

# Take a break – and have fun!

Reflections and theoretical positions  
in developing “Quality-time”  
in a public school



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## Background Information

I am lecturing as an assistant professor and educational advisor at a University College in Denmark. I have a Diploma in Psychology and in Systemic Leadership and Organizational Studies. I am working with my dissertation at a Msc...

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Feel free to send me comments or ideas you feel inspired to share with me.

The front page painting was made by the amazing Danish illustrator and good friend of mine, Keld Petersen: [www.keldpetersen.dk](http://www.keldpetersen.dk)

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**Abstract**

*The author, who is an assistant professor<sup>1</sup> and educational advisor at a Danish University College, focuses on an assignment at a school where he is asked to help the teachers develop quality time for all pupils during the breaks. The paper describes how systemic constructionist theories are used to qualify the actions in the assignment. The author plays with words like “deontic ghost” and “pedagogical hypothesis” and suggests some new models, trying to create other ways of positive development in schools, through systemic, constructionist ideas.*

*He works with transparency as a way of validation of his work, acknowledging being part of the processes.*

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<sup>1</sup> Adjunkt

## ***Introduction***

I am working as an assistant professor and educational advisor at CVU Lillebaelt, a Danish University College, and I am working with development of “Appreciative leadership in the classroom<sup>2</sup>” – and in schools in general - as an important part of my work. I am very occupied by the work of developing special education using a systemic constructionist approach.

My approach to this paper is to describe the development of a new assignment in a systemic constructionist approach to develop the use of these ideas in the context of schools at different levels. I have been asked to participate in developing “quality time”<sup>3</sup> for the pupils – and especially the fragile and insecure children - during the breaks, at a public school with approx. 700 pupils and 80 employees in Denmark<sup>4</sup>.

## ***The Assignment***

The assignment described below gave me a great opportunity to start a project connecting to the imaginations of the management and the teams I will work with, from different systemic constructionist positions. I intended to introduce appreciative practice into different context levels in the school. Further more the manager introduced a very interesting perspective in school development: The main topic is to create good breaks for all pupils. The pupils “live a lot of their connections” by their own choice during the breaks, so I hope that this might create a lot of energy in the project.

I had one initiating meeting with the manager and one of the teachers and I felt there was a very fine feeling of “withness<sup>5</sup>” in our relations from the beginning. The headmaster, who is quite new as manager of the school, told me that my anthology about relations/connections in teaching and learning (Kristensen, 2006A) and the relational, appreciative approach had inspired her to contact me. This statement handed me a lot of transparency on a plate from the beginning, because I then could assume, that she had an idea of the basic values in my context such as the idea of working with development of relations/connections instead of “how to make naughty boys behave”.

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<sup>2</sup> I have written an article: “Leadership in the classroom in a relational perspective”, trying to develop ideas to this kind of work. (Kristensen, 2006B)

<sup>3</sup> My metaphor.

<sup>4</sup> Kirkebakkeskolen. See the links.

<sup>5</sup> John Shotter’s expression. (2005)

### ***Three Positions***

I will work with the assignment from at least three positions:

- **The position of an educational advisor at the school**
  - How can I, in a respectful and transparent way introduce Classroom leadership<sup>6</sup> – or rather “Breaks leadership” - in a relational, systemic perspective without having a hidden agenda of “what the teachers don’t know they need”?
  - How can I appear as an authentic and trustworthy advisor connecting sufficiently to their ideas of an advisor and go with the energy on the edge without creating resistance?
- **The teachers’ positions**
  - How can I introduce- and at the same time actually “live in practice”, in consultancy, the valuable ideas, that might develop appreciative possibilities to choose new actions for the teachers, in order to make the breaks more successful for all the pupils?
- **The pupils’ positions**
  - How can I adapt and differentiate a systemic, social constructionist approach to a lot of pupils in a large school?
  - How can I involve their parents as “supporters”?

### ***Barriers, intentions and ethical reflections***

I have reflected on different possibilities and theoretical positions to attend the task. As my silent shadow I have a “deontic ghost” to oppose<sup>7</sup> and at the same time the aim of being more transparent all the way through the process as a part of my ethical considerations. I play with this “Ghost”, this basic idea I am struggling against; that I have to teach, introduce new knowledge and be in control to be worth my wages. I have invented this metaphor inspired by the theory of Deontic logic, the way it is introduced by Barnett Pearce (2004, p 27).

