 TACTics Journal  
 A Publication by and for TOCfE Practitioners  
 February-March 2016 TACTics Journal

In this issue:

* V Eliyahu Goldratt Competition and other TOCfE Activities, **PERU**

*Nelly Caraza Charun*

* TOCfE, **KOREA**: New Momentum! *Wonjoon Choi, Ph.D*
* Students4 Students Project, **United Kingdom** *Debi Roberts M.A.*
* TOCfE Symposium, **JAPAN** *Mayuko Hamano*

***V Eliyahu Goldratt Competition and other TOCfE Activities, Peru***

*By**Nelly Caraza Charun, Director, Peru*

*(Translation courtesy of Francis Conde, Director South America)*

Trainings: In Peru we have two TOCfE specialists **Lic. Nelly Caraza Charun a**nd **Mg. Fredy** **Herrera Island (pictured below)** and four in process of becoming specialists. They are conducting trainings in education departments in the cities of Lima, Huancayo, Ica Cuzco and Cajarmaca,   It is aimed to teachers of primary and initial level In each department where there is a pilot center with three or four schools.   Each classroom has an average of 45 students. The trainings have been in the application of the following tools: Logic Branch, Cloud, and the Problem Solving Maps (" Gráficio" Example-Conclusion, The Multi-Rules and Mathematical "TQuebrador") in the areas of communication, mathematics and tutoring.

**Impact**: In the last seven years of training we have achieved the possibility to have students who are able to solve problems in their environment and being able to take assertive decisions. Additionally, in the *National Evaluation "ECE" assessments of the Ministry of Education the students from ICA, for two consecutive years, have been first in mathematics and communication skills and also at the 13 Network in Lima—results which support the development of critical and creative thinking through TOC.*

**V Eliyahu Goldratt Competition** Through this annual competition we want to pay tribute to the master Eliyahu Goldratt for his contribution to humanity by donating the knowledge of The Theory of Constraints (TOC) to education. This annual event, held this year on December 19, 2015, is an initiative of TOCFE - PERU, supported by the Margot Echecopar Rassmuss Foundation (FMER), which contributes to improve the quality of education in schools where teachers apply TOCFE tools in the classroom. This competition recognizes and promotes good practices of teachers who apply TOCFE tools in the classroom in order to create a space for exchange between teachers of different settings and contexts to promote training of educational leaders.

Applicants for the awards are teachers of primary level currently working in public institutions belonging to the jurisdictions of the UGELs 05 Agustino / San Juan de Lurigancho in Lima, Ica and Huancayo and who had received at least one certification of TOCFE (participation in training workshops) The participating teachers presented a class session in area/subject of their choice where they applied CLOUD and Logic Branch. All teachers who participated in the contest were required to attend the awards seminar with provincial teachers assuming their own travel expenses. Learning sessions were analyzed and evaluated by an evaluation committee composed of education specialists of TOCFE - PERU Organization. They had the final decision of the 5 winners who received monetary awards.

**TOCfE, Korea: New Momentum!**

*Wonjoon Choi, Ph.D, Director, Korea*

I am happy to say that a TOCfE workshop in Ulsan, Korea was completed successfully. The workshop was the first TOCfE workshop in Ulsan area. It was held in my university from January 11th to 13th.  More than thirty people completed the three-day workshop. Participants were surprised to know how powerful the TOCfE thinking tools are and are now eager to learn more and apply these tools to their lives and organizations. So we came to the conclusion that follow-up sessions will be given afterwards and TOCfE Ulsan will be formed soon. TOCfE, Korea headquarters will remain in Seoul with other locations becoming ‘chapters.’ I firmly believe that TOCfE shall become very popular in the Ulsan area and other regions in Korea-- which will make the lives of many better.

**Students4Students Project, United Kingdom**

*Debi Roberts, M. A., Director UK*



**Students4students** is an educational charity set up by two university students, Alex and Will. Alex studies at Oxford university and Will has just completed his studies at the London School of Economics.

Their aim for S4S is that it will help reduce the number of students who leave primary school at age 11 with poor numerical and literacy skills and consequently are constrained from engaging fully in their secondary education. They train university students to tutor in primary schools. Each tutor volunteers time to support a child who is not reaching his/her potential--donating a minimum of 1 hour a week for a minimum of one term. They currently have around 45 tutors, tutoring in local schools in Oxford and London.

I met Alex several years ago when he joined the Youth Council I mentor. We achieved a lot together and I remember he always had a healthy interest and repsect for my volunteer work with TOCfE. When he set up S4S he got in touch to ask if I would become a Trustee. Not long after I accepted, it became apparent that I could play an even bigger role and last April I drove up to Oxford University to meet the first cohort of S4S volunteers to train them in TOC. I now return every three months to train the next batch of volunteers.

