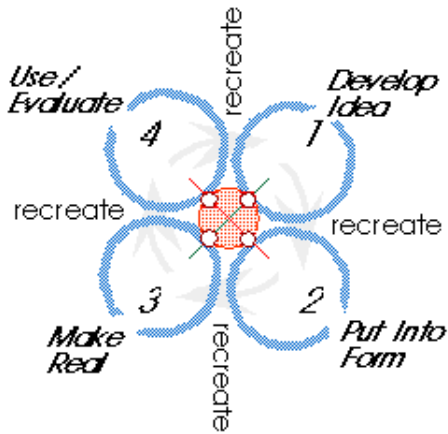


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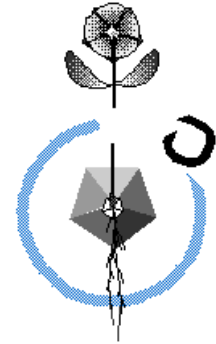


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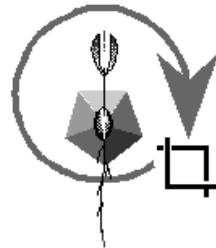
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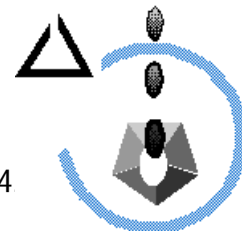


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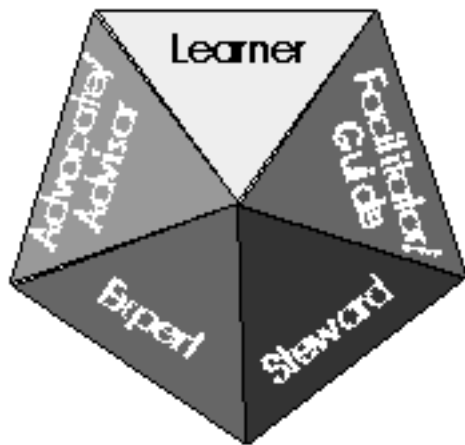
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Redesigning Our Future

# KnowledgeWorks Consortium



*Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has.*  
Margaret Mead

*Redesigning Our Future* was prepared by the KnowledgeWorks Consortium.

It was produced using Apple Macintosh® SE, SE30 & Mac II computers, and Apple LaserWriter printers, using the following software: Deneba Systems Canvas™, Microsoft Excel™, Aldus Freehand™, and Manhattan Graphics Ready-Set-Go™.

Extensive co-design via electronic mail/electronic conferencing was accomplished via America OnLine.

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# Abstract

Our society now recognizes the *need* to transform our educational system, and is appropriately asking *to what model?* and *how?* Through systematic innovation over the last two decades, KnowledgeWorks has pioneered the technologies needed to answer these questions on a scale and scope appropriate to the true challenge. From our foundational work, we have this essential knowledge:

We know the nature of our society's paradigm shift—and *what* education will look like in a healthy 21st Century knowledge society. We know the reality of today's schools— and *what* programs and methods now in place can and do deliver “quantum” breakthroughs in learning performance. We know why schools are failing to meet new challenges—and *how* to transfer the design skills that can lead to comprehensive solutions. We know the nature of organizational resistance to change—and *how* to facilitate not just change, but transformation. We know that in the current system, some students and some communities are “at risk”—and *how* to engage people so that they choose to participate, to contribute, to take on new challenges, and grow.

“Redesigning Our Future” contains a blueprint for a new educational system. By building a new collaboration between schools, businesses, and the community, we propose to recreate schools as “Habitats of Learning,” combining the best characteristics of Learning Centers, Community Centers and Schools Without Walls. Education will be highly customized and experiential, based on team co-design, team and individual activity, a 21st century curriculum, optimized use of technology, and the practical application of learning in the community. The emphasis of this system is to ensure that each individual and community knows how to learn, collaborate, access information, and use information effectively to create value for themselves and their society.

Our program addresses transformation. It encompasses philosophy, structure, methods and process, so that each activity transfers to users capacities, tools and methods needed to accomplish transformation. In each project phase, our strategy is to engage a significant proportion of the community—teachers, students, administrators, businesspeople and community members—as co-designers of the process. Our process builds alignment and a momentum for change. We facilitate and work with the community through every phase from the initial shared vision through implementation, use, and continued innovation.

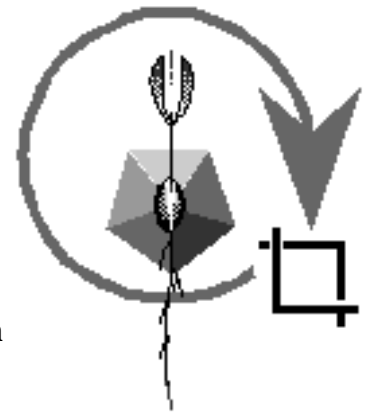
This is an immense task. We know it is both possible and worthy of the effort. The beauty and strength of our process is that change is guided from within; the people who make it happen are also those who will live with it and whom it will serve. The result is a community whose members know what they can create through shared vision, responsibility, co-design, and effective action.

The KnowledgeWorks Consortium

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# Executive Summary

KnowledgeWorks is a consortium of educators, business people, entrepreneurs, artists, futurists, engineers, and professionals. We are committed to "Redesigning Our Future"—our collective future as a nation—by transforming our schools and our approach education and learning.



## KnowledgeWorks Expertise

KnowledgeWorks facilitates the transformation process by:

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- Guiding groups through the design and implementation of new systems, organizational structures, educational methods and ways of working;
- Discovering and applying innovative ideas in learning that exceed and extend existing levels of performance;
- Creating physical and informational environments where "group genius" is common and sustained peak performance is possible.

We know through our daily experience that the talent and resources to solve most problems already reside within any community. Within its' citizens, communities possess the seeds for growing a revitalized education system and the capacity to transform itself in the process. Each individual in a community is a learner and potentially a leader. People are hungry to engage in something exciting and worthwhile; to collaborate and become integral players in designing their future.

KnowledgeWorks' process is to facilitate a community in harnessing its untapped resources; in planting its own seeds. We are convinced that schools and their larger communities must together design and implement their own solutions for education, not have them designed for them. We have the theoretical base and practical experience to successfully guide this collaboration, to stimulate new thinking and the design of creative solutions, to demonstrate new modes of learning and teaching, and to provide the organizational acumen that allows entire communities to accomplish these goals.

## Our Goals

Over the past two decades, we have been deeply involved with education, organizational performance, transformation, and the ability to “create the possible,” rather than to let assumptions design our future for us (“redesigning our future”). Over these years, our goal and work has been empowering individuals and groups to take charge of their lives and design their own vision and path to the future. We are uniquely positioned to contribute to the America 2000 goal of ensuring that all adults in America are literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

In "Redesigning Our Future", we have set goals consistent with our experience of what human beings, given the right environment, can accomplish together.

These are:

- By the end of Phase III, transform a core group of schools in each of six locations. Provide methodologies, resources, and consultation to other communities who have engaged with us in Phase I. Support and include other NASDC projects whenever appropriate.
- Redefine education and the way we value it. Education leads our knowledge-based society. Design and “planning the future” skills propel the educational system: as innovation takes ideas through complete cycles of design-build-use-redesign, people learn how to learn, how to collaborate, how to use information, and how to guide others in the learning process.
- Create communities capable and excited about forging their own educational/learning environments and guiding their citizens -- students and adults alike -- to the forefront of learning and working together.
- Recreate the schools within these communities as Habitats of Learning, combining characteristics of Learning Centers, Community Centers, and Schools Without Walls.
- Build a network managed by core team members from each community that will continue the transformation in their own communities, while we extend the processes, methodologies, and concepts to other communities.

## Our Building Blocks

Our foundation blocks are elements that we continually weave together to build an effective learning community.

Among the principles of effective learning are what we refer to as our

5 E's of education:

- **Experience** embodies what is to be learned;
- **Explanation** provides information and concepts;
- **Expectation**, both teacher and student set high standards for learning for themselves and for each other;
- **Exploration** allows discovery beyond the standards and is supported by the learning environment;
- **Exemplify** The community (teachers, families, businesses, the culture) supports and lives what is being taught.

Education is highly customized and self-directed. Segregation of learners by age and grade is no longer appropriate, though the type of experiences and degree of personal responsibility expected will vary according to each student's developmental stage.

The Curriculum for the 21st Century is richer and fuller than that recognized today. Our 21st Century curriculum encompasses traditional subjects (such as English, math, history, geography and science); but organizes them into these headings:

- access to information;
- communicating effectively;
- understanding humanity and society;
- design and planning;
- thinking clearly;
- understanding human environment;
- personal competence;
- aesthetics and the human spirit.

In practice, these topics will be interwoven in an experience-based learning process. Students learn by doing; integrating theories and subject matter with experiences, students gain knowledge rather than information.

## Educational Mastery

Education is not the same as training. To educate means "to lead forward" and guide an open-ended process characterized by self-conscious and discretionary activity. To train means "to draw behind" and refers to a closed process of making things habitual or automatic. Learning requires both education and training.

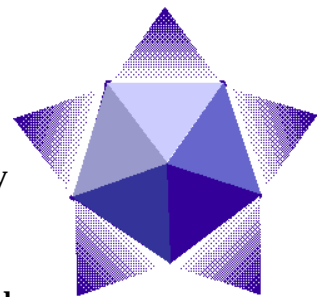
Technology is a partner in the teaching process. It can help learners master basic skills and extend the learning environment to anywhere in the world, and through simulations (and in the near future, through virtual reality) explore environments unavailable by other means. It can allow learners to access and organize information, and help teachers track and monitor student's individual progress. Properly used, it can free teachers to help learners successfully interact with their world.

Habitats of Learning are knowledge work environments. Architecture creates our physical environment and sets the mood and the standard for what is learned. Most work environments in place today were designed for an industrial society. These designs inhibit or block outright the capacity for creativity and collaboration. Habitats of Learning are "information factories" specifically designed for making knowledge work more productive than they can be within an industrial era environment.

Another of our foundational models is that the learning community understands its overarching responsibility to its youth to teach them to master five life roles.

### 5 Points of Mastery Model

- **Learner** (or student);
- **Facilitator/Guide** (or teacher);
- **Advisor/advocate** (mentor or counselor);
- **Expert** (or entrepreneur fusing ideas with action);
- **Steward** (as in one who serves his or her community through stewardship of an idea or a resource).



This 5-pointed model is recursive; it applies to teachers and other adults as well as students. The entire community is engaged in the learning process and is living, learning, and exemplifying these roles.

## Implementation

Transformation of one system affects every other system with which it interacts. Transforming a community's educational system cannot be accomplished without transformation within the community itself. Our process engages the entire community in the redesign of its educational process, with a special focus on ages 5 through 18.

**Phase I:** We build our body of knowledge and attract our communities. Through a series of Invitational DesignShops™, community leaders will experience the utility of our system, while solving problems important to them. (projected costs:\$2.5M )

**Phase II - 1:** We facilitate two communities to create a strong educational vision for their future. We systematically build ownership for the vision and guide engineering and building the many components, governance, environment, and roll-out plan. We wish to engage at least one " at-risk" community in Phase II.

**Phase II - 2:** We will implement, test and refine. The design process will continue; as we discover things that work better than others, we will course correct and infuse new programs into the system. Short term assessment procedures will be refined and in use. Involvement by teachers, parents, and other educational staff involvement will be heavy during all of Phase II. (Phase II projected costs: \$7.5M )

**Phase III:** We mature and stabilize our first communities, and engage four more. Our first communities are gaining confidence and celebrating the fact that their vision is being reinforced through results. Phase II core team members work with Phase III communities through electronic networking, teleconferencing, on site visits, and participation in design events. They provide curriculum samples and assist in the education/training of new facilitators. As additional communities inquire about how to engage in redesigning their own futures, they are given encouragement, access to information, and may join the network of communities committed to charting their own course toward preferred healthy futures.