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<sup>6</sup> “Leadership” is chosen instead of “management” to focus on the relational aspects.

<sup>7</sup> Based on the ideas of Georg Van Wright’s terms of “deontic Logic”(1951)

## A glimpse of my “Deontic ghost”

- **What I am permitted to do** (by the local culture and my “deontic ghost” - when I am presenting or supervising)
- **What I am not allowed to do** –by the local culture at school or my interpretation of “the brilliant educational advisor”.
- **What I must do** – intending to be the best, in my interpretation of the context and at the organizational culture level. (At a meta level I must create the idea that it has been worthwhile to use time and money for the project and my participation).  
At a meta level my ethical considerations makes me focus on reformulating negative comments about the pupils to multiple possibilities in a transparent way.
- **What I can choose to do** - The space within the local culture, where I can try to create more appreciative language and in a fractal<sup>8</sup> way search for more possibilities at all (CMM) levels.

I have chosen the metaphor of a “deontic ghost” to underline that I see very strong forces in the systems I approach and in my meta- expectations to the very same system about their expectations to me - an invisible, but strong ghost showing up and trying to create consensus.

When 70-80 teachers and pedagogues<sup>9</sup> are in front of me and I assume they expect a certain kind of presentation, I have to “negotiate” with my externalised<sup>10</sup> “ghost” on my shoulder about the feed- back of the participants, who are not aware, that they are active “deontic” parts of the construction of the “Deontic Ghost”. I am gradually embedding more and more reflections into my presentations these years and my growing understanding of my presentations as “pedagogical remarks” inspired by Wittgenstein<sup>11</sup>, is changing my intentions from “ghost- presenting” every topic in details, to introducing more stories and manageable statements from the systemic theory or my own ideas. I am transparent in my being in the context as a subject and a part of the co-creation. Inspired by Peter Lang and my studies in general I am encouraging the participants to talk about the “pedagogical remarks”, while I am discussing with my “ghost” what I must and must not do next. I am

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<sup>8</sup> Barnett Pearce considers the context levels in CMM to be fractal. (Master class, 2005)

<sup>9</sup> Social workers specially educated to work in schools and Kindergartens.

<sup>10</sup> Michael White’s idea of externalization in words to cope with a problem. (Masterclass, 2005)

<sup>11</sup> Wittgenstein talks about philosophical remarks as the only thing he would be able to write –as a number of sketches of landscapes (Wittgenstein, 1953 in Shotter 2005)

very carefully explaining, why I ask them to discuss with their neighbour, to make it clear and transparent, that I am creating space for new common knowledge to raise. This transparent strategy made it a lot easier to deal with my “deontic ghost”, when I made a presentation to all teachers at the school.

Another angle in my theoretical considerations is to obtain what John Shotter describes as “withness” thinking (2005) a systemic, social constructionist way of approaching the task instead of “aboutness” thinking. “Withness thinking is only conducted in fleeting moments... when we respond to unique and crucial events occurring around one NOW, at this moment in this time”<sup>12</sup>. This underlines the need for me as an educational advisor to create space for reflection and dialogue in my supervising and teaching and it helps me attending the dialogue as an empathetic, authentic person<sup>13</sup>.

I am gradually changing my language according to the idea of seeing my presentations as “pedagogical remarks” in other pedagogical positions than teaching and lecturing, as well. “A reflecting process demands a dialogue that invites comparison of different viewpoints,” according to Arlene Katz (Shotter, 2005. p 4).

My “pedagogical remarks” can be seen as open viewpoints inviting the participants to be reflexive, by offering “pedagogical remarks” and a language suggesting a diversity of pedagogical possibilities instead of a “pedagogical truth”.

### ***Development of a model***

I have tried to develop and describe my way of working in the project into a model to be transparent and ethically consistent in my effort to inspire the participants.

I think this model gives space to create a systemic, constructionist process without forcing anyone to go further than they want and without creating resistance in the teachers group. On the other hand the model narrows down to choose some of the best ideas or practices qualified by the reflections of the participants. The only kind of “truth” developed in the model is if some “Pedagogical Hypothesis”<sup>14</sup> shows up to be good ideas actually working in the daily contexts with the pupils.

