Kentucky UNITED WE LEARN COUNCIL

Charter for [Standing Committee name] _____

Version 1.0; [Date]_____

This document outlines the mission, high-level goals, composition and basic operating rules for the _____ Standing Committee, which is part of an ecosystem of teams working to support the *Kentucky Department of Education* (KDE), the Kentucky Board of Education (KBE) and the associated organizations addressing the *United We Learn* (UWL) effort.

Charter Element	Description
Mission	Purpose of the standing committee, about 2-3 sentences
Goals	2-4 high-level goals for the standing committee
Minimum Expectations	Identify minimal expectations of success for this standing committee that would support this function for the Kentucky United We Learn Council as follows: **Creating Vibrant Learning Experiences:** What is the minimum you would hope for in terms of the kinds of experiences that would be generated through the Kentucky United We Learn Council? **Accelerating Innovation:** What is the minimum change you would expect in terms of assessment and accountability? **Building a Bold New Future with Communities**: What is the minimum shift in policy that you would want to see?
Big Hairy Audacious Goal	If the group is wildly successful in transforming the system within the mission of the group, what would success look like?

Charter Element	Description
	Creating Vibrant Learning Experiences: What scale of innovation would you see in Kentucky classrooms if we are wildly successful?
	Accelerating Innovation: What features would assessment and accountability take on if we are wildly successful?
	Building a Bold New Future with Communities: What changes in the policy environment would need to take place if we are wildly successful?
First Year Expectations	Clear, attainable goals expected by the next Kentucky United We Learn Council meeting in 6 months.
Membership	Make up of members, organizations – See Appendix I Table A1.
Lead Members	One lead elected by the membership, one lead for KDE and one lead from partner organizations
Critical Connections	Connections with other groups, formal or otherwise
Meeting Cadence	Meeting schedule, frequency, including sub-groups
Example Projects	Cite examples of projects likely to require committee work
Rules of Engagement	The following may serve as boilerplate – customize as needed. This group follows the *Habits of Inclusive Design* framework that is exemplified more globally throughout all layers and phases of the project. These habits include (I.) inclusion, (II.) empathy, (III.) co-creation, and (IV.) reciprocity.] **Habits of Inclusive Design:**

Charter Element	Description
	The entirety of our program and governance model is enacted through the lens of our **Core Habits:** I. **Inclusion:** We include in our work those whose perspectives are often devalued or who are left out decisions that affect their communities to bring in insights that are typically unavailable. II. **Empathy:** We listen to the concerns of each other and our stakeholders and include all voices in planning processes to create deeper, more connected solutions and decision making. III. **Co-creation:** We believe in the power of a connected, collaborative community and actively seek input from others, make decisions that benefit the community, and work in deep partnership to realize a shared vision. IV. **Reciprocity**: We structure systems to maximize the inclusion of diverse voices and perspectives in decision-making based on all stakeholders' needs and feedback. [For further examples, see Appendix II Additional Ways of Working.]

Appendix I

Table A1

Membership for _____Standing Committee

Core Members (attendance required)	Organization	Email	Date Joined	Date Departed

Core Members (attendance required)	Organization	Email	Date Joined	Date Departed

Supporting Members (attendance optional)	Organization	Email	Date Joined	Date Departed

Appendix II

Additional Ways of Working:

Core Principles Supporting Change:[1][2]

Participation is not a choice. We have no choice but to invite people into the process of rethinking, redesigning and restructuring the organization. We ignore people's need to participate at our own peril. If they're involved, they will create a future that already has them in it.

---

[1] Bringing Life to Organizational Change. Margaret J. Wheatley & Myron Kellner-Rogers. *Journal for Strategic Performance Measurement*, April/May 1998.

[2] How Large-Scale Change Really Happens - Working With Emergence. Margaret Wheatley and Deborah Frieze ©2006. *The School Administrator*. Spring 2007

Life always reacts to directives, it never obeys them. It never matters how clear or visionary or important the message is. It can only elicit reactions, not straightforward compliance. If we recognize that this principle is at work all the time in all organizations, it changes the expectations of what can be accomplished anytime we communicate. We can expect reactions that will be as varied as the individuals who hear it. Therefore, anything we say or write is only an invitation to others to become involved with us, to think with us. If we offer our work as an invitation to react, this changes our relationships with associates, subordinates and superiors. It opens us to the partnering relationships that life craves. Life accepts only partners, not bosses.

We do not see "reality." We each create our own interpretation of what's real. We see the world through who we are. Since no two people are alike, no two people have exactly the same interpretation of what's going on. Yet at work and at home we act as if others see what we see and assign the same meaning as we do to events. We sit in a meeting and watch something happen and just assume that most people in that room, or at least those we trust, saw the same thing.

To create better health in a living system, connect it to more of itself. When a system is failing or performing poorly, the solution will be discovered *within the system* if more and better connections are created. A failing system needs to start talking to itself, especially to those it didn't know were even part of itself.

Change happens through emergence. Large-scale changes that have great impact do not originate in plans or strategies from on high. Instead, they begin as small, local actions. While they remain separate and apart, they have no influence beyond their locale. However, if they become connected, exchanging information and learning, their separate efforts can suddenly emerge as very powerful changes, able to influence a large system.

We work intentionally with emergence. Emergence has a life cycle. In each stage, connections become stronger and interactions more numerous and diverse. It begins with networking, connecting people who are often so busily engaged in their own efforts that they have no idea what's happening outside their building or district. Yet networking is only the beginning. The second stage is when people realize that they can create more benefits by working together. Relationships shift from casual exchanges to a commitment to work together in some way. Personal needs expand to include a desire to support others and improve professional practices.

Core Assumptions:

Organizations with heavy levels of hierarchy and control have an implicit assumption that people are untrustworthy and need to be monitored and directed. The Kentucky United We Learn Council, on the other hand, wants to make crystal clear the assumptions we hold about the people we work with:

Our group members, and people in general:

- Are creative, thoughtful, trustworthy people, capable of making important decisions.
- Are accountable and responsible for their decisions and actions.
- Learn best by doing, even (and especially) when it entails mistakes.
- Want to use their talents and skills to make a positive contribution to the organization and world.
- Are capable of engaging in healthy, transformative conflict.

A few examples of what it means to put these Habits and Assumptions into practice in this group are:

- Sharing draft documents for tools with all members of the group at different critical design stages so that feedback from all members can be collected;

- Actively listening, inquiring about and trying to understand the perspectives of the other team members to collectively co-design appropriate solutions;

- Speaking to the fact that certain members are not heard sufficiently or are excluded from important conversations or decision-making processes;

- Generously sharing all relevant information and internal mental models relevant to the collaborative process so as to empower all team members to make informed decisions based on all available information;

- Selecting time windows, modalities and work structures for meetings that do not unduly disadvantage certain group members;

- Inviting a variety of key members with relevant backgrounds into the team while also dividing work into inclusive subgroups of smaller sizes whenever necessary to get practical tasks accomplished; and

- Creating more formal documents (e.g., technical reports, memoranda, peer-reviewed papers) with a joint authorship mindset, inviting generously all key contributors and acknowledging all members who are not primary authors.