

***SUCCESSFULLY INTRODUCE A NEW CONCEPT OF LEARNING  
AREAS INTO OUR SCHOOL DIVISION***

We applied the TOC Ambitious Target tool at a 'study day' for secondary school teachers at the GHJ School. Students are ages 11-17 GHJ indicates small units within a large school organisation. The theme for the day was: to devise a timescale with the school team to introduce a new concept of learning areas instead of learning subjects.

The purpose and advantages of the TOC strategic method was explained and discussed and the ambitious target was precisely verbalised and written down as: At the GHJ-School learning areas are introduced for year 1\* at the start of the new academic year 2001/2002.

\*Year one at this school refers to children 11/12 years old.

We allowed the team to royally complain and out came all the obstacles.

Those were then clustered, accurately formulated and numbered.

For each obstacle a clearly defined intermediate objective (IO) was elicited, a total of 18. These IO's were then placed in order of time and purpose priority, making clear that one or some IO's must be achieved before another one can be dealt with. Some intermediate objectives can be dealt with simultaneously.

One of the most powerful results of using TOC on this project was the fact that the process fostered so much collaboration among the staff. Everyone felt their voices were being heard--that their points of view were treated with respect. This is usually not the case in planning sessions.

Our plans are now in full swing and a detailed report of the TOC Ambitious Target procedures has been published in the School & Staff newspaper.

*At the GHJ-School learning areas are introduced for year 1 at the start of the new academic year 2001/2002*

*Obstacles*

*Intermediate Objectives*

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|---|--|
| 1. We don't know what learning areas there are.   | 1. The spread of subjects over the learning areas is known.  |
| 2. We don't know what it means to the staff when these learning areas are being introduced.   | 2. The consequences (of the new concept) for the staff are well described.   |
| 3. We don't know what the learning areas in the various course years (grades) look like.  | 3. There is an overall view of how to fill in the learning areas in all course years (grades).                         |
| 4. We don't know if we'll be given enough time to shape the learning areas the way we want them.  | 4. We know how much time we need and we know where the time we need is coming from.                                    |
| 5. We don't know how to differentiate in the first 2 course years.  | 5. We have a way to differentiate within the first 2 course years.   |
| 6. We don't know if the teachers of the various learning areas know how well each of them is or remains informed about what each of them is doing.                                | 6. There is an overview of the learning skills within each learning area in all course years (grades).                 |
| 7. We don't know if the teachers of the various learning areas know how well each of them is or remains informed about what each of them is doing.                                | 7. There is a plan to guarantee the communication between the learning areas.  |
| 8. We don't know what the lesson plan (table of lessons) is going to look like.   | 8. There is a 'table' of lessons.  |
| 9. We don't know what the consequences of introducing learning areas will be for the pupils.  | 9. Teachers know at the introduction of the new learning ways what the consequences will be for the students.          |
| 10. We don't know how to present the choice of subjects, so that pupils can make a good sector choice.  | 10. By making lesson programs it is guaranteed that students can make a responsible sector choice.                     |
| 11. We don't know if we'll be able to recognize separate subjects and the demands for subject quality within the lesson plan (table of lessons).                                  | 11. The demands for subject quality is guaranteed.   |
| 12. We don't know if the pupils will be able to recognize the subjects within the learning areas.   | 12. The separate subjects are recognizable within the learning areas.  |
| 13. We don't know if we'll be able to recognize the various subjects individually, within the classrooms' 'furnishings' or settings (sort of interior decoration).                | 13. We make sure there is a well prepared learning environment. The students know who to go to have their work signed. |
| 14. We don't know how to fill into our lesson plan our 'kwt' (2x 40 mins). Block-lessons, one for am. One for pm) and 'contact moments' and what that will look like in our plan. | 14. We make a plan for the 'KWT' as a teaching/ learning instrument within the learning areas.                         |
| 15. We don't know if and how we can make use of our existing teaching methods and course materials.   | 15. We know which 'methods' we want to use.  |
| 16. We don't know if the school has sufficient finances for other 'methods' (course books etc.) necessary for the introduction of teaching in learning areas.                     | 16. The school has the finances for new 'methods' (learning materials/books).  |
| 17. We don't know what the 'care' (teacher-pupil quality service) is going to be like in the learning areas.  | 17. We have a plan for 'the care' within the learning areas.   |
| 18. We don't know how to combine the sectors and the learning areas.  | 18. Sectors and learning areas may be combined.  |