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<sup>12</sup> Shotter (2005, p2)

<sup>13</sup> An “authentic” person (my definition, Kristensen & Andersen, 2004): The same expression shows in body language as in verbal language.

<sup>14</sup> Caroline Ramsey from Bedfordshire University has suggested that I avoid the word “hypothesis”, because it has a strong connection to traditional research in English, so I have to emphasize, that in Danish pedagogical language, it will be understood as a dynamic guess or an idea of, what is useful in a situation. (At KCC, private conversation).

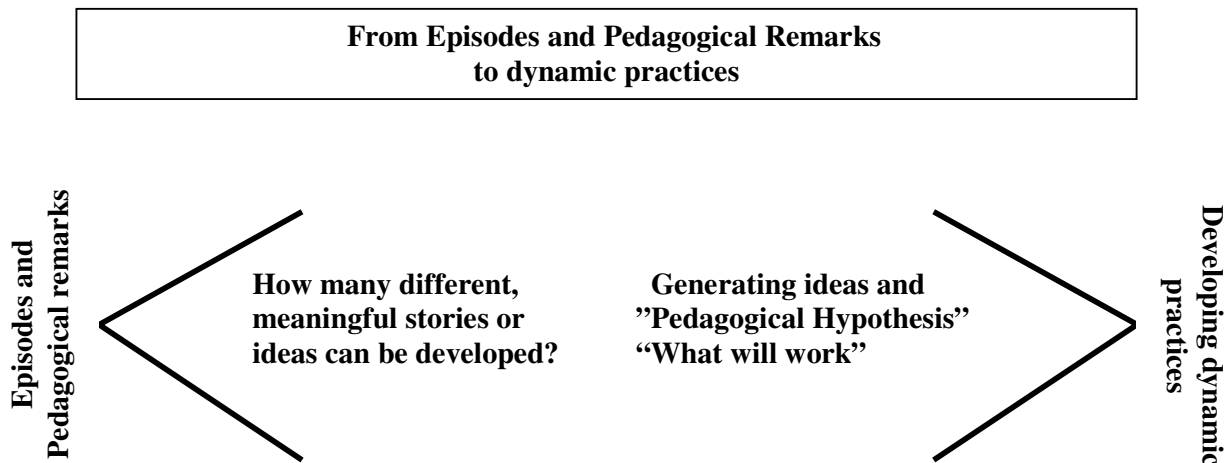


Figure 1  
René Kristensen ©

### **CMM models and Appreciative Inquiry**

Another theoretical focus I use to guide my practise is based on CMM models. I have interviewed Professor Barnett Pearce<sup>15</sup>, asking how CMM could contribute to working with schools, among others with “Classroom leadership”. Pearce considers the creation of a new meta-context of values, a new language game, which includes everybody in the classroom appreciatively, the most important approach CMM can offer. Pearce mentions Australian associates, who introduced mediation as a way of solving problems at schools and changing the Meta context by inviting the gang members to participate as mediators. (Kristensen,2007).

If I compare this story to my assignment concerning the breaks, I have to create the space for a new language game changing the roles of some of the pupils having trouble during the breaks. Introducing an AI approach for the teachers as intended and described later on, is a powerful way of changing the language game in the breaks – and maybe “coincidentally” during the lessons as well? Observations and some video recordings of challenging pupils “in action” might be interesting tools at another level to create remarks of “the actions woven into the language”, which I think is rarely stressed in systemic,

<sup>15</sup> CMM: Coordinated Management of Meaning, a theory Pearce co-created with Vernon Cronen.

constructionist approach even though Wittgenstein mentions this as an equal part of the language game<sup>16</sup>.

Pearce mentions during my interview his hierarchy model as a frame to create dialogues at different contextual levels at school.