By the end of Phase 3, communities will have the capacity and the will to continue unfolding their educational plans. (Phase 3 projected costs: \$10 M )

# Overview

## The Challenge...

“Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day.”

Thomas Jefferson

“The preservation of the means of knowledge among the lowest ranks is of more importance to the public than all the property of all the rich men in the country.”

John Adams

We found these words from the past to have profound new meaning when viewed in light of the current challenge of redesigning America's schools. How did the founders of this nation create a democratic nation where none existed before? What was “probable” in their day, as opposed to what they made possible through their stewardship of a new vision? What “tyrannies of mind” did they face? At the end of the Revolutionary War, many in the colonies would have been glad to make George Washington their new king. Yet by deliberate design, a new and radically different vision was given life and reality.

We face a similar challenge today. We can choose to accept the "probable" course of our future -- for our schools and for our society -- by making incremental changes to the educational system we know. That future, in essence, has already been designed. Or we can choose to "redesign our future" by building an entirely new vision and stewarding it into reality.

## The Challenge...Accepted

KnowledgeWorks—a consortium of educators, business people, entrepreneurs, artists, futurists, engineers, and professionals have come together to meet this challenge and build the possible. We wield vast experience in facilitating group creativity and collaboration, in developing and applying the design process to create effective solutions, in project management and engineering, and in developing and implementing experiential and accelerated learning processes to children and adults.

KnowledgeWorks has created a vision that reflects the deepest ideals of America's founding leaders. We are ready to realize this vision through collaboration, play, and hard work.

We propose to engage an entire network of communities and their schools in recreating and owning the vision; and then making it happen by guiding them through successively more detailed cycles of design, building, and use. Our experience tells us that a vision cannot be given away or imposed; stewarding a vision means allowing others to recreate it and make it their own, while providing guidance that ensures that no action compromises or degrades it. Our strategy incorporates the means to steward our vision, monitor it, engineer it, and build it into reality.

## Our Goals

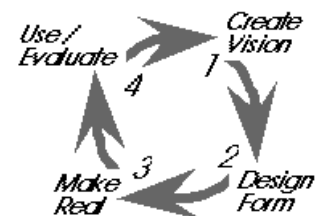
- By the end of Phase III, transform a core group of schools in each of six locations. Provide methodologies, resources, and consultation to other communities who have engaged with us in Phase I. Support and include other NASDC projects whenever appropriate.
- Redefine education and the way we value it. Education leads our knowledge-based society. Design and “planning the future” skills propel the educational system: as innovation takes ideas through complete cycles of design-build-use-redesign, people learn how to learn, how to collaborate, how to use information, and how to guide others in the learning process.
- Create communities capable and excited about forging their own educational/learning environments and guiding their citizens -- students and adults alike -- to the forefront of learning and working together.
- Recreate the schools within these communities as Habitats of Learning, combining characteristics of Learning Centers, Community Centers, and Schools Without Walls.
- Build a network managed by core team members from each community that will continue the transformation in their own communities, while we extend the processes, methodologies, and concepts to other communities.

## Our Premise

There comes a time when it no longer works to innovate within the structures of an existing system. When every hidden assumption must be challenged, and the entire system reconceived; When being able to conceptually stand outside of the existing form *is* the greatest challenge. We call such a time a paradigm shift. We live in such a time. Our culture has outgrown what we call an industrial economy, and our country is experiencing an economic metamorphosis to an information economy. This transformation is dangerous because it is without vision. As a nation, we stumbled into it, thinking we could succeed merely by changing some facets of our industrial era institutions: insert a new technology here, change a few rules there, and balance it all with more training. Our social systems have spent enormous energy and resource trying to glue these two paradigms together, without success.

Societies have experienced paradigm shifts in the past (such as occurred during the Reformation and the Renaissance), but they were not recognized as such until long after the fact. We have the benefit of history to know that we are in the midst of such a shift, but instead of asking, “what does this make possible?” we have been trying to make the new paradigm fit within the old structure. This “tyranny of the mind” is our habit of always trying to “fix the parts” rather than reconceive the system. This will no longer work. And the opportunity lies elsewhere! Just as the Industrial Revolution required that we stop using agrarian models to run agrarian and industrial enterprises, transformation in our era requires that we stop using mechanistic and industrial models if we hope to succeed in our changed—and changing—world

Today, as individuals, we have access to more information than anyone possessed prior to 1950; more power than kings once held; and a greater ability to act than the richest government.



What is missing in our culture is the knowledge of how to create a new vision large enough and inspiring enough to attract the critical mass to make it come about. That vision is not found in old forms or minor reforms; that vision is found in pioneering the new.

The reason for this is that for decades we have been continually expanding our capacity to train people to work in more and more specialized professions. True education, which means invention, exploration and the pursuit of a vision, has been ignored. The potential of the information era could be exciting to all; instead it is a minority who possess the broad knowledge and experience that allows them to see the possibilities, to design their lives with vision and to take responsibility for reinventing their place in a new era.

To transform means taking a system through turbulence as component parts are realigned and the system as a whole is reorganized to a new state—a new configuration that works. We are at a cusp point; we have enough knowledge, self-awareness, process methodologies and technologies to create a state change. Yet there is danger as well as opportunity. We believe that if a positive vision, new tools, processes and technologies are not introduced throughout our society, that this nation will become more disenfranchised, more split between the have and have nots, and more amoral, with possibly destructive results. The nation's founding principles of equality and opportunity are endangered by the same forces of transformation which, if steered correctly, could bring about a new awakening of these principles. It is time to do the supreme creative act: to stand outside the existing system and re-design our future. Only by standing outside of it can we embrace what is good, discard what is outworn or harmful, and design and engineer ourselves and our future to reach a preferred state.

Accomplishing a state change is complex (i.e., interwoven), but not complicated (i.e., hard or impossible to untangle). Institutions cannot transform merely by wanting to, or by legislation or edict; it takes the combined effort of those standing outside and offering a new vision and new tools, as well as concerted effort from those acting from within.

KnowledgeWorks' goals are bold and encompassing. For over a decade, we have been developing and refining technologies and methods to assist individuals and organizations engineer and craft transformative solutions. We have worked to provoke and facilitate transformation within corporations, institutions, communities, and individuals. We are able and prepared to play a role in this state change today.

## We Believe:

Learning is a lifelong experience that begins at birth and never ends.

There is a direct relationship between self image and learning.

Environments affect learning. Learning is optimized in creative, trusting environments that provide experience, exploration, risk-taking, and mastery.

Learning is an interdependent process involving cooperation and collaboration.

Learning involves the engagement of body, mind and spirit.

An individual's potential for learning is unknown; without high expectations this potential may never be realized. People excel when they experience high expectations and appropriate challenge.

Peak performance is driven by vision and a hunger for a "preferred" state.

Learning is a multi-modal, multi-sensory, multi-intelligent experience.

Each individual is responsible for his/her learning and for contributing to the learning of others.

Education is not the same as training. To educate means "to lead forward" and thus to guide an open-ended process, characterized by self-conscious and discretionary activity. To train means "to draw or drag behind" and refers to a closed process of making things habitual or automatic. Learning requires both education and training.

Learning happens at different rates for each individual; it can be facilitated but not forced, as it occurs when the individual is ready.

Learning is best achieved by defining the learning process as a system and continually taking action to optimize the performance of that system.

By establishing a system which both exemplifies and expects responsibility from each individual, and which embeds life-long learning into every segment of society, full and healthy employment will result.

## The KnowledgeWorks Expertise

- Facilitating the transformation process.
- Guiding groups through the design and implementation of new systems and ways of working.
- Discovering and applying innovative ideas in learning that exceed existing standards and are designed to continually extend and respond to a community's view of itself.
- Creating environments where “group genius” is common and sustained peak performance is possible.

We call the expertise we provide the “2% factor.” We assume that the resources in terms of talent, money and solutions are available; people are hungry to engage in something exciting and worthwhile. The 98% is out there, waiting to collaborate and become integral players. We believe that each individual in a community is a learner and potentially a leader. We know that each community already contains within its own citizens the seeds for growing its own revitalized education system and transforming itself in the process. We have the tools and process for helping a community plant its own seeds. Our work is to add our own experiences and innovative ideas about education to help expand their thinking beyond their own experiences. In particular, the element usually lacking is knowledge of the creative design process and the experience of that process which stimulates them to explore and invent radically new educational tools and theories... and the knowledge and experience of how to move these theories into practical action steps.

## Existing Social/Educational Model

- Society built on the Industrial Paradigm (mass production, mass standardization, specialization, rigid forms of division of labor)
- Education based on learning it "ALL" — standardized pace and content regardless of individual interest
- Schools as “factories” whose methods promote passive learning and which produce standardized “widgets” — people capable of following instructions and fitting into the existing society.
- Education system focus: defining skills and standardized instruction sets, and training individuals to function in (essentially) known situations. Teacher-focused
- Schools as care-takers, handed responsibility for learning process; parents often minimally involved
- Children divorced from community
- Prevailing educational models based on psychology as it was understood 60 years ago. Created models we know are limiting of what to expect of various age groups
- Underlying philosophy: Everything is a commodity which can be bought and sold
- Assumptions about our supply and demand economy means communities are subject to the whims of the economic “system”

## KnowledgeWorks Social/Educational Model

- Knowledge-Based Society (access to information, mass customization of goods and services, interconnection, flexible design of work/labor)
- Education based on learning how to LEARN — the ability to find information when you need it and then ACT with it effectively
- Learning Centers provide support and challenge for student-directed learning, producing human beings with unlimited potential to transform information into knowledge and design creative responses— the full release of human potential
- Education system focus: supporting talents and interests of students and their ability, as individuals and teams, to design, build and use new solutions . Learner-centered.
- Responsibility is shared; active participation by students, parents, schools and community
- Children seen as a vital and integral part of community. Children begin contributing to the common wealth at a very early age.
- Our field of Mind/Brain research is exploding with new knowledge, leading us in entirely new directions. We have little understanding of the norm and what we can accomplish
- Underlying philosophy: All life is sacred— everyone can and does contribute
- Each learning-based community is capable of designing its future as a sustainable entity within a national and global economic system

# The Learning Path

## Knowledge Works Educational System

Support for lifelong learning in a knowledge based society.

The KnowledgeWorks learning environment is comprised of a network of entrepreneuring, community -based Habitats of Learning which support

individuals throughout their Learning Path. Habitats of

Learning (HOL) integrate individuals, families, teachers and the community at large into dynamic learning communities that become environments alive with curiosity and exploration.

In this knowledge society, education leads innovation and economic development in the community and throughout

society. The use of design and "planning the future" skills propels this

system. People learn how to innovate and take ideas through complete and iterative cycles of design-build-use-redesign. They do this while developing and maturing the skills of learning , how to collaborate, how to access and use information, and how to teach and guide others in the learning process.

### Our Method

To build the foundation for lifelong learning and lifelong success, our learning environment teaches both content and process. We infuse a 21st Century curriculum (content) with a highly flexible process, directed by the student and guided by teachers in a co-creative process. We replace most or all classroom instruction with activities that are accomplished individually or in small teams. Students learn by doing: integrating theory with experience, including work in the community, they truly know a subject, and continually deepen their understanding of themselves and the world in which they live.

