dr. Shoshi Reiter and Dr. Miri Goldratt*

Correspondence to : [shoshir9@gmail.com](mailto:shoshir9@gmail.com) ; [Miri.goldratt@goldrattgroup.com](mailto:Miri.goldratt@goldrattgroup.com)

At a holistic school evolution, at Gedera, Israel, an elementary public school adopted TOC as the main platform for innovation: "The Art of Thinking and Communication.” The headmaster, Mrs. Meydani, runs a school of 650 students and 40 staff members

The journey started with our management consulting based on the 4 aspects of the "Mermaid model”\*\*. Followed by that, teacher training started using the “Engines of Harmony” for school staff. The goal was to create an atmosphere of a learning organization and positive attitude toward the change. "Engines of harmony" were used in the class to promote students’ independent team work for social activity or an academic assignment. The experience gained in the class was shared at the next staff meeting, learning from success and difficulties. "*At first it was very difficult*" said one of the teachers. *"I gave the assignment and asked them to work as a team independently. It was horrible. I almost gave up and went back to giving orders…then after working with this tool and giving the same assignment again it was like magic. I couldn’t believe it is the same students."*

During a full academic year we used also the Ambitious Target Tree, the Branch and conflict Cloud. Each tool was implemented in behavior, curriculum and sometimes for productive dialogue with parents. For example, we performed a role-play of discussion between a teacher and a mother using the branch. The insight of the teacher was "Ahh… now I see how to do it productively with the mother not judging…" The routine of learning a tool, implementing, and sharing promoted openness, mutual appreciation, enrichment of experience and development of school culture.

During the year, management consulting continued, checking achievement of objectives. One of them, for instance, was to end everyday with short self-assessment and write down thanks to somebody. This objective applied to both students and teachers. In addition to teacher training, we worked with focus groups aimed at (1) Emotional regulation (2) Social skills and (3) Learning how to learn.

TOC based common pedagogical language was created and reflected in the courtyard and class walls. Students initiated using the graphics of the Cloud freely. For instance, while having a conflict in gym class, they used the Cloud scheme, found a solution that was acceptable by all of them, and went back to the teacher to share the solution.



Last year activities laid out the foundations. This year we will be focusing on building routines of using thinking vocabulary, more self-reflection and scholastic teamwork. In order to get feedback about how school staff perceived the change, a qualitative phenomenological research was conducted at the end of the year. The questioner is based on the 4 aspects of the "Mermaid Model.” The change during the year was described by teachers, metaphorically, as "Sun rise", "A golden string", "Growing wing" …

\*\*To see a description of the Mermaid Model: [*www.****youtube****.com/watch?v=hcz1aZ60k7w*](http://www.youtube.com/watch?v=hcz1aZ60k7w)

**Thinking Zone School**

*Maciej Winiarek, TOCfE Director, Poland*

 Thinking Zone is located in Gdansk, Poland and is considered to be a ‘non-public’ school which, in our regulations, means you must follow national curriculum and testing, you receive money from government for each child but you have freedom of methodology and organization of work. Thinking Zone is a small secondary school for children 13-16 years old. All grade levels will be using TOC in curriculum in all subjects. We are starting only with first year of secondary school this year and will add one grade each of next two years.

The school is placed in a business center because we want to combine learning of content with real life—having meetings with managers and start-up creators. We aim to teach them to achieve their professional and personal goals using Ambitious Target Tool.(ATT)

We will be using CLOUD in peer mediation and psychology support and, in 3-4 months, we will begin using Dr. Sirias’s Problem Solving Maps. Additionally we will be using other best practices such as flipped learning, gamification and others. All these methods are good, but only with TOC can they be really efficient. For us, all these methods support TOC in the direction of self-regulated learning for our students. We will be videoing all the lessons in order to debrief and improve.

**Application of TOC to Improve Children’s Dental Health**

*Daniel Brown, Director TOCfE Mexico*

Gaby Garcia, DMD, has been working with TOCfE in her dental profession for several years and, last year, ran a pilot program sponsored by the city of Leon with 600 primary school children and their parents. Flavio Arias Sanchez helped designed a workbook for children using LOGIC BRANCHES to think through dental hygiene and to prevent cavities. Gaby’s University students also provided free check-ups.

Results from research reveal that, after 6 months, the students taught TOC cause and effect training had statistically significant improvements versus those in a control group. This research will be published soon.

In the meantime, Leon public officials liked the dental pilot so much that they have recently approved a project to work with school and health departments to spread TOCfE materials on oral health to children and their parents in **240 public schools** in Leon working through school and health departments. Gaby is now training staff from the health departments. City government officials have also asked Gaby to run additional programs for pre-k children (and parents) to prevent cavities. The way it is moving forward, some of the money toward health issues of the state of Guanajuato will be used to train their staff on TOCfE—given, they also want to do trainings using TOC in other programs. I consider this to be a pilot for TOCfE, Mexico to create a program that will have continuous funding while teaching TOC to children.

**The TOCfE Flywheel Picks up Speed: Japan**

*Mayuko Humano*



In August we conducted the 4 day TOC Learning Connection\* seminar attended by 130 people. Over 20 volunteers (pictured right) contributed to the success of the event.

The facilitators conducting the training were:

Day 1: Ms Masako Takasu

Day 2: Mr. Yoshiikazu Oto, Mrs. Mayuko Humano

Day 3: Mr. Hisashige Sugimura

Day4: Shinichi Iwai

They were supported by master facilitators\*\* in preparation and during the event. Also assisting were 20 assistants who have given case study presentations during our symposiums, are active in TOCfE study groups and who received 14 hours of specialized training right before the event.

Some of the written feedback included these comments:

* “That was really meaningful 4 days. The lecture was done thoroughly so I understood the real essence of cause and effect.”
* “I found that sometimes what we think is logical turns out to be wrong assumption. I learned to think by cause and effect.”(written by teacher of primary school)
* “ I want to use this to train new members in my company, to help my sister raise her daughter, to deepen my thoughts.”

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An additional 2 day Facilitator Training preceded the events and was taught by Motoi Tobita day) and Yumiko Yoshida.

The Directors for TOCfE, Japan recently hosted a 2 meeting for about 20 active volunteers in the TOCfE community. The purpose of this event was to share the vision of our non-profit organization and to determine some mid to long term concrete objectives. We used the Future Reality Tree and ATT to guide our thinking. It was especially beneficial for our larger volunteer network to actively participate and contribute to this effort.

\* <http://www.tocforeducation.com/train4.html>

\*\* <http://www.tocforeducation.com/train6.html>