I have suggested to adapt the CMM Hierarchy Model to the language game and levels of a school system with valuable help from Pearce (Armstrong & Kristensen, 2006A, pp 160), and I intend to use this adapted model to approach the school at different context levels and at the same time try to co-create a meta- language that can contain the contexts and cultures in the school as it is:

### ***Some communication hierarchies in schools***

#### **1. Culture /and subculture**

- The children are interviewing each other, learning about different cultures.
- The pupils from foreign countries are being understood and hopefully appreciated through the interviews with their different values, too

#### **2. Externally decided frames at each school**

- I will connect to the including possibilities in the law and the values of the board at the school

#### **3. The parents and the local society**

- All pupils interview their parents about their values and bring this new knowledge into the classroom.
- I am going to do a presentation for a large group of parents connecting to the interviews and sharing knowledge and “pedagogical remarks”.

#### **4. The personal story of the teacher**

- The life script of the teacher will mainly be brought into the supervision meetings if the appreciative space makes the teachers do so themselves.
- In general terms I will introduce the ideas of punctuation in episodes based on personal stories.

#### **5. The teacher in the classroom**

- I supervise teams, co-developing their ideas and relations in the class room.  
(see Figure 1)

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<sup>16</sup> Wittgenstein defines a language game as “The whole, consisting of language and the actions into which it is woven” (in Shotter, 2005).

## 6. The basic relations

- What position are the related persons speaking from in a certain episode?

## 7. The episode

- Every episode shows unique relations, which can be interpreted in countless ways.
- Two teachers asked for supervision concerning concrete episodes. I intend to introduce and work with the Daisy model or even the MI daisy model<sup>17</sup>).

## ***Evaluation***

The manager of the school wanted me to create valid evaluation of the process and the project.

I sensed, that at a meta level it was important for the new leader to be positioned as a visionary manager towards the parents and that the project is a part of it.

Therefore I intend to appreciate the managers as well as the teachers in my presentation to the parents for their engagement in and openness towards the project, as a part of an evaluation at a meta level.

Kevin Barge refers to transparency as an important item in the validation of an evaluation. He has generated the following criteria for a valuable, reflexive practice in a research at KCCF:

1. *“Reflexive practice should be viewed as a relational activity that highlights issues of situated judgment, timing, and rhythm within conversation.*
2. *Reflexive practice emphasizes inclusive, respectful, and safe communication.*
3. *Reflexive practice is connected to empowerment. (Barge, 2006)*

The skills of reflexive practise generated from Barge’s research could be meaningful words to use for evaluating “The good work- process” as a whole<sup>18</sup> with the organization. These

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<sup>17</sup> The CMM Daisy model brings inn different voices in the room using the flower as a model. I have developed this a bit further with Armstrong in Kristensen (2006B) bringing in voices from different “Intelligence or competence positions” in the MI- Multiple Intelligence Theory, developed by Howard Gardner and brought closer to the class room in a very inspiring and appreciative way by Thomas Armstrong.

<sup>18</sup> With a little inspiration from Howard Gardner

terms could be my parameter to evaluate my progression in my work as an educational advisor, too<sup>19</sup>.

I have suggested using at least two approaches to evaluation with the children:

- Ask all the pupils to write what key words they know to describe a break and after the project do the same and see what new words has shown up in their description of “the best break for everybody”. New appreciative words can be seen as signs of changes into an hopefully more appreciative language game.
- I suggest the use of an “appreciative team log book” gathering stories and success’ at the concrete levels<sup>20</sup> focusing on skills and abilities in the stories and making the teachers create new strategies. The log book is used to generate successes and make the teacher as well as the pupils generate the successes over time. In terms of reflexive evaluation we can focus on words coming up or disappearing as signs of changing. This kind of evaluation is open-ended and creating knowledge for further reflexive practice at school as well as a formal evaluation in political terms.

### ***My Theoretical consideration of positions***

Appreciative Inquiry (Cooperrider & Srivastva, 1990) – the Peter Lang way - has been the main inspiration to me<sup>21</sup> in this project, where I am daring to suggest interviews all over the school. That means approx. 700 children interviewing their parents, approx. 70 -80 teachers and pedagogues getting inspired by the appreciative approach and a lot of stories and creation of an appreciative language game, which hopefully is developing their relational skills.

Peter Lang says:

*“We (At KCCF) try to collect the most important things from systemic thinking; social constructionism, storytelling and Appreciative Inquiry, and we call it: A systemic, constructionist approach”* (Kristensen & Fredslund, 2005).

This pragmatic statement makes it meaningful for me to connect the different theories mentioned in this paper, and it is underlined furthermore in the fact that the basic understanding of the search for several perspectives, positions and ideas instead of

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<sup>19</sup> Not included in the paper.