## The Learning Process: 5 E's of Education

KnowledgeWorks uses the 5 E's of Education to clarify principles that distinguish education ("leading forward") from training ("drawing behind"). We choose active and self-directed processes over passive ones. We encourage activity, creativity and aliveness so that students are engaged in the process — aware, connected, thinking, active and willing participants in the adventure of learning. Most important, we provide a supportive emotional and physical environment.

**Experience:** Experience works by providing feedback—a specific response to an individual action. — Student and teacher (learner and facilitator/guide) engage in hands-on experience that embodies what each is to learn. This includes play, role playing, simulation, devising and building models, real-world applications and real work. Experience, set it in the home, the school and the community- and the world is our "learning laboratory".

**Explain:** Explanations build mental models to be tested and assessed. The learning environment is a rich source of information and theory. Through facilitation, peer teaching, books, manuals, interviews, films, and electronic multimedia (to name a few), learners seek out the explanations that provide context, "frame" their experience, and excite new questions. The fusion of explanation and experience makes learning meaningful and creates the capacity for effective action.

**Expectation:** Excellence requires high expectations, by both learner and facilitator of both learner and facilitator. Both grow from the interaction. By crafting the "appropriate challenge"—right for the learner's interests, talents and needs—the facilitator provokes a new cycle of learning and pushes performance to exceed previously accepted norms.

Exemplify : Learners “get” what the teachers, institution, and the community are—not what they say they are, but what they demonstrate day in and day out. Expectation is communicated by the entire setting, encompassing everything from the quality of the physical environment to the attitudes of its leaders. To exemplify learning, the facilitator/guides and other adults are also learners and contributors to a learning community. Their challenge is the learner's challenge—to continually learn more about their world, and be stretching, expanding and applying their knowledge and abilities to real situations in the wider community.

Explore : Self-directed learners are always finding "uncharted waters" —uncharted, at least to them. We expect learners to apply

their existing knowledge and create new knowledge; to fail to expect innovation is to set the expectations too low. Exploration doesn't always look efficient. Don't expect certain “success”—that's not the point.

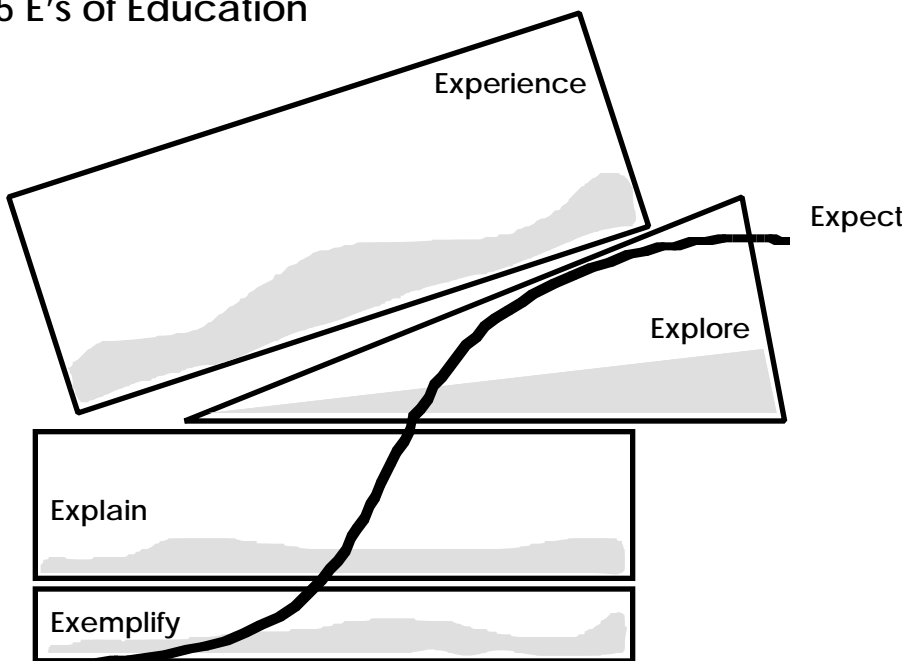
Yet without exploration, the learning process rarely exceeds the expected result. In

our model, explore “is the wedge

that leverages experience beyond expectations.”

The role of the learning environment is to provide the 5 E's (experience, explanation, exemplify, expect, explore) as developmentally appropriate to the learner, along with facilitation, advice, guidance and appropriate boundaries. Experiences are orchestrated to incorporate the Curriculum for the 21st Century (page 15) and to facilitate mastery of the essential roles expected of each.

### 5 E's of Education



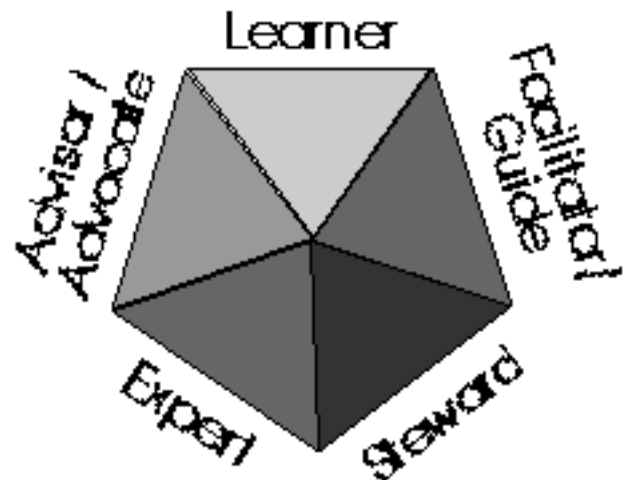
## The Learning Path: 5 Points of Mastery

Our human Learning Path begins at birth. From infancy, the learner embarks on a course that nourishes the innate love for exploration and discovery. A community expecting life-long learning and life-long contributions from its members acts to remove whatever blocks this natural process of growth. This includes ensuring adequate prenatal care and pre-school experiences [head start] for all members. Each new learner contains within them the essential abilities and roles of any member of the community. The learning community supports them in developing these fundamental learning roles.

Just as every individual is unique, every learner's learning path is unique. We visualize these through a five part life learning model we call the “5 Points of Mastery”. Each individual, formally and informally, moves in and out of these roles throughout their life, gaining a level of mastery of each, as appropriate to his or her life stage.

These roles are: the Learner, the Facilitator/Guide, the Expert, the Steward and the Advisor/Advocate.

These names were deliberately and carefully chosen to compel a re-examination of these roles, as they apply to each student, each teacher, each member of the learning environment and community at large.



A vital task for the teacher or facilitator/guide is monitoring these roles, being aware when a learner moves from role to role, and guiding a learner to the role appropriate for their needs. Similarly the facilitator/guide is often placed in the position of Learner, advisor/advocate, expert, or steward. Moving between roles, responses change, responsibilities change and opportunities for growth change. Educational plans [Pedagogic programs] are conceived, developed, planned and executed with these changing roles in mind.

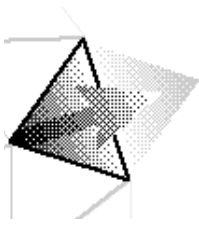
## Five Roles of Mastery

Learner:



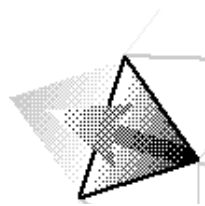
an explorer, an innovator, a self-developer, a model-builder and action-taker—receptive to ideas and guidance, able to reflect and act creatively, learns how to access information and create value from it, for self and others. A unique set of contacts—parents, family, peers, facilitators, advisors, experts and community members—comprise your constantly evolving learning network.

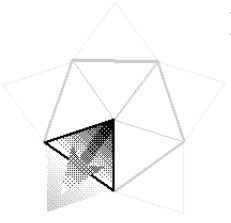
Facilitator/Guide: helps others frame their experience, providing information, concepts and models, linking to new information and avenues of exploration, encouraging further exploration, guiding discussion among learners and removing blocks (both conceptual and material) to the creative process for an individual or team. You craft and deliver challenges that spark individual and team innovation and provoke learners to breakthrough imagined limits.



A learner works with one or several facilitators; in each case, the learner and facilitator together create a learning contract and invent appropriate experiences and products. Learners engage in many projects simultaneously, incorporating strands from the core curriculum to weave the necessary framework of understanding and mastery. The facilitator and the learner, jointly responsible, manage both process and content.

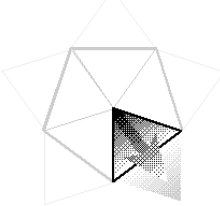
Advisor/Advocate: provides the feedback and boundaries that ensure that the learning path is effective and balanced, that options are clearly seen, that effort is required and rewarded, and that performance assessments—provided as feedback—are understood and interpreted correctly. As advisor/advocate, your challenge is to optimize the performance of the individual learner's network. Advisor and student together plan the student's next steps, taking into account the whole person, the individual's talents and interests, and the need to ensure breadth in the curriculum as well as depth in areas of special interest. As advisor, you provide continuity and perspective. A younger child may retain the same advisor for three or four years, while an older student may change advisors more frequently, depending on individual goals.





Develops specialized knowledge to a high degree in a given body of knowledge , and is a resource to others. Everyone has expertise to share; everyone applies their expertise to create value for themselves and others, as participants in this learning environment.

Steward·

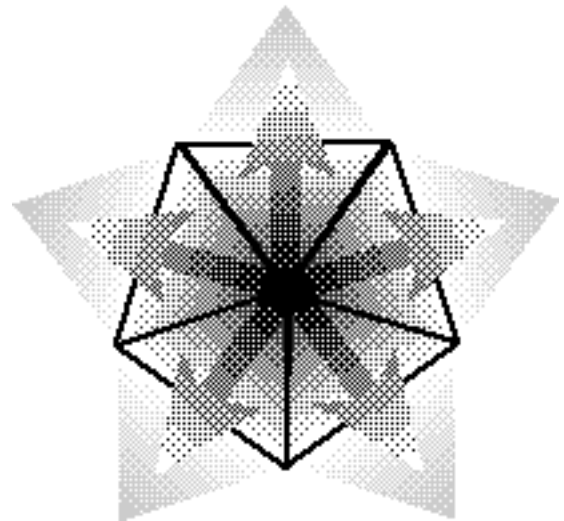


Applies talents and knowledge in service to others — in stewardship of of your community and ultimately of your world. Stewardship means holding a vision for yourself, your community, and your world, and being committed to actualizing that vision. The only way to steward anything is to engage with what we are stewarding, in a cybernetic, whole systems manner. By learning anticipatory design, we steward our future as well as our present.

Stewardship encompasses stewarding what we value; what we invent; our personal growth and the growth of others; the health of our communities and the natural environment. Stewardship arises from the philosophy that “all life is sacred” rather than “everything is a commodity.”

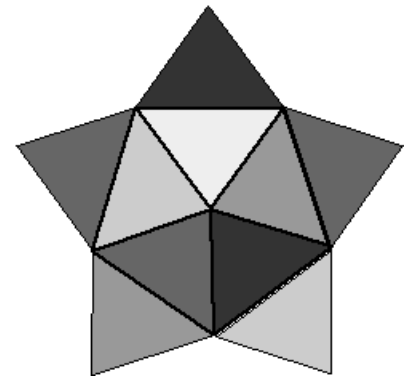
## Individual and Team Learning

The Mastery model describes roles, not job titles. Each student, teacher, administrator, and adult participant takes on a few, many, or all of these roles, formally or informally, in the course of a day or week. Learners often collaborate and form multi-aged, multi-role teams, sometimes for the duration of a specific project and sometimes longer. For example, a team of 7 to 12 year olds may participate in various community projects (painting/refurbishing a house or building, developing a software program, making a movie, or writing or producing a play or opera). Much of their learning occurs “Just in Time” or right before they need to apply it, thus fusing learning with relevant experience.



