



Andreea Gatman, MBA PGM

PROTOTYPING

***Activating Prototypes¹ for teaching with SDGs as ecology leadership in the classroom
(approx. 10 min read)***

What is a Prototype?

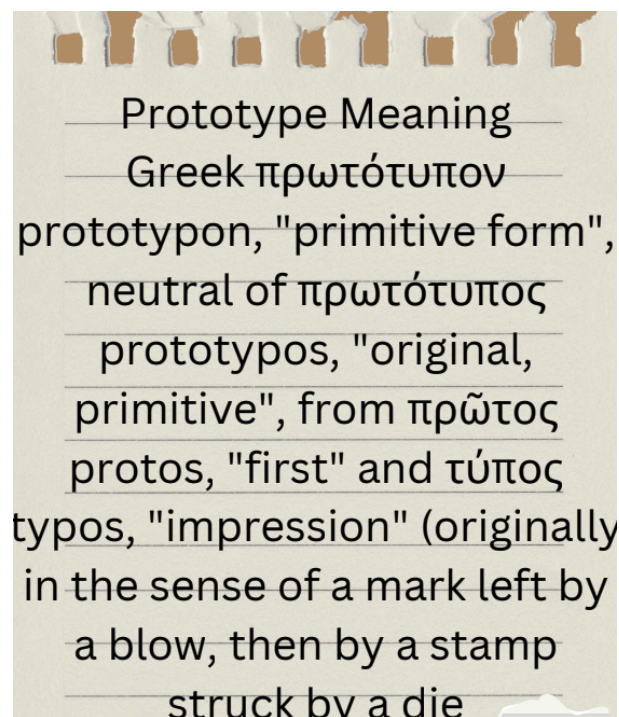
A small action/incremental step towards the Vision of Oddience2030 and cultivating attention via feedback from the practice field (class, school, community):

teaching with SDGs and with transversal skills (Critical Thinking and/or Creativity)

Prototype is not an output is a process that moves one from the Idea to Action.

***_As it transform from an Idea to Action it involves an ecosystem of partners
(resources, colleagues, NGOs, students etc)
(Scharmer, 2024)***

Defining a prototype

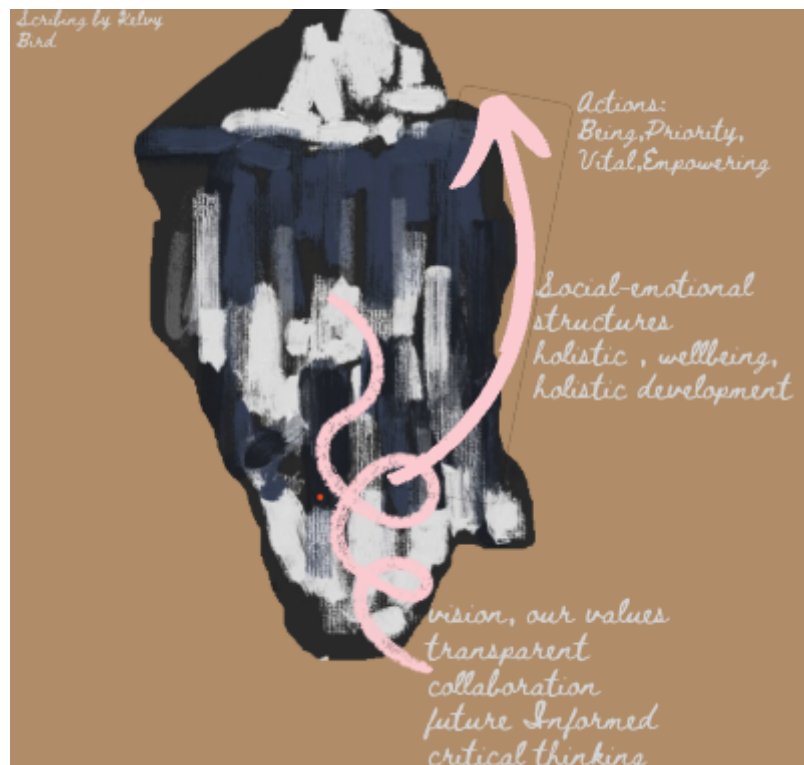


¹ Based on Theory U, Otto Scharmer and on You matter more than you Think book research Karen O'Brien



Andreea Gatman, MBA PGM

A prototype is a behavioral change.²



Resources

- During the Bucharest Program we approached “[Prototyping as Wellbeing Agenda](#)”
- 15 teachers explored which values are most relevant for them right now, and based on those values come up with prototyping ideas that will have more chances to be developed, impact and transform step by step. [Here you can find the 15 prototyping starting ideas.](#)
- As well as the case clinics each school brought in Global Coaching Circles could potentially be prototyped

How does Prototyping program work?