<sup>20</sup> The team log book has been described in an earlier article. (Kristensen, 2001).

<sup>21</sup> Through interviews and personal conversations, presentations and “co-presentations” at the University College, CVU Lillebaelt, master class presentations, developing projects together ([www.bestpractise.dk](http://www.bestpractise.dk)) translating articles and co-writing projects. (Kristensen 2006A, Kristensen & Fredslund, 2005).

looking for the truth, is common for all the theories and models used in this paper. It secures my ethical considerations at a meta level that all the theories I choose, basically is generating understanding, diversity and appreciation.

I am quoting a number of key persons, who have made strong impressions to me and my work. I find it necessary to highlight some parts of these theoretical positions and their understanding of research and learning.

In my interview with Pearce he underlined that there is a lot of overlap between CMM and the social constructionists in general, and at the same time he points out that the term “social constructionism” covers a very broad group of theories.

Pearce acknowledge that “there is something out there, i.e. our genetic codes” (Kristensen, 2007 p 4).

I quote an email where Pearce continues this interesting discussion: “*My wife holds my feet to the fire to make sure that I remember that people are born with what we might call predispositions or personalities or learning styles and that it isn't ALL just a matter of what we name them*”.

Pearce refers to John Shotter as a social constructionist working very similar to him, which makes it meaningful for me to connect the social constructionist quotes from Shotter and the CMM models in an adapted way in the assignment. (Kristensen, 2007 p 5)

### ***Comments on my lived practice at the school***

I was asked to do a presentation to the board and the managers together with all the teachers presenting the basic ideas and introducing the possibilities of working together with me at different context levels. This way of starting up the project was a challenge, because it called out my “deontic ghost” telling me what I ought to do. Normally I would prefer an initiating meeting with a group of teachers to coordinate, but the time frame made it impossible.

Reflections in connections to this paper gave me the strength and ideas to work slightly different. I chose to introduce parts of the Appreciative Inquiry language game and introduce different positions to achieve an appreciative approach to the pupils during the breaks. Among others the teachers worked together helping each other developing a lot of different appreciative ideas inspired by the stories in the presentation – some of Peter Lang’s stories and some of my own - interpreted appreciatively. Afterwards we co-developed some basic questions to make the pupils interview each other and later on the

parents as part of the project – differentiated questions should be developed further in the teams.

Finally we made an agreement that the team of teachers could connect to me the way they were inspired to, in connection to how they wanted to work with the development of breaks.

All teachers spent at least one day with their own class using the interviews during a week focused on well-being and several of them used from two up to five days.

I received wishes from different teams, who wanted to discuss with me how they could move on with the project. Some were very inspired by the idea of interviewing and some were more occupied by situations connected to “classes with problems”. To me this was amazing. I got the chance to work at different CMM “school levels” and to connect to the multiplicity of understandings between the teachers.

### ***The Meetings***

Scheduled actions in the first meetings with me as a supervisor, was suggested as follows.

The schedule could be negotiated anytime by the participants:

- A kind of contract for the timeframe and basic rules<sup>22</sup> of the meeting
- A round of asking for every participant’s expectations to our work together
- Interviewing, developing the basic story of what the group want to work with from their different positions
- What ideas are the participants able to connect with, to enable a new language of being together in the school yard? (with me being on the edge without creating resistance)
- What dreams lies beyond their problem talks- developing the future visions? <sup>23</sup>

I interviewed the participants of the two teams separately and individually to appreciate every single person in the group and the diversity of their ideas concerning the project. It was amazing to hear how different and vivid stories they told (having approx. 10 min. each), even though they started confirming that they had “the same common problem”.

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<sup>22</sup> Confidentiality, voluntary participation, together with the ideas described by Kevin Barge, (p 10).

<sup>23</sup> I am connecting to the idea: “Behind every problem there is a frustrated dream”, as Peter Lang formulates it his presentations.

Simply telling their stories, with the team listening, connecting to my presentation remarks, and talking about possibilities instead of “the truth”, gave each of the participants some inspiration and ideas to try out until next time.