The KnowledgeWorks learning environment teaches both individual and team responsibility. It is not a return to the "open classroom" model of the 1960's, which often lacked rigor and discipline. Facilitator/guides and advisor/advocates are to insure that the boundaries and expectation are appropriate to the student, based on the individual's developmental stage and level of maturity. Though the boundaries of responsibility are different for older and younger students, even the youngest students have responsibility for their educational choices. More responsibility is transferred as students mature, so that older students take full charge of their learning goals (short and long term). Guidance is provided in the form of agreements and contracts mutually designed and agreed upon between students and their facilitator/guides and advisor/advocates.

In this learning environment, much of the activity is team-based. Students learn the dynamics of collaborative work as well as individual work. They learn how self-managed teams work, including shared responsibility. In many cases, students will develop team learning contracts, where a team commits to accomplishing both team and individual learning goals.



### Rites of Passage

When a student progresses from one major developmental stage to the next, both student and community celebrate this transition. Assessment on a theoretical and practical level occurs at this time. A Rite of Passage signifies the student's readiness to take on new challenges and responsibilities. To mark this transition, students complete a major project—a gift to their educational community—that demonstrates their proficiency in the Curriculum and 5 Points of Mastery. Planned rites of passage occur at ages 9, 13, and 17.

Fold out 21st C curriculum

## Sample Curriculum for the 21st Century

Our 21st Century Curriculum gives special emphasis on building the capacity for knowledge work, design and planning. With the amplification of information and the increasing rate of change throughout society, it is crucial to know how to test new theories, how to anticipate, design, plan and implement—how to take a new idea and evolve it into some useful purpose. This curriculum not only addresses past and present, it carries each learner into the future, providing tools for full participation.

## Staff Education and Training

In a Habitat of Learning (HOL), the adult educational staff (including teachers–facilitator/guides, administrators, and community members) provides models of excellence for the entire educational community. They promote and support a willingness to extend and reach higher performance. As each member attains proficiency and mastery of the five roles described, the community itself models learning and the striving for excellence.

As facilitators, staff members marshal the physical and people resources of both the Habitats of Learning and the community at large as building blocks to create new learning experiences. They craft appropriate challenges that provoke higher and higher levels of performance for each learner. In the role of Advisor/Advocate, they optimize the learning system for their students. In the role of Expert, they offer their specialized knowledge and expertise to the learning community. In the role of Steward, they take on community projects and recruit students to join in the adventure. And as learner, they continually evolve greater mastery in each of these roles.

## Staff Education and Training

HOL staff draw from a rich knowledge base. Through experience, education and training, they learn the 21st Century Curriculum and master both theory and content of the following body of knowledge:

The Creative Process

Administration

Scientific method

Cognitive Psychology

Quantum Learning

Knowledge Work

Presentation Skills

Managing Resources and Communication Channels

Familiarity and Use of Technology

Designing Learning Environments (cognitive, affective, and physical)

Learning Styles and Modalities

Experiential Learning

Group Dynamics and Facilitation

Transition Management

Educational Neuro-linguistic Programming

Statistics and Systems Theory

The 5 Points of Mastery

The Art and Science of Learning Habitats

## Co-Learning

As the HOL staff teaches and molds the learners' futures, they are motivated to explore what they don't know, inviting other learners to participate in their adventure. For adults to be learning as the students learn is essential; co-learning and participation build the community as the community builds its future. For current teachers transitioning to be facilitator/guides and advisor/advocates in particular, the Body of Knowledge described above is crucial. The original HOL

staff will learn these through a series of DesignShops, special trainings, and practical applications in the community.

## Pedagogy

The pedagogy for Facilitation within the Habitats of Learning is based on the following points:

- Learning is a process of drawing forth insights through discovery.
- Learning is natural and easy and is inherent in each person.
- Facilitators employ teaching strategies that facilitate and nurture this natural ability to learn and provide a framework for discovery.
- Facilitators, eclectic in their methodology, employ strategies necessary to propel the learning: accelerated learning/Quantum Learning, multiple intelligences, learning modalities and styles, direct instruction, socratic inquiry, cooperative learning, etc.
- The curriculum is real work— refurbish a house or city block, research groundwater quality and treatment, develop an electronic tutorial on environmental science, write and produce a play, etc.
- Full self expression, lifelong learning and contributing to the community drives our curriculum.
- Diversity is celebrated, acknowledged, and validated.

## Assessment, Standards, and World Class Challenges

We believe that assessment and feedback should encourage not only World Class Standards but also World Class Challenges which stimulate individuals to excel and realize their unique gifts and potentials. When provided with creative challenge and a learning community, the level of development a student can attain is unlimited; previously accepted norms can and will be exceeded.

We define assessment as “feedback appropriate for the nurturing of learning.”

Appropriate feedback measures performance, compares it to a model or standard,

and communicates this difference to the “controllers of a system” —to the learner, the learner’s network, and the educational system. Understanding the feedback includes understanding when the “difference” calls for no action, some action, or major change. The purpose of feedback is to assist the learner in reaching higher levels of learning. A “total quality” approach incorporates understanding variation and statistical measures.

To make the highly customized learning environment of a Habitat of Learning effective, the feedback itself must be customized, rich, varied, and able to encourage the learner not only toward academic achievement, but toward full self-expression. Interaction of the learner and facilitator provides high frequency/low magnitude feedback during specific learning adventures; interaction between the learner and advisor provides periodic comprehensive feedback. Assessment tools include student journal writing, standardized tests, rites of passage projects, and, increasingly over time, technological innovations.

For example, computer-based tutorials can track student performance while providing individual instruction; over time, the development of increasingly rich comparison models will be possible via expert systems.

The delineation of base-line standards is an integral part of the assessment process. Based on statistical understanding of variation, our model specifies levels of performance which all students must attain at certain points along their learning path. These levels of performance transverse a broad range of areas including the five core subjects of English, mathematics, science, history and geography incorporated in the 21st Century Curriculum. Comprehensive assessment clarifies not only the comparison to the average performance of peers, but also the challenge-based information of what exemplars have achieved.

## The Community Role

The community possesses ultimate responsibility for the education of its members; thus assessment procedures and standards must be an outgrowth of

each community's design process, appropriate to the needs and the goals of the community. We propose that assessment specifications be determined through a design team effort involving experts from the community, from the Habitats of Learning, from business and—for as long as they exist as distinct entities—from institutions of higher learning.

#### Assessment Procedures

- Assessment occurs continually throughout the learning process using statistical feedback, consistent with the understanding of variation and principles of human motivation.
- Assessment is consistent with developing and nurturing the natural intrinsic motivation in each learner.
- Assessment appropriate for the learner's developmental level.
- Assessment addresses the learner's competency to use the curricular material in each of the roles in the 5 Points of Mastery Learner, Facilitator/Guide, Advisor/Advocate, Steward, Expert.
- Assessment will call upon a variety of expressive modalities.
- Elements of student assessment are: journal writing as reflective practice, verified models of assessment (such as the authentic assessment method), portfolios, performances, and products.
- Marking of the commencement of a developmental stage with a major project and ceremonial rite of passage.
- Assessment is based on understanding and demonstrating concepts, theories and practice.
- Ongoing Assessment, as appropriate for adult learners and students.

## Research and Experience

Our models are strong—KnowledgeWorks brings together three well documented technologies: the experiential and Quantum Learning education methods proven through SuperCamp™; the assessment and continual improvement methodology (total quality management) developed by Dr. Deming; and the design methodology and transformative methods proven through MG Taylor's experience with DesignShops™ and corporate transformation (The MG Taylor technology is described in the next section).

We know that highly customized, experientially-based learning can outperform the traditional classroom. For over a decade, we have delivered this type of educational environment to teenagers and adults, and have witnessed and documented the results.

## SuperCamp™ / Quantum Learning

SuperCamp™ is an internationally proven educational program that addresses the challenges of learning in the information age. It is designed to improve student's self esteem and scholastic achievement. It features academic skills (learning how to learn), personal development/life skills and physical skills. These accelerated learning methodologies and philosophies will be published as *Quantum Learning: Unleashing the Genius in You*, by Bobbi DePorter, co-founder of Learning Forum (available summer 1992). Quantum Learning is a method of teaching and a body of knowledge for empowering students to become lifelong learners. It is not tied to any one subject or level of technology; it is a methodology to apply to any subject. It is a way of making information understandable --from basic history, mathematics and language arts to the hi-tech wizardry of the future.

Over the past ten years SuperCamp™ students have been surveyed on the results of the program. A doctoral dissertation was recently completed by Jeannette Vos-Groenendal on these results. The study involved 6,042 students aged 12-22 who attended SuperCamp between 1983-1989 and used quantitative and qualitative data.

Following are results of her study showing benefits students gained:

- 68% increased motivation
- 73% improved grades
- 81% developed more self confidence
- 84% increased self esteem
- 98% continued to use the skills they learned

She also found significant evidence that the program can be of value in helping "at-risk" students: 97% of the students with a 1.9 GPA or lower improved their grades and by an average of one grade point. Jeannette concluded in her study, "this program has been found to be very successful and should be considered as a model for replication."

We believe this approach addresses all levels of ability and learning modalities. It has successfully been applied with delinquent youth and students described as "at risk". It provides a way to increase the learner's capacity to manage vast amounts of information. The success of this approach further validates the importance of safe environments for learning, and substantiates the value of holistic learning formats and brain compatible technologies.

## Total Quality Management

Another influence is Total Quality Management, the system that has been the heart and hub of the post-war transformation of Japanese business. Total Quality Management (The Deming Management Method) is based on a philosophy that the inherent nature of people is to learn, strive, and to improve the quality of life. Its primary conviction is the optimization of a system. It is process, not product oriented. Therefore, specific methodology is discovered in the process of optimizing a system.

Deming's theory of profound knowledge is built on four major bodies of knowledge: system theory, variation and statistics, scientific method, and psychology (the understanding of human nature and behavior).

# The Habitat of Learning

## Overview

The structure that supports the KnowledgeWorks learning environment is called a Habitat of Learning (HOL). This structure shares many similarities with the structure of schools today, yet in many ways is fundamentally different. Two hundred years ago, we designed schools to propel us into the industrial era; today we design a new learning environment to propel us into an information and knowledge era. The mission of this new learning environment is:

- to guide and facilitate learners of all ages, not just youth;
- to prepare these learners to be capable of contributing to an information - and knowledge-based 21st Century society;
- to teach both individual and collaborative forms of creativity and genius;
- to serve its community by stewarding shared knowledge and resources, and by facilitating the design of creative solutions to community problems.

As a focal point for the learning and creative energy of its community, each Habitat connects learners to opportunities and provides knowledge and resources that allows learning to be more effective throughout the community. For students and adults alike, learning takes place not only at the Habitat, but in the home, in local businesses, in volunteer and non-profit organizations, in specialty schools and centers, and in other organizations.

Structure is both physical and organizational. Architecturally, each Habitat of Learning is designed to support the new way of learning, working and living. The physical structure itself facilitates the creative process of groups and teams, large and small, as well as individuals. Organizationally, the Habitat of Learning models the principles of learning and working as a 21st Century knowledge-based organization.

Each Community will design its own Habitats of Learning to fulfill their specific vision and needs. In this way, one community may choose to integrate specific functions and another not, such as athletic and recreational facilities, community day care, and facilities for health and social services.