1. Teams for Prototype(s) ideally will meet weekly [for a min 45 min reflective practice](#)

² (referring back to the model researched for climate change by prof. Karen O'Brien) and the Iceberg Model we worked with during the online training program



Andreea Gatman, MBA PGM

2. We will host 5 Oddience Community Calls - all teams working on Prototyping. As a community of learning we will share learning, move through accelerating practice and receive feedback to help all of us feel confident and advance these Prototyping Ideas

Calendar for Community Calls

Thursdays 3 pm CET (Paris Time) , duration 75 min

16th, 30th January

13th, 27th February

6th March

Link to the call: <https://vanderbilt.zoom.us/j/3587338575>

- **We ask you till the 30th of December shortly introduce your prototype idea in this Form . A short VIDEO of you introducing the Prototyping idea is not mandatory it is appreciated so we get to hear your voice and get to know better. (if your prototype is present in the Padlet no need to detail it in the form)**
 - During Jan-March 2025 we recommend you meet every week with your team.
 - We will have 5 Community Prototyping Calls in which each team will present their status on prototype.
3. Your team will have 1 to1 call with “mentors” and receive feedback on the model we practiced during the training “Ecology leadership in the classroom” and with the coaching circles and case clinics. We will reach out to each school with options and you will pick convenient times for you (sessions will be short feedback&reflections 20-30min).

Check list

Some things to consider as you prepare your Prototyping (called pedagogical video material):

- ☐ **Prototyping is formulated and conceived as it is of oneself not on students (even though students are involved)**
- ☐ **Check prototyping with the one of the 3 values that were Core to Oddience2030 teachers, clarify how is the prototyping getting you closer to those values and away from what are everyday actions that go against those values**
- ☐ **The prototyping phase program is for teams**, not for individuals. Each team should have a small, core team of 2-3 people who initiate and take responsibility for leading a larger team through the eLab (into 2nd year of the project especially Jan to March 2025). More members will be introduced step by step later on as prototyping develops



Andreea Gatman, MBA PGM

- ☐ **Your team has a prototype initiative that at school level you intend to** develop, related to teaching with SDGs, with critical thinking and or creativity³.
- ☐ This initiative is relevant to your local context⁴. Here you might opt to invite NGOs to support your prototyping to be locally relevant, addressing local challenges and needs (of students, community of teachers etc).
- ☐ As you will try out and reflect everyweek with the team the prototyping should be something small/incremental step⁵ that is doable on a weakly basis not struggling to find context to apply and revisit.
- ☐ Prototype DOES NOT HAVE TO BE ON TOP of your daily work, TRYING something NEW this way the PROTOTYPING work takes lots of energy and by reflecting with the team and learning/leaning and step by step increasing the team we provide that energy
- ☐ **Core team members** should have previous experience or familiarity with Ecology in the Classroom-Integrative Practices Program and/or in Coaching Circle and Case clinic as well as Climate change- Wellbeing practices from Bucharest training program.
- ☐ **Teams should be committed to sharing and learning as part of the global community calls.** We will have 2 Community Calls every month during Jan& Fab and 1 call in March 2025 (approximately 75 min) and each team' members should attend ideally not only one and always the same person as we need "energy" :).
- ☐ There will be iterations meeting opportunities as 1 to 1 with each school till March 2025 (when we have our Prototyping Program, Finland)
- ☐ **Grids** support and offer you: 1. Vision for what you want to see in your work related to SDGs and teaching with Critical Thinking and Creativity 2. Can give you incremental steps/actions 3. Can support you harvesting with the Prototyping team lessons learned step by step. 4.

EXTRA resources

Reflect on any tool, or concept interesting to you during our [Ecology Leadership Program](#) that you think it might help your goals/activity.