I was deliberately very transparent creating appreciative language looking for hopes behind the problem talk. I asked them to connect to the ideas they developed together at my presentation as a consequence of my understanding of the presentation as “pedagogical remarks”<sup>24</sup>. I connected to the words, sentences or even descriptions of ideas they found useful. Co-creating meaningful, detailed “Thick Stories”<sup>25</sup> in the teacher’s context on this foundation of meaningfulness, was essential to me.

All teachers let their pupils interview each other and afterwards their parents, to create appreciative environments before the meeting and the presentations for the parents.

Two cases called for more detailed interviews and actions so we made an agreement, that I interviewed the teachers for one and a half hour each to inspire and create room for appreciation of single pupils having a hard time at school, too. At some of our meetings I interviewed one or two persons trying to develop the good story and the other participants were “ability spotters” and reflecting teams with different tasks.

My approach was to focus at what was working and to dissolve the problems. Furthermore I am inspired by Barnett Pearce in creating a new meta-language about a pupil in the class through these interviews (Kristensen, 2007).

### ***Emerging processes***

It was interesting to hear the teachers talking about how the “pedagogical remarks” somehow were bobbling in their conversations the next days. And it was very important that they had started getting a common, appreciative language; one of the teachers added. I made a presentation for the parents of the 4<sup>th</sup> and the 5<sup>th</sup> grades inviting them under the headline: “Your wonderful kids and their best breaks”. There were more parents participating than they had experienced for many years. I introduced a lot of stories of

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<sup>24</sup> Wittgenstein (1953) talks about his “philosophical remarks” and that gave me the idea of seeing my presentation as a row of “pedagogical remarks” trying to inspire reconsidering aspects of what the participants already know.

<sup>25</sup> Michael White’s expression of the differentiated story. (Conference notes, 2005)

appreciation and made the parents interview each other about some of the keywords in the feed back from the interviews of the parents, made by their own children.

So the parents discussed their own values concerning the best break. As an example one parent wrote this statement: "Our children should learn how to be best friends". I asked the parents to discuss how many ways one could be a good friend and how we could help the children carry it out. They discussed different keywords this way and I asked the parents to go home and play with and discuss the same keywords with their own children.

The pupils had made a lot of posters with the values of the classes. They were hung up in the room where I made the presentation and I asked the parents to make a "walk and talk" together with an "unknown parent" in the break, looking at the posters and placing some post-it marks<sup>26</sup> at the different posters telling the pupils what the parents were fond of. One wrote to the pupils: "What a good idea! I will tell about these ideas at work, maybe we could use it, too!" This is, potentially, really powerful feed back for the pupils, I assume.

The most amazing thing is that the process is gradually emerging at different CMM levels when the participants are ready for it.

I sense an increasing interest from the teachers and pedagogues seeing possibilities, so I assume I could end up with the most of the school saying, we want more! And that is the best possible position to inspire and create enriching language games at all levels.

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<sup>26</sup> Hurrae for Peter Lang!

## **Validation of social Constructionist developmental processes in schools**

1. Observation →	2. Interpretation →	3. Joint reflexivity and actions <sup>27</sup> (circular processes)
What we see and hear	Pedagogical hypothesis <sup>28</sup>	Developing ideas and actions together
Video and the actions of a child	The thin story The ideas generated by a team or the teacher	The thick story, co-created with the pupil Looking for skills and abilities at the same time A new meta- context
Stop, look, listen Everything is there	Autopoiesis, Appreciative Inquiry Reflexive narratives	Ability spotting Transparency Validity Diversity
Wittgenstein, Shotter <sup>29</sup> , Maturana	Maturana <sup>30</sup> , Cooperrider, Whitney, Lang <sup>31</sup> , Oliver <sup>32</sup>	White <sup>33</sup> , Lang, Barge, Pearce

Figure 2 René Kristensen ©

In the schedule above you see some ideas<sup>34</sup> of a three step transparent process with qualitative validation<sup>35</sup> of the processes. These circular processes are introduced to show how transparency and presenting premises, is intended to create more validity to the processes working systemic, constructionist ways in schools.