## Using the Habitat: Samples

The Habitat of Learning will be used in a myriad of ways. Learning opportunities are rich and diverse—as they must be to match the diversity and change within the larger society. To get a feel for this, here are a few brief examples:

Five students are ready to initiate their Rites of Passage projects. They decide to work as a team to help each other get started. A brief brainstorming session builds some ideas. Next stop is the Habitat KnowledgeBase, where they discover more about each topic, some experts in the community to contact, and even a similar research project or two on file and video from previous learners. By early the next day, each has met with his or her advisor/advocate, to talk about their initial ideas.

A group of pre- and early-adolescents spend extended time working on community projects. Projects are team oriented, and provide opportunity to explore, invent, risk, develop self-awareness, confidence and experience. Each team includes a Habitat facilitator/guide, an older student (facilitator-in-training) and a community advisor. Project completion requires each team member to serve in all five ‘mastery’ roles. Each project requires invention, design, engineering and completeness. Each contributes to the community.

The Habitat is growing, and it’s time to expand. A Habitat facilitator plans a design event to address the problem. A team of 30 is invited and assembles for a day-long session the following week: teachers, students, administrators and community members all participate. They design a range of options to test: from additions to the current structure to renovation of a building two blocks away as an “extended campus.”

Habitats of Learning will work with all student populations; there is no need to segregate the handicapped from the gifted, the exemplar from the student “at risk”— each can learn from the other. We believe that the difficulty experienced by many “at risk” and “problem” students is because the reality of their lives is so different from the conditions that schools were designed to address. Flexible responses are needed; solutions that match support from the community with appropriate and relevant challenges to the student. With the right challenge, students create value for themselves in their situation, and learn in the process.

## Facilities and Architecture

Habitats of Learning incorporate a variety of facilities. Team work and collaborative spaces predominate. These includes Design Centers, flexible environments that facilitate community and large group work, as well as providing multiple spaces for small team interaction. Throughout the Habitat, collaboration areas incorporate large write-on, wipe-off panels (WorkWalls) that allow individuals and teams to work their ideas large. Learning Laboratories provide resource rich action labs designed for fun and discovery. These are hands-on environments for learning science and technology with facilities to invent, build and test your ideas. Other specialized Learning Laboratories provide studio/gallery space for visual and performing arts, computer use, desktop publishing, individual work/study space, and other special facilities as needed. The Library/Knowledge Center integrates the traditional library with multimedia and electronic sources of information. Additional facilities may include park/outdoor facilities for study, experiential learning and environmental education, and other features determined by the community.

Architecture expresses the philosophy of the organization: for example, by communicating people's ability to embrace ambiguity versus certainty. The Habitat's architecture and design will reflect and embody the principles and concepts that we know about the knowledge society. It will directly support the emerging concepts of learning, working and living, and will act as a physical, visual, tactile, and symbolic guide for its inhabitants, both to the practice of that life and their awareness of its meaning. More than just a building to house the work, it must be an expression of the values of the culture and the individuals that build and use it.

As a society, we tend to be unaware of how the physical environment affects performance except when basic standards (such as lighting or temperature control) are not met. The physical environment, from its broadest form down to the placement of furniture and decorative elements, has a profound effect on the productivity, creativity, and well being of individuals and groups within it. While the focus of architecture is the physical world, its effect on the individual is on the mind, body, and spirit.

Research in areas such as Neuro-Linguistic Programming demonstrates how language effects our behavior and learning; in a similar manner, architecture is the physical language of the environment that we create.

Habitats are to be designed, built, and managed to systematically remove whatever elements block individual and group creativity and productivity. They must be fine works of architecture that reflect a highly developed intimacy with the human creative process far beyond the requirements of the traditional school. They are environments where the pace of learning can be accelerated to meet and exceed the change happening in the world. They are adaptable environments that can readily reconfigure when community needs change.

Effective and affordable Habitats of Learning can be created by retrofitting existing facilities as well as by building new ones. This choice will be one of the design decisions for each community, as influenced by the resources they can make available; the proposal budget assumes renovation within an existing structure. As Habitats are facilities for people to build the “common wealth” of their communities, we believe many communities will be able to tap more resources than would otherwise be the case. For a knowledge society, an environment such as this is not only possible, or a luxury; it is a necessity.

## Organization and Governance

From the vantage point of management today, the KnowledgeWorks Educational system seems complex; because it is a different system, it calls for new forms of management. The keys to this new management are to be found through the principles of self-managing teams and the power of collaborative design. We refer to this process as “decision by design.”

The traditional decision-making procedure tends to go through the design process once, in a linear manner, and tries to establish a "permanent" answer. Decision by design is a commitment to go through the design process through several iterations while "reality testing" the parts as they emerge. Through these iterations, participants reach an unforced clarity as to which options are inappropriate, and which ones are sound.

At first, because of educational and cultural bias, decision by design is an uncomfortable concept to the manager; yet it is merely a formalization of the decision method we all use in many informal circumstances. Over the long term, it imposes a far smaller management burden than the traditional decision process.

MG Taylor DesignShops™ are a proven technology based on this approach. As this is a key technology for implementing this proposal, and operating the Habitats once they are built, a more complete description is included at the close of this section.

These technologies were developed to facilitate organizations transforming their structures of organization and management. In facilitating change, we know that people will resist change that is forced upon them; they will embrace change when they know it is necessary, when they trust the tools, and when the tools are put into their hands.

The KnowledgeWorks model transforms the role of teachers, counselors, administrators and other school staff. Applying the 5 Points of Mastery model to all staff creates a vital and flexible learning community; it also requires clear distinction of formal and informal roles. Within the Habitat, formal roles require education, training and certification; informal roles do not. A clear designation will be maintained as to the appropriate boundaries of both formal and informal roles. For example, a person hired as a teacher (facilitator/guide), in different settings, may have formal roles of facilitator/guide, advisor/advocate and expert to certain learners; informally he or she may act in any of these roles with other students, while for example (in the role of learner) apprenticing with an expert skilled in DesignShop facilitation.

In our implementation plan, we outline the design process whereby the schools and communities will address the various governance issues associated with this transformation, including changes to legal contracts, and federal, state and local regulations. These are design issues to be solved in the specific case of each participating community.

## DesignShop Technology

KnowledgeWorks' Experience: DesignShops™ and Management Centers

MG Taylor Corporation DesignShops™ represent a mature technology that has been successfully applied in hundreds of groups and organizations in the public and private sectors for more than a decade. It is an integrated collection of models, work processes, methodologies and tools to facilitate synergy, group collaboration and group genius. It is a core technology that MG Taylor Corporation employs to bring transformation to its corporate, non-profit and public sector clients.

A DesignShop™ is a brief, intense experience designed to facilitate participants through a process of exploration, co-design and decision-making.

Instead of arbitrary assumptions determining the results of the planning process, ideas and assumptions are systematically examined, and group solutions designed.

DesignShops compress the time needed to create agreement and develop effective plans, saving weeks and months of project time. They are typically two to five days in length, involving 25 to 75 participants (though variations on the process can accommodate larger groups and hundreds of participants).

In a DesignShop, participants experience and learn about the issues at hand primarily by engaging with one another in a process of design. One analogy we use for the process is that a DesignShop is an Information Factory. Facilitators and participants bring information, ideas, concepts and experience to the process; this is the ore. Through a unique methodology that supports both information management and the human creative process, this information is then organized, developed and molded into a product. Successive approximations are created, providing feedback to participants on their own work, until the clarity of the final product is achieved.

The complete process encompasses the building of a common vision, the engineering of a comprehensive solution and the development of the implementation plan that can bring the solution into reality.

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*"The significant problems we face cannot be solved at the same level of thinking we were at when we created them."*

Albert Einstein

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Rarely, outside of certain technical disciplines, do we think of designing an intellectual process to this degree of detail. Yet this is exactly the method by which a diverse group of people working together can create solutions that are more comprehensive and more complete than any single member could create independently.

The complete MG Taylor methodology is incorporated into the design of Management Centers. These are high-performance workplaces, designed to facilitate every aspect of knowledge work. Management Centers apply specific methodologies and technologies in the following realms:

**Body of Knowledge** - managing the information and knowledge resource of an organization is critical to successful planning and steering of its operations. The Body of Knowledge implies systematic management of that knowledge resource.

**Work Process Facilitation** - is facilitation of all areas of an organization and all aspects of its work. Facilitate means to make easy; it is the process of removing blocks to an individual's and organization's work process.

**Education & Training** are critical factors in building a knowledge based organization. Education is a tool of leadership—of leading forward and guiding the new organization.

**Environment & Tooling** effects productivity, creativity and the ability to integrate and apply knowledge. Most work environments contain massive blocks to that process.

**Technical Systems** means building the tools, computerized and manual, which allow the organization to work effectively as a unified system.

**Project Management** is the domain of execution: of applying the strategy, tactics and methods to produce results. It implies the rigorous use of feedback in its full cybernetic sense.

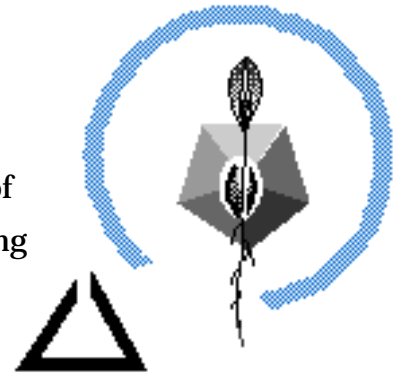
**Venture Management** is the practice of innovation, reinvention and recreation of the enterprise as an ongoing process. It is managing the successful and continued exposure to risk while multiplying the value of existing capacities and resources.

# Implementation

## Overview

The implementation steps we describe are a model of how to engage communities in designing and creating new learning environments for their community.

The key methodologies of DesignShops™, and SuperCamp®, are described briefly in this section, and in more detail in The Learning Path, and Habitat of Learning sections. Since many processes overlap the time boundaries of the three Phases identified by NASDC, we refer to events by month as well as by Phase. Month 1 is the beginning of Phase 1, the first month after NASDC selection. Month 13 is beginning of Phase 2; Month 37 the beginning of Phase 3.



**Community Involvement** Transformation of one system affects every other system with which it interacts. Shifting a community's educational system is accomplished through transformation within the community itself. The larger community is involved in every facet of our work. Phase 2 processes include increased and dedicated community involvement. In this transformational model youth and adults are engaged together in learning and adding to their community.

**Transformation not Revolution** Redesigning Our Future is not a revolution; it is a transformation. Revolutions tear down: revolt. Transformations transform. They form over. By building a strong viable program community attraction is inevitable. As with anything new, some people are eager, others cautious. Teachers and administrators will choose to work with us: not be assigned to us. Strong leadership within the communities must be committed to transformation. Our work is to create the model exciting, productive, and rich enough to attract even the most skeptical.

Every Redesigning Our Future participant ... whether mayor, principal, student, business leader, artist, teacher, or parent... experiences a transformation in the way they learn, teach, guide, advise, or steward their community. As this

happens, KnowledgeWorks provides methodologies and processes to support and nurture this transformed thinking. Much of the "how" of redoing the educational system is within the community. Those within the school community and the wider community have many of the answers among themselves. Now they gather as designers. Together, they sense that their group genius can cause a state change. They experience the excitement of becoming an aligned community through the process of redesigning their future.

**The Iterative Process** KnowledgeWorks utilizes fast tracking and the iterative design process in all of its work. In this proposal, we have described these events and processes in a linear manner: know that many processes and teachings are happening simultaneously. Some of the planning tracks (such as legal/governance) might take longer to implement solutions, and because we are not working in a linear get-it-all-thought-out-before-doing mode, other tracks, such as assessment, teacher education, teaching, and designing and building the Habitat of Learning can move forward.