S4S empowers their tutors to drive the change in primary education, giving younger students a firmer foundation on which they can continue to grow and flourish. TOC provides the foundation on which their volunteers build their relationship with ther tutees. All S4S tutors are trained in the three tools and, where needed or desired, a more detailed training is available. Tutors have also been exposed to Dr. Danilo Sirias’s mathematics work and we are hoping Danilo will be able to provide a face to face training when he is over in the UK later this year. He recently skyped with our group from Nicaragua (see picture.)

Alex says……“I find the training extremely useful as it gives a basis to start the first tutoring session. By using the ATT I was able to see what my tutee wanted to gain out of the session as well as use it to help them see why it was important to learn. Moreover, the goal setting technique was useful as a behavioural management technique – if they misbehaved it was their goals they were jeopardising which made it much easier to bring them back on track. The Cloud was, of course, useful with behaviour management too. By working through conflicts we saw their behaviour change significantly. This then allowed for a more seamless tutor session as we could fully concentrate on the learning.”

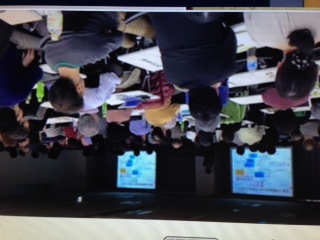
Kate, also a tutor, really enjoys the freedom and creativity within the tools and uses the Cloud to blend personal conflicts and constraints the tutee may be experiencing with creative writing. She uses the tools to enable students to reflect on and solve their real problems, e.g. ‘my brother was mean’ and then using this as the basis for a fable. She builds the story around the conflict and, together, she and her tutee find a solution, effectively embedding conflict resolution and critical thinking within creative writing.

Another tutor has found that, in using the ATT, he can motivate particularly difficult students to manage. Each week he would remind his students of their goals and check if there were any new ones for that week to add to the list. For instance, if there were something they were struggling with since their last meeting, he would use the tools as a way to structure the tutor session directly around what was most relevant for the child at that moment. It empowerered the pupil and made them feel at the centre of their learning rather than just a statistic.”

S4S gives the most academic and talented students in the UK the oportunity to support some of the most challenged in a way that is beneficial to both and creates the most delightful win-win-win! S4S is a brand with a model that can be repeated anywhere – it’s a student led, grass roots organisation with big ambitions. If you would like to know more or find out how you could set up a TOCS4S group in your area please get in touch with TOC UK Director Debi Roberts [debiroberts@hotmail.co.uk](mailto:debiroberts@hotmail.co.uk) or, Alex Astley [alex.astley@students4students.org.uk](mailto:alex.astley@students4students.org.uk)

**Japanese TOCFE Symposium**

*Mayuko Hamano, TOCfE Master Facilitator*

The fifth annual TOCfE symposium took place with 150 attendees (seating capacity) in Toyko on February 20, 2016. Below are short summaries of case study presentations which are limited to 20 minutes at our symposiums. I was able to take these notes during the actual event because they were so clearly and logically presented.

**“Using TOCfE Tools for Primary Classes”**

A teacher used TOCfE tools to make an ideal class. Active learning is one of the ways he needs to use in his class. Therefore he used the tools to read through a famous story from a textbook. The students were able to connect the story to their own daily lives. What he found out is that the students who usually get good scores tend to find answers from the text and the students who were not used to getting good scores now were able to get creative ideas since they were able to find answers from their daily lives.

**“Primary School 5th Grade Student”**

Her teacher quit during summer break because of class disruptive behavior. This student wrote a negative branch. Although she had thought the problem was the teacher’s fault, she considered assumption, “is it really teacher’s fault? So she made a CLOUD and came up with a solution to make the class more enjoyable.

**“Teacher Who Used the Tools at a Club Activity (Field Science Club)”**

The teacher had students write a Branch and think what would happen if different types of turtles are together. (They have been keeping turtles and observing) He found that when making assumptions, it depends on how much students have experienced so he now promotes their experience a lot. ***Result: They got the student top award*!**

**“Trainer for Internal Training in a Company”**

When she first used the tool, it was so powerful for her that she used it for internal training in the company. However, the employees showed some resistance to the use of tools. She analyzed and found that she was trying to make them use the tools even though they hadn’t agreed the existence of a problem. So she changed the way to teach the tools: She try to pull out their own problems. She found that there is a potential risk when people are attracted to the tool. Because it is so powerful, we could hurt other people if we push it on them without thinking first about what they are thinking.