### ***The school seen from an organizational position***

Gareth Morgan's metaphor of the school as a holographic design, (Morgan, 2006, pp) made me reflect on a new understanding of the school and the teachers' context from an organizational point of view: The Danish school system seems to be moving in these years from an understanding of the school as a whole organization metaphorically understood as a brain; "a learning organization learning to learn" (Morgan, p 81), deeper into a

<sup>27</sup> Shotter (2005)

<sup>28</sup> In danish language a hypothesis is referring to generation of ideas and guesses qualified by the process.

<sup>29</sup> Shotter (2005)

<sup>30</sup> Maturana (2004)

<sup>31</sup> Peter Lang (Conference in Vejle, Denmark 2004)

<sup>32</sup> Oliver, Christine (2004)

<sup>33</sup> Michael White at a Conference in Helsingør, 2005

<sup>34</sup> This scheme should be seen as a way of developing validity in this work without using the traditional standards of "measuring language games".

<sup>35</sup> Kevin Barge refers to similar considerations of methodology. (Barge, Masterclass, Aarhus, 2006)

Holographic, brain-based cluster design ( pp 100), emphasizing teams as more autonomous and independent small clusters in the organizations.

Some of the principles mentioned by Morgan (p 100) would indicate a differentiated development being in progress, as I see the different needs in the different teams unfold:

- **The whole built into the parts** (Values are already embedded in the teams)
- **Match the environment in complexity** ( Different needs in the teams connecting to parents and surroundings, depending on the age of the pupils)
- **Define no more than absolutely necessary** (The teams at school are allowed to connect to the project in different ways of their own choice, which indicates a flat structure of management and leadership)
- **Learn to learn** (The double loop learning is embedded in the project, as the manager started connecting to some main principles of developing good relations among the pupils and then gave space to the teams to do the double-loop thinking of how to meta- reflect and create ideas at their own team meetings.)

This cluster metaphor made me even more careful in understanding and asking questions for the diversity of the organization at many different levels. In a way I try to “read the culture” to refer to another metaphor of Morgan’s and connect to the power and the energy where it is embedded in the systems.

The metaphor made me attentive in developing and co-creating new language of hope out of problem talk in each of the separate teams and at a meta level, concerning the whole organization, at the same time.

## ***A status***

In this paper I have focused a lot on theories and models, because it is a part of my “practice” as a lecturer and educational advisor/consultant, and I am similarly “living it” in the project I am co-developing with the school. This task gave me a really important chance to develop theory and practise in a circular process. I have tried to involve the positions as educational advisor, the teachers and the pupils through working at different context levels.

I have been playing with new words trying to continue the development of different pedagogical, systemic constructionist approaches further, in a respectful and irreverent way, based on a pragmatic approach of what works.

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<sup>36</sup> "ae" is pronounced as the "a" in "label"

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\*\* The anthology "Fantastiske forbindelser" (Fantastic Connections) contains articles focusing on different aspects of relations, written by very inspiring people from different countries:

**Daniel N. Stern, Switzerland/ USA**

**Peter Lang & Elspeth McAdam, UK**

**Thomas Armstrong & René Kristensen, USA/ Denmark**

**Maria & Josje Aarts, Holland**

**Jan Toennesvang, Denmark**

**Allan Holmgren, Denmark**

**Karsten Hundeide, Stein Braten, Haakon Haartveit, Norway**

**Jytte Birk Sorensen, Susan Hart and Ole Loew, Denmark**

### ***Some useful links:***

[www.rkris.dk](http://www.rkris.dk) (My own homepage with literature, downloads and a short presentation in English)

[www.bestpractise.dk](http://www.bestpractise.dk) (A co-creative conference we have planned with Elspeth McAdam & Peter Lang facilitating the sharing of good stories in teaching and learning with people all over the world! (September 2007 in Austria). I intend to make an anthology out of this together with Peter Lang.

[www.macmannberg.dk](http://www.macmannberg.dk) ( Carsten Hornstrup, Thomas Johansen, Msc lecturers)

[www.pearceassociates.com](http://www.pearceassociates.com) (Barnett Pearce)

<http://pubpages.unh.edu/~jds/> (John Shotter)

<http://www.taosinstitute.net/> (Kenneth Gergen, among others)

<http://www.vejle.dk/page1692.aspx> Kirkebakkeskolen, the school I am working with:  
Headmaster: Anette Kolsbjerg [anlko@vejle.dk](mailto:anlko@vejle.dk) (You may contact her as well).