## Phase 1: Development

**Months 1–3: KnowledgeWorks Staff and Navigation Center** Phase I establishes a 2500 square foot Navigation Center and assembles the core staff to manage the implementation plan. This core staff project manages, facilitates, engages the local community and provides information to other communities interested in Redesigning Our Future.

**Months 1–8: Invitational DesignShops™** In Phase I we build our body of knowledge and attract our community. Through a series of Six Invitational DesignShops™, community educators and leaders experience the utility of our system, while solving problems important to them.

The community represents cultural, racial, and economical diversity. By participating in these DesignShops™ and Community Labs (discussed below) participants use the tools, processes, and methodologies created specifically to build and manage strong aligned community visions. They engage in designing solutions and building a comprehensive body of knowledge that facilitates

educational transformation within their own communities. They explore and determine the desire and the commitment to be one of the communities engaged in the transformational process of establishing an entirely new educational system.

DesignShops™ compress time and accomplish at a fraction of the resource, what normally takes months or years to achieve. They reach much higher levels of creativity and productivity, per invested dollar per hour, than any other form of team process. Solutions and significant ideas from each DesignShop™ are packaged into ‘products’. Videos, workbooks, computer disks, or other appropriate forms are provided to each community as part of their growing body of knowledge. Thus whether they engage intently in Phase 2 or not, they are building their own capacity to change their system. KnowledgeWorks logs all information into its electronic database and makes it available upon request. As the year progresses, our knowledge base will grow into a network of solutions and resources.

Participants in these Invitational events include students, business and volunteer leaders, artists and scientists, technology innovators and designers, teachers, professors, government leaders, parents, and other community members who add particular value and insight to the issue of educational transformation. The initial DesignShops™ are held in Orlando at the Orlando Management Center. As part of the development process, ten or more high school students apprentice with KnowledgeWorks for the summer. They rotate staffing, producing products, and participating in these Design events.

Each five day DesignShop™ provides a tough challenge to participants and focuses on facets critical to successful implementation of a new educational system. Products from prior DesignShops™ are available for all designers as a rich resource. As in all DesignShops™, group genius emerges as participants discover they each have a piece of the puzzle and engage in real communication.

Some of the focus issues are:

- Governance
- Financial parameters and how to monitor
- Health care
- Pedagogy
- Discipline
- Assessment
- Role of parents, community, business, students, administration, teachers
- At-risk students and other non-learning community members
- Local, state, and Federal government involvement
- Curriculum
- Technology
- Setting standards for the five core subjects
- Early childhood education/ community education
- Teacher prep and training
- Learning environments

Months 1–12: Community Labs are similar in process to DesignShops™, but smaller and do not require a large Management Center. Held in our KnowledgeWorks Navigation Center, the eight Community Lab sessions center on furthering the ideas generated in the DesignShops™ as well as working out the details to successful implementation.

Months 7–8: Commitment Several communities committed to transforming their educational system with us. We have engaged a small, but focused team on the possibilities for their own community. A collaboration process begins and we move forward with two communities. Support for the remaining communities is provided through the data base; and when appropriate, they participate in various events of the selected communities.

Months 1 –12: Journeys This nation is full of innovators with solutions. The KnowledgeWorks staff organize field trips to visit the source of this innovation. We visit places like Media Lab, The San Francisco Exploritorium, and other places (or existing schools) where innovation is common. These are journeys to places where people love their work and it shows! We engage individuals within these environments to join us, and some will become participants and resources in our DesignShops. Others become mentors, advisors, and experts connected to the communities by various media and communication channels.

Months 1-12: NASDC Collaboration We recognize that there are many NASDC bidders and designers with pieces of the puzzle. We desire to collaborate and network their solutions into our communities and data base. We will invite participation in our DesignShops. And where helpful and appropriate, extend our methodologies and processes to their work. We believe that state change is accomplished by systematic re-design and implementation of the whole, supported and complimented by a density and variety of healthy solutions springing up in many places. The stronger our network and our ability to work together, the greater our chances of succeeding with NASDC's bold challenge.

Months 1 - 7: Build Portable Management Centers During Phase I, two Portable Management Centers are designed and built. Because we recognize so clearly the power of architecture and environment to facilitate learning and creativity, KnowledgeWorks will set up a Center within each of its communities. These centers facilitate the community through the creative process, beginning with the development of a vision, on through to engineering, building and using. Management Centers provide a neutral space and common experience for the many people of a community to gather and think, plan and project manage for uncommon results. They are places of synergy. They are a point of focus where the many diverse activities and views of a community or complex organization can be experienced as a whole and can be worked on as a single piece. In addition, Management Center are “windows” to the outside world providing sharply focused access to contemporary happenings, as well as rich models of the past and future.

The portable Management Center facilitates the community through its creative process of redesigning its future. The Habitat of Learning that the community builds will include a management center and is much broader in scale and purpose.

## Phase II: Implementation, Test, and Revise

Although Phase II does not begin until Month 13, we reiterate our intention to begin the work within our communities as soon as possible. By Month 7, the portable Management Centers are ready and we have begun to travel. The faster we get people engaged in the vision, the fewer obstacles we will encounter.

**Months 9–12: Redesigning Our Future DesignShops and Community Town Meetings** These two community DesignShops™ engage a broad and diverse section of citizens in the communities that have chosen to participate in Redesigning Our Future. Two hundred and fifty parents, teachers, administrators, volunteers, civic leaders, students, community activists, professors, scientists, artists, engineers and business representatives create a strong aligned vision. They recognize that they possess the desire and the talent to forge a strategy for reaching their vision. Again, we aren't just talking about a better school; we are speaking of a transformed educational system. The idea is in motion: Each participant is responsible for helping to redesign the community's educational system.

**Months 9–13: Establish a Core Team** KnowledgeWorks realizes accountability for the success of the project, and that only by transferring responsibility at the fastest rate possible will we be able to do the work of supporting and nourishing this effort while transferring our methodologies and processes. A Core team (about 50) of educators and community members join with KnowledgeWorks and begin the process of transference. Some fully paid teachers and administrators from the existing schools have taken an extended leave to work on the project. Others are loaned executives, volunteers, and students who receive credit for working on the project. We expect a diverse group of individuals to enroll. There are many qualified teachers and administrators who are frustrated and under-performing in the existing system. Realizing the community is putting methodologies in place to transform the system, these educators step forward and become transition managers and leaders. KnowledgeWorks and Core Team members work together to refine and implement the plan. This is not a time of learning about; it is a time of gaining

knowledge of how to do it. Smaller design teams form around curriculum, governance, environment, early learning, and community learning. A high frequency feedback/coordination processes keep the smaller teams working as one large team. There will be continual communication between the teams and the larger vision. The overall coordination team will manage to optimize the system – helping to make trade-offs and solve problems in a manner that improves the project, rather than compromises or degrades it.

Engineering and Building stage: Design, build, use is a continuous process, and each iteration releases answers and provides an immediate product. Each iteration continues to take products to the next level of completion. Designers begin work at the engineering and building stages of the creative process. Small teams develop specific action plans for such things as: implementing programs for children under nine years old; testing and evaluating Rites of Passage; teaching math to at-risk youth, affording to provide every student with a lap top computer, or any number of other issues.

Months 13–36: Ongoing DesignShops As we move into Phase 2 we continue to engage each community in the design process. There will be a number of very specific DesignShops to support the implementation process.

Months 13–14 : Island One DesignShops Curriculum development begins with Island One DesignShops. A majority of the participants are teachers; however, students and community resources also participate in curriculum development. As we asked designers in Phase 1 to reach out to THERE and work back to HERE, curriculum designers do the same thing. Participants build a model of Island One: A Space Colony, and work through the design challenge of creating a self-sustaining community in space. As participants grapple with the elements of design, and work to understand systems dynamics, they personally deal with every facet of our 21st century curriculum. In the process, they rediscover their own learning processes. They discover that, as a group, they possess much of the knowledge needed to solve complexities here-to-fore addressed before this experience. As they learn from and teach each other, they come to know, as a group, how to structure learning processes for others. Many

feel a new sense of joy and life. As George Leonard states in his book, *Education and Ecstasy*, "Learning involves interaction between the learner and the environment and its effectiveness relates to the frequency, variety and intensity of the interaction. Education, at best, is ecstatic."

Through these Island One DesignShops, designers learn how to design and develop learning experiences that teach all facets of the curriculum, for all ages. They come face to face with issues of discipline, assessment, performance, and responsibility. While designing and inventing the future, participants discover many solutions that can be put into action immediately. DesignShop participants will produce curriculum guides and other training and educational materials.

Months 10 –15 Habitat of Learning DesignShops As the community experiences the power and contribution of environment to the learning/design/doing process, they design their Habitat of Learning. Through intense interactive design processes that explore the what and how of their new educational system, the Habitat of Learning designers delineate what they are going to build. Participants will first develop their end-state model, and from that model determine an appropriate first phase. Systems and processes can be designed in, that will over the course of a year or years, unfold to a larger and larger campus. They may refurbish an existing building or build a new structure. By the time they are finished, they may well have developed an entire Habitat of Learning campus that includes businesses, libraries, production studios, science labs, local universities and libraries. Community members are centrally involved in the project management and building of this environment.

Months 15 and 18: The Habitat of Learning is up and functioning. Students are enrolled; facilitators are working in the Habitat of Learning; the new educational system is unfolding. We have built a tremendous pride and entrepreneurial spirit within the community for this important challenge. People are not standing back, daring it to work. People know they are the ones to make it work!

Months 12 - 36 : Community Events Series A series of special fairs and workshops are held throughout Phase II to allow community members to scan and explore options in education—to experience and learn what is possible, what is currently on the market or being invented in other communities, and what kinds of technologies and delivery vehicles will soon be on the market and useful to the educational community. These explorations provide a wealth of possibilities, from which the community can design and select. Through multi-media, computers, experiential learning, Quantum Learning, interviews with the experts, self-explorations of learning styles and learning environments, community residents understand what is possible and what opportunities and standards they want to create in their community. Focus workshops help students and parents become partners in learning. Other events are customized to the needs of the community.

Months 13 - 36 Quantum Learning and SuperCamp®. Throughout Phase II, SuperCamp® provides students, teachers and parents with courses in speed reading, memory, mind-mapping, writing, and problem solving. These skill building courses are basic building block skills requisite to knowledge work. The experience exemplifies a wonderful way to teach self confidence and team work. By month 36, all facilitator/guides have completed the camp as learners and have been trained in Quantum Learning. At this point they are able to teach these important skills to others.

### Phase III - Recreate

Month 33–37: During Phase II other communities are engaged in the design process. Four communities will be selected as Phase 3 communities before the end of Phase II. Portable Management Centers will travel to these communities and begin to enroll other community members. The Phase II cycle of events is recreated within these communities.

Month 42: Our first communities expand enrollment in the program. Students have been enrolled long enough to show results through our assessment processes. Community resources are freed to expand the program.

Month 60: Both Phase II communities have the means to transform the rest of its schools. They are capable of leading and managing an evolving community of learners. Benefits are reaped as students choose to remain in community after college. Each community solves its own problems; working as a unit to insure that everyone in the community is learning and contributing back to the community. The communities realize that they have not accomplished an end state; rather they have learned a system that facilitates the creative process and helps them manage continual change and discovery.

Our Phase III communities are committed to total change within three years. They have made the transformation and are capable of working on their own. KnowledgeWorks has consulting contract to work on specific refinements.

A strong network is in place between communities. Resource sharing is common. Education is leading within each of these communities. Communities recognize the value returned when they put value into their educational system.