**“We are not Robots”**

She is a supervisor in a supermarket and utilized the tools to train the staff members. She had a problem that many people were leaving the workplace. After she learned the tool, she started to use the tools with staff members. For example: There was one staff who misbehaved to customers, and she talked him through a Cloud. Another staff was taking a day off so often because he has to take care of their family at home. She did a Cloud with him and found a potential solution with him. She has also been using the Cloud with cashiers. **As a result, mistakes** **are reduced by 30% at cashier and number of staff members increased by 24 %.** The staff has come to like the work environment (colleagues and joy of customers) so much that one of them claimed: “Even if you asked me to quit this job, I won’t!”

**“Cloud of Life ”**

A lady, whose father is ill and faces death, did not know how to handle thinking of it anymore before TOCfE. She presented a CLOUD of d: giving him life-sustaining treatment or d’ not giving him life sustaining support.

**“Learning to Have Patience When Raising Kids”**

The Mother uses the tools with her young children, a son (8 years old) and daughter (5 years). She shared three stories of how she had solved problems with the children. When she used the tools, she found that she could ‘wait’ for the children to solve the problem. She made a Branch of child side and one for her side and one for ‘both sides’ which she calls ‘W’ Branch.

**“TOC Facilitation Project”**

There is a Non-Profit Organization about facilitation, whose director found that TOCfE is useful for facilitation. What they started with is 1. To research how the TOC can be utilized for facilitation and 2. To research how to make people attain facilitating skills through TOCfE. Using CLRs, they created a measurement for organizing conversation using CLRs. After some trial they found that CLRs work when people want to hear the speaker, and doesn’t work when the listener doesn’t really believe what the speaker is saying and think they need to check if it is legitimate. Also they used ATT to deepen participant’s learning. They continue to research and utilize the tools for facilitation.

**“TOCfE Bootcamp”**

There is a study group called “Bootcamp” in Japan’s TOCfE community, which has an open seminar every month. People who learned the tools of “Learning Connection’ (Kathy’s) program arrange the venue, prepare everything and teach at the seminar. They have the system where anyone who learned the tool can teach the tool. They have templates/materials/timetable and support from other members. There are levels for instructor: Novice/Middle/Veterans. The support from the staff members is so strong this speaker stated she was able to prepare for teaching with little worries. Also one college student came to the Bootcamp quickly became a voluntary instructor. Even though he was new, there were many slides the other voluntary staff have made, and there was a process and clear objective for each session. That was why he teaches the tools and decided to join in this event.

**“A Learning from Boy Scouts”**

**(**Editor’s note: in Japan, the Boy Scout program is open to both genders)

A girl who is a team leader of camping had problems within a team. Instead of giving them instruction, she was almost yelling in order to make the members work during the camping. She determined that there was a girl who move the slowest. The leader had assigned her (the slowest) to do the main work of making the meal--which is to kindle (put fire). The leader used ATT and Branch to figure out what task the girl should be doing. Her insight is to check assumption: Should moving fast be the most prioritized thing we need?

**“Mother Who Learned TOCfE with Her Children”**

She lives in Shizuoka which is a little far from big city. She wanted to learn “how to think” but had many obstacles to do it. She has 3 children and it is difficult to join the TOCfE study group in a big city. Since she knew Yumiko, she got a hint of how to have a study group in her area by getting support from the TOCfE community in Shizuoka. She used ATT to create a study group and at one of the sessions with parents they discovered a wrong assumption: “The parents must be wiser than children.” Now she enjoys learning with children so much and asked the audience to join with her in this approach.

**“Using TOCfE tools with 3 year-old Child Who Bites her Nails”**

The mother of a 3 year-old talked with the child who cannot quit biting her nails. They wrote a Branch and the girl figured out the negative impact of biting nails (which, for her, is to get stomach ache). So she tried to stop biting the nails for one day but next day she started again. Then the mother put the Branch on the refrigerator to remind the child what is going to happen if she bites her nails. One day the girl came home from pre-school with a big smile, saying “I did not bite today!!!” The mother’s motto now is to: “Do the Branch before you scold at your child.”

***TACTis Journal is edited by Kathy Suerken. Please send comments, suggestions and potential articles for consideration to*** [***suerken@cox.net***](mailto:suerken@cox.net)***. TACTics Journal is distributed by Atsumi Shibata. Please send address changes to Atsumi Shibata***

[***gavriel.theglashearted@gmail.com***](mailto:gavriel.theglashearted@gmail.com)