## Monitoring our Progress.

Getting to state change. It is difficult to know when a transformation will happen; but it is not difficult to know when one has occurred. There are sudden shifts in the way an individual or community sees reality. In the beginning, change is dramatic and emotional, embracing both the exhilaration and challenge of change. Then suddenly one day, everything is different. Fear of the unknown goes away and people become familiar with the new. The first six months within the community is an exciting and fragile time. KnowledgeWorks focus in this phase is to build the vision strong, and engage people often in the design, build, use processes so they stay engaged and excited about what their community is learning and doing. As we work in the community, we will discover who the transition managers are. We will actively look for this ten percent and provide them special training, consultation, and leadership opportunities. These Transition Managers will represent a diverse population and include youth and adults.

The State Change. Although it is difficult to know when it will happen, there are signs of its emergence. Just before a state change, things get tense; fear takes hold. The old way of thinking is giving way to the new. People do their best to hold fast to what they knew yesterday; they hunker down and dare to be changed. Enormous walls build between the new and the old. This fear will be there for every individual (at different times) and for the community as a whole. It is a natural fear, and a wise one. To rush into the unknown with poorly facilitated processes can kill dreams and hopes. Participants in this process, have dared to expose their dreams; they have risked "making a difference." They become afraid of finding out that this project was "too good to be true." KnowledgeWorks special role is to acknowledge the fear while facilitating the individual or group through the blocks and into the new state. We stabilize by making our educational system perform as it is designed to work. We monitor and communicate. We turn the game around and let the community realize that the project is "good enough to be true." ... that they can have what they want by owning it and taking responsibility for it.

Normalizing. Once a state change happens, it soon becomes "normalized". This is a time to celebrate, to refine and enlarge the community involvement. It is also a time to watch what happens. It is a time of danger because if we have not succeeded in teaching our foundation blocks, the project begins to degrade and gradually work its way back to the old. KnowledgeWorks works intently with small groups to teach and refine the principles of transformation. Again, we highlight the exemplars and support the things that are working. We make sure that everyone has what they need to make a success of their efforts.

By monitoring these stages and continually optimizing the system, we learn to recognize our next move.

# Budget

## Appropriate Response

As we put our plan and strategy together, we listed performance specifications for our solution to the educational crisis.

Our solution must:

- 1) Address the systemic issues underlying the crisis.
- 2) Satisfy all constituencies who are affected by solving the crisis.
- 3) Have longevity.
- 4) Be achievable in a reasonable time.
- 5) Include a plan to account for costs incurred by the crisis, and a means to become self-sufficient and maintain financial stability.
- 6) Be documented to support the development of a knowledge base which helps to avoid comparable problems in the future.
- 7) Provide positive images that enhance people's good feelings about the future.
- 8) Be a win/win solution ... not only for those directly impacted, but for all humankind and planet Earth.
- 9) Be a reminder that great solutions are works opening new vistas for the human race.

We examined our appropriateness: Is there a match between scope, efficacy, sustainability, ability to self-correct and anticipate? Yes! Our scope is large enough to make a lasting difference. Yes! We have the methodology and practice for engagement with large numbers of people and students. Yes! Our solution is self-correcting and able to change: it is community based and iterative. Yes! It is sustainable and robust. The "Redesigning Our Future" communities will join with other enterprises --- corporations, governments, cities and individuals -- consciously choosing to transform and design their preferred future. They are part of a strong network.

Our essential strategy is not to fix the problem with money. Rather, we use the money to focus resources as leverage to facilitate the system to transform itself so that it is perpetually renewing.



Phase 1 Budget Summary by Event

	KWorks Staff	DesignShops	Community DS	Community Lab	Portable Centers	Totals
<b>Staff</b>						
1. Design Team Personnel	\$144,000.00	\$72,000.00	\$12,000.00	\$16,000.00	\$0.00	
Total Senior Personnel	\$144,000.00	\$72,000.00	\$12,000.00	\$16,000.00	\$0.00	\$244,000.00
2. Other Personnel	\$210,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$210,000.00
Total Salaries (1&2)	\$354,000.00	\$72,000.00	\$12,000.00	\$16,000.00	\$0.00	\$454,000.00
3. Fringe Benefits	\$22,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,700.00
<b>Total (1,2,3)</b>	<b>\$376,700.00</b>	<b>\$72,000.00</b>	<b>\$12,000.00</b>	<b>\$16,000.00</b>	<b>\$0.00</b>	<b>\$476,700.00</b>
<b>Travel Expenses</b>	<b>\$35,000.00</b>	<b>\$88,800.00</b>	<b>\$10,800.00</b>	<b>\$15,600.00</b>	<b>\$0.00</b>	<b>\$150,200.00</b>
<b>Computer Services Costs</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Subcontract Costs</b>	<b>\$75,000.00</b>	<b>\$199,200.00</b>	<b>\$38,500.00</b>	<b>\$38,000.00</b>	<b>\$0.00</b>	<b>\$350,700.00</b>
<b>Consultant Services</b>	<b>\$75,000.00</b>	<b>\$18,000.00</b>	<b>\$4,000.00</b>	<b>\$16,000.00</b>	<b>\$100,000.00</b>	<b>\$213,000.00</b>
<b>Other Direct Costs</b>						
Materials & Supplies	\$57,500.00	\$45,900.00	\$19,040.00	\$17,408.00	\$484,000.00	\$623,848.00
Equipment	\$28,200.00	\$0.00	\$0.00	\$0.00	\$246,000.00	\$274,200.00
Instructional Materials		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Software	\$10,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$30,000.00
Other	\$0.00	\$72,000.00	\$18,600.00	\$31,200.00	\$111,066.00	\$232,866.00
<b>Total Other Direct Costs</b>	<b>\$95,700.00</b>	<b>\$117,900.00</b>	<b>\$37,640.00</b>	<b>\$48,608.00</b>	<b>\$861,066.00</b>	<b>\$1,160,914.00</b>
<b>Payments to Schools</b>						
Released Time	0.00	0.00	0.00	0.00	0.00	0.00
Staff Development	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
<b>Construction/Renovation</b>	<b>\$25,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$25,000.00</b>
<b>Overhead</b>	<b>\$48,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$48,000.00</b>
<b>G&amp;A</b>	<b>\$104,400.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$104,400.00</b>
<b>Total Estimated Costs (A to J)</b>	<b>\$834,800.00</b>	<b>\$495,900.00</b>	<b>\$102,940.00</b>	<b>\$134,208.00</b>	<b>\$961,066.00</b>	<b>\$2,528,914.00</b>
<b>Fee or Profit</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total Estimated Costs And Profit</b>	<b>\$834,800.00</b>	<b>\$495,900.00</b>	<b>\$102,940.00</b>	<b>\$134,208.00</b>	<b>\$961,066.00</b>	<b>\$2,528,914.00</b>

Phase 2 Budget Summary by Event

	KWorks Staff	General DesignShops	Community DesignShops	Community Events	Center Operations	Community Lab	Permanent Centers	Totals
<b>Staff</b>								
1. Design Team Personnel	\$332,640.00	\$72,000.00	\$12,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	
Total Senior Personnel	\$332,640.00	\$72,000.00	\$12,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$432,640.00
2. Other Personnel	\$485,100.00	\$0.00	\$0.00	\$0.00	\$903,000.00	\$0.00	\$0.00	\$1,388,100.00
Total Salaries (1&2)	\$817,740.00	\$72,000.00	\$12,000.00	\$0.00	\$903,000.00	\$16,000.00	\$0.00	\$1,820,740.00
3. Fringe Benefits	\$45,400.00	\$0.00	\$0.00	\$0.00	\$95,340.00	\$0.00	\$0.00	\$140,740.00
<b>Total (1,2,3)</b>	<b>\$863,140.00</b>	<b>\$72,000.00</b>	<b>\$12,000.00</b>	<b>\$0.00</b>	<b>\$998,340.00</b>	<b>\$16,000.00</b>	<b>\$0.00</b>	<b>\$1,961,480.00</b>
<b>Travel Expenses</b>	<b>\$70,000.00</b>	<b>\$97,680.00</b>	<b>\$11,880.00</b>	<b>\$0.00</b>	<b>\$45,000.00</b>	<b>\$17,160.00</b>	<b>\$0.00</b>	<b>\$241,720.00</b>
<b>Computer Services Costs</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$40,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$40,000.00</b>
<b>Subcontract Costs</b>	<b>\$70,000.00</b>	<b>\$219,120.00</b>	<b>\$42,350.00</b>	<b>\$1,248,000.00</b>	<b>\$140,000.00</b>	<b>\$41,800.00</b>	<b>\$100,000.00</b>	<b>\$1,861,270.00</b>
<b>Consultant Services</b>	<b>\$100,000.00</b>	<b>\$19,800.00</b>	<b>\$4,400.00</b>	<b>\$0.00</b>	<b>\$80,000.00</b>	<b>\$17,600.00</b>	<b>\$100,000.00</b>	<b>\$321,800.00</b>
<b>Other Direct Costs</b>								
Materials & Supplies	\$10,000.00	\$50,490.00	\$20,944.00	\$0.00	\$20,000.00	\$19,148.80	\$499,000.00	\$619,582.80
Equipment	\$52,400.00	\$0.00	\$0.00	\$0.00	\$32,000.00	\$0.00	\$246,000.00	\$330,400.00
Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$30,000.00	\$70,000.00
Software	\$20,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	\$0.00	\$30,000.00	\$90,000.00
Other	\$200,000.00	\$79,200.00	\$20,460.00	\$0.00	\$200,000.00	\$34,320.00	\$111,066.00	\$645,046.00
<b>Total Other Direct Costs</b>	<b>\$282,400.00</b>	<b>\$129,690.00</b>	<b>\$41,404.00</b>	<b>\$0.00</b>	<b>\$332,000.00</b>	<b>\$53,468.80</b>	<b>\$916,066.00</b>	<b>\$1,755,028.80</b>
<b>Payments to Schools</b>								
Released Time	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Construction/Renovation</b>	<b>\$30,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$60,000.00</b>	<b>\$0.00</b>	<b>\$400,000.00</b>	<b>\$490,000.00</b>
<b>Overhead</b>	<b>\$110,880.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$221,760.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$332,640.00</b>
<b>G&amp;A</b>	<b>\$215,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$231,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$446,500.00</b>
<b>Total Estimated Costs (A to J)</b>	<b>\$1,741,920.00</b>	<b>\$538,290.00</b>	<b>\$112,034.00</b>	<b>\$1,248,000.00</b>	<b>\$2,148,100.00</b>	<b>\$146,028.80</b>	<b>\$1,516,066.00</b>	<b>\$7,450,438.80</b>
<b>Fee or Profit</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Total Estimated Costs And Profit</b>	<b>\$1,741,920.00</b>	<b>\$538,290.00</b>	<b>\$112,034.00</b>	<b>\$1,248,000.00</b>	<b>\$2,148,100.00</b>	<b>\$146,028.80</b>	<b>\$1,516,066.00</b>	<b>\$7,450,438.80</b>

Phase 3 Budget Summary by Event

	KWorks Staff	General DesignShops	Community DesignShops	Community Events	Portable Centers	Community Lab	Permanent Centers	Totals
<b>Staff</b>								
1. Design Team Personnel	\$402,494.40	\$72,000.00	\$24,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	
Total Senior Personnel	\$402,494.40	\$72,000.00	\$24,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$514,494.40
2. Other Personnel	\$586,971.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$586,971.00
Total Salaries (1&2)	\$989,465.40	\$72,000.00	\$24,000.00	\$0.00	\$0.00	\$16,000.00	\$0.00	\$1,101,465.40
3. Fringe Benefits	\$51,400.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$51,400.00
<b>Total (1,2,3)</b>	<b>\$1,040,865.40</b>	<b>\$72,000.00</b>	<b>\$24,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$16,000.00</b>	<b>\$0.00</b>	<b>\$1,152,865.40</b>
<b>Travel Expenses</b>	<b>\$80,000.00</b>	<b>\$107,448.00</b>	<b>\$26,136.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$18,876.00</b>	<b>\$0.00</b>	<b>\$232,460.00</b>
<b>Computer Services Costs</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>Subcontract Costs</b>	<b>\$70,000.00</b>	<b>\$241,032.00</b>	<b>\$93,170.00</b>	<b>\$2,496,000.00</b>	<b>\$0.00</b>	<b>\$45,980.00</b>	<b>\$200,000.00</b>	<b>\$3,146,182.00</b>
<b>Consultant Services</b>	<b>\$100,000.00</b>	<b>\$21,780.00</b>	<b>\$9,680.00</b>	<b>\$0.00</b>	<b>\$100,000.00</b>	<b>\$19,360.00</b>	<b>\$280,000.00</b>	<b>\$530,820.00</b>
<b>Other Direct Costs</b>								
Materials & Supplies	\$10,000.00	\$55,539.00	\$46,076.80	\$0.00	\$554,400.00	\$21,063.68	\$1,064,800.00	\$1,751,879.48
Equipment	\$52,400.00	\$0.00	\$0.00	\$0.00	\$250,000.00	\$0.00	\$500,000.00	\$802,400.00
Instructional Materials	\$0.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$60,000.00	\$90,000.00
Software	\$20,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	\$0.00	\$60,000.00	\$110,000.00
Other	\$100,000.00	\$87,120.00	\$45,012.00	\$0.00	\$111,066.00	\$37,752.00	\$80,000.00	\$460,950.00
<b>Total Other Direct Costs</b>	<b>\$182,400.00</b>	<b>\$142,659.00</b>	<b>\$91,088.80</b>	<b>\$0.00</b>	<b>\$975,466.00</b>	<b>\$58,815.68</b>	<b>\$1,764,800.00</b>	<b>\$3,215,229.48</b>
<b>Payments to Schools</b>								
Released Time	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Construction/Renovation</b>	<b>\$30,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,200,000.00</b>	<b>\$1,230,000.00</b>
<b>Overhead</b>	<b>\$134,164.80</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$134,164.80</b>
<b>G&amp;A</b>	<b>\$339,843.20</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$339,843.20</b>
<b>Total Estimated Costs (A to J)</b>	<b>\$1,977,273.40</b>	<b>\$584,919.00</b>	<b>\$244,074.80</b>	<b>\$2,496,000.00</b>	<b>\$1,075,466.00</b>	<b>\$159,031.68</b>	<b>\$3,444,800.00</b>	<b>\$9,981,564.88</b>
Fee or Profit	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Estimated Costs And Profit</b>	<b>\$1,977,273.40</b>	<b>\$584,919.00</b>	<b>\$244,074.80</b>	<b>\$2,496,000.00</b>	<b>\$1,075,466.00</b>	<b>\$159,031.68</b>	<b>\$3,444,800.00</b>	<b>\$9,981,564.88</b>

# Who We Are

KnowledgeWorks is a consortium of educators, business people, entrepreneurs, artists, futurists, engineers, and professionals. We deliver educational and transformational programs to organizations, large and small, both public and private. We deliver transformative learning methodologies and programs. Our DesignShop methodology has changed the way our clients do business.

We introduce prominent consortium members and key personnel ( ) below.

Gail Taylor, lead contractor for KnowledgeWorks, is principal and co-founder of MG Taylor Corporation. In the 1970's, Ms. Taylor conceived, founded and directed The Learning Exchange in Kansas City, Missouri—a nationally recognized community educational resource. The Learning Exchange established new models of learning and continues to thrive because of its effective links with its community. Together with Matt Taylor, she pioneered the DesignShop™ and Management Center methodologies, which provides tools for effective group collaboration and high-performance for the knowledge society.

Matt Taylor, principal and co-founder of MG Taylor Corporation, is an architect, designer, builder, entrepreneur and master facilitator. Mr. Taylor began his career in 1956 as an apprentice architect for Frank Lloyd Wright. In 1974 he founded the Renaissance Project in Kansas City, Missouri, to renovate housing and rebuild community in the inner city. Since 1979, his work has been to help businesses, institutions, and governments transform to become effective knowledge-based, entrepreneurial 21st century organizations.

MG Taylor Corporation's methods have succeeded for clients as diverse as the Federal Aviation Administration, General Motors Corporation, the City of Boulder, Colorado, the Washington D.C. Public Schools, the U.S. Air Force and the Central City Opera House Association. These methods are being applied in large scale in several communities, such as Orlando's "City of Lights" Initiative, where 1500 participants are engaged in designing Orlando's model program. The Management Center/DesignShop technologies create the capacity for innovation and change while promoting creativity, teamwork, and reduced stress.

Bobbi DePorter co-founded Learning Forum/SuperCamp® in 1982. Learning Forum, based in Oceanside, California offers an internationally recognized accelerated learning program called SuperCamp®. This program emphasizes how-to-learn skills along with how to improve confidence, motivation, and self-esteem. Ms. DePorter studied with many masters of accelerated learning, most notably Dr. Georgi Lozanov from Bulgaria. Applying the successful techniques of teaching adults, SuperCamp® now reaches thousands of students worldwide. The proven strategies of SuperCamp® have been captured in her book, "Quantum Learning: Unleashing the Genius in You." DePorter was also a co-founder of The Burklyn Business School for Entrepreneurs.

In addition to SuperCamp®, Learning Forum has designed and implemented programs for entire schools. The Wellington School in Columbus, Ohio has effectively applied these techniques to everyday practices.

David Dennen Blanchard, another KnowledgeWorks team member, is headmaster of the Wellington School. Mr. Blanchard has over thirty years of practical experience in education. He currently serves as Chairman, Visiting Committees, Middle States Association of Colleges and Schools, and has authored a textbook for ninth grade physics and mathematics.

Michael Kaufman, KnowledgeWorks Project Manager, is a consultant, writer, and Information Systems Manager for Learning Forum/SuperCamp®. Mr. Kaufman has worked for the last eleven years as a developer and manager of experiential education, organizational design and organizational effectiveness.

Merle O'Neill is the President of the Daedalus Education Foundation, a non-profit organization dedicated to the collaborative creation of science based, action oriented environmental education for schools and community organizations. Program development involves a multidisciplinary team of business, education, education administration, environmental experts, and community leaders, all sharing a common vision. The units are hands-on and experiential, in many cases conducting real work for a client or community.

Bryan Coffman, principal, facilitator and manager of the Orlando Management Center, Orlando, Florida, has extended aspects of the MG Taylor methodologies by developing and documenting many original project management techniques.

He currently facilitates group collaboration and organizational development/transformation using the MG Taylor DesignShop methodologies.

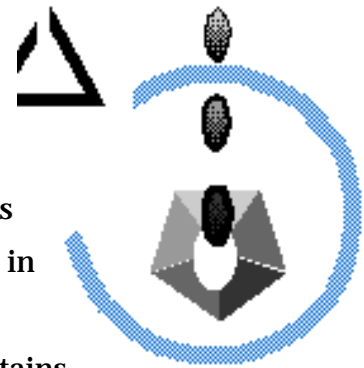
Paul Bartoo, writer, editor and publisher, MG Taylor Corporation publications, is also an independent consultant in information management. Mr. Bartoo was a science analyst for the Minnesota State Legislature and is currently the Knowledge Base manager for MG Taylor Corporation and Athenaeum International, an MG Taylor subsidiary.

Robert Darling, Principal, Darling Associates, Washington, D.C., has designed and directed over 200 professional opera and music theater productions throughout the U. S. and Canada. He co-authored "Training the Singing Actor in America" for the Ford Foundation and National Institute of Music Theater and with OPERA America developed their K-12 Curriculum: "Music!, Words!, Opera!" A panelist and On-Site Consultant for the National Endowment of the Arts, he is currently coordinating regional music theater producers and educators for Music Theater D.C.

Other KnowledgeWorks design team members include Mark Reardon, former school principal, is Director of Training and Development for Learning Forum, Jeffrey Barrett - KnowledgeWorker at the Orlando Management Center, Rick Tabb, an independent adventure-based consultant, and Marjorie Dunn, President, Scholastic Advertising, Inc.

Key personnel for this proposal are Gail Taylor and Michael Kaufman. Each expects to devote approximately 80% of their time to this program. Other KnowledgeWorks Consortium members are fully committed to this project, though the percentage of their time devoted exclusively to this project will vary; each will be substantially involved in this project—as facilitators, knowledge workers, and project leaders—ranging from 10 to 60 percent of their professional time. Others will also join as we proceed. Moreover, this proposal is based on organizational capacities, not just individual ones. Because of the commitment and systematically-developed abilities of our member organizations, KnowledgeWorks is uniquely positioned to facilitate the transformation implied by our design. Over the last two decades, we have been successfully designing, engineering, and using the tools and methodologies to make this work possible.

# Budget Details



## Overview

The body of the KnowledgeWorks proposal contains only summary budgets for the three phases outlined in the NASDC RFP. This booklet has been created to accompany the KnowledgeWorks proposal and contains the detail cost structures for each of the events outlined in that budget. When appropriate, some annotations to the detail budgets have been added. This booklet is divided into three sections to correspond to the three Phases of the proposal.

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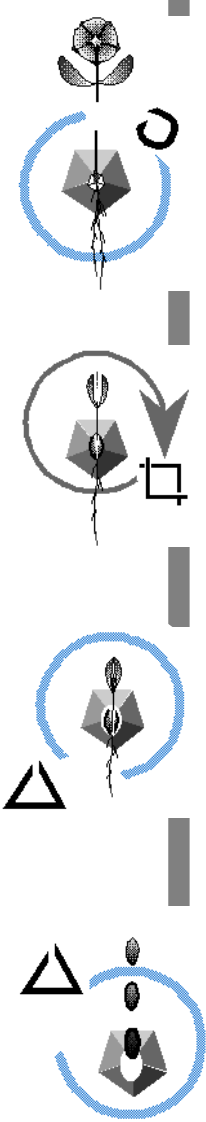
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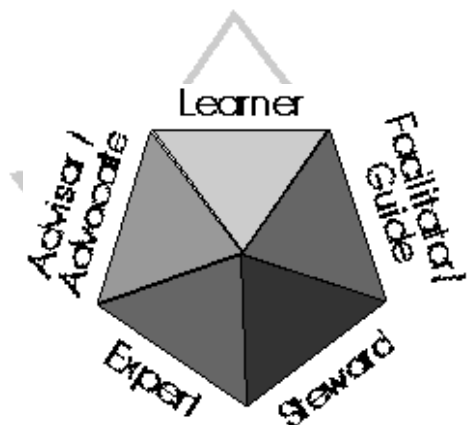
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*Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day.*  
 Thomas Jefferson

# Redesigning the future

## Reference guide



*the 'AND' in an individual's thinking. Mastery signifies ability to measure decisions with responsibility and respect for all roles.*

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*You say you want a revolution, well you know -- better free your mind instead*

Lennon-McCartney

*Society is a necessary condition of life in this world and a necessary medium of personal self-realization through community; that is why we hold it to be a part of the order of creation.*

Will Herberg

*The real object of education is to have a man in the condition of continually asking questions.*

Bishop Creighton