³ Here is an example of a challenge, it should be important, relevant or important to you (individuals, team and to your local context) <https://www.youtube.com/hashtag/climateuniversity> AND it should involve you

⁴ You might like to see here on "local ecology" a series of 3 examples <https://actonlearning.org/ecology-as-place-based-learning-i/>

⁵ We practiced during our teachers training model the social quantics of the micro action, micro step defined by prof. Karen O'Brien a very small action as a conscious, intentional act that, while seemingly insignificant, can have a ripple effect and contribute to to how we approach SDGs in real life and local ecology context. Method that emphasizes the importance of these small actions as a means of cultivating personal change that leads to collective transformation. What we refer to as sustainable education "what teachers and students do in the classroom matters"



Andreea Gatman, MBA PGM

Prototyping Principles

- ☐ **Set intention** (different than goals). The intention is a nonlinear thinking approach. Seeing from the future (practicing future foresight) what might the FUTURE need you to do. Crystallize (how does that future look like, feels like) your vision and intent. First and foremost, when Prototyping, you need to stay connected to the idea, the inspirational spark of the future that got you started. *The check point is asking truly oneself why does this matter to me (what we refer to being Important or Relevant, you can check that honestly using a scale 1 to 10, if your insight not thinking too much or justifying is a 5-6 choose something else)*
- ☐ **Form a core team**. Your prototype might require you to work with a team. If so, it is important for this team to reflect the diversity of players and stakeholders in the system. The team should be committed to making the prototype projects its number one priority for a specified period (it is a check at individual level values see the [ICEBERG MODEL FROM MODULE 1](#) and at the group level).
- ☐ **Arrange infrastructure**. Prototyping requires a supporting infrastructure, including a place (safe meaning Open learning environment) that helps an individual or group to focus on creative work with minimal distractions as well of old patterns of thinking (manifesting sometimes as advice giving); we recommend using Coaching Circle and the methodology of Case Clinic).
- ☐ **Set timeline** preliminary prototypes early on identifying weekly reachable context for your experiential testing and generates fast-cycle feedback from all key stakeholders, coaching circles periodically meeting will support you with that and the fast cycle feedback as well the Community Calls (January to March 2025) and mentoring session (January to March 2025)
- ☐ **Integrate Open Mind, Open Heart, and Open Will**. Intelligence of the head (curiosity towards the "difference" instead of judgment sometimes in the form of right or wrong), the heart(empathy and compassion instead of rejection or distrust), and the hand (choosing what is courageous new action instead of what is predictable, easy of comfortable) in the context of practical applications.
- ☐ **Iterate, iterate, iterate**. Create, adapt, and [always be in dialogue with the context](#), "the world out there" (part of ecological thinking or what is called bridging the classroom to the real world out there). A prototype must be grounded in the purpose it is intended to serve. Every Prototyping process requires continuous feedback from reality (that is why we come back with "results" in the coaching circle and the framing of [case clinic](#), and practice [listening levels](#) as a tool.
- ☐ **Being an "Observer" or teacher as active researcher**. If you already know already how this prototyping idea (pedagogical production video) will look like, we invite



Andreea Gatman, MBA PGM

you to choose something else, this process is a process of sense-making/meaning-making as sustainable education, see the [Observer or Proprioception Model Idea from Module 2](#)

Why is this Work Process of Prototyping Important?

It is part of Doing, Being, and Knwoing (sustainable Education and teaching and learning with SDG) preparing future citizens able to be creative and critical thinking decision makers who systemically think of challenges and problems with an everyday tool/ability of moving from an EGO view to an ECO view (what we call in the program [Teaching with Ecological Principles](#)).

SDGs and the Inner process we apply with the 5 competencies (called Inner Development Goals: 1. Building Relation and Trust; 2. Active Listening (levels of Listening) 3. Autonomy of Teaching and Learning 4. Joy (acceleration of Learning) and 5. Transformative learning (what we do with what we learn or teaching with attitudes) with a world view and research supporting⁶ will transform economic, social, and environmental realities, fostering Local Action with Global Support.

One way Scharmer expresses this is: "You cannot throw people out there, you need practice field and that is what social arts are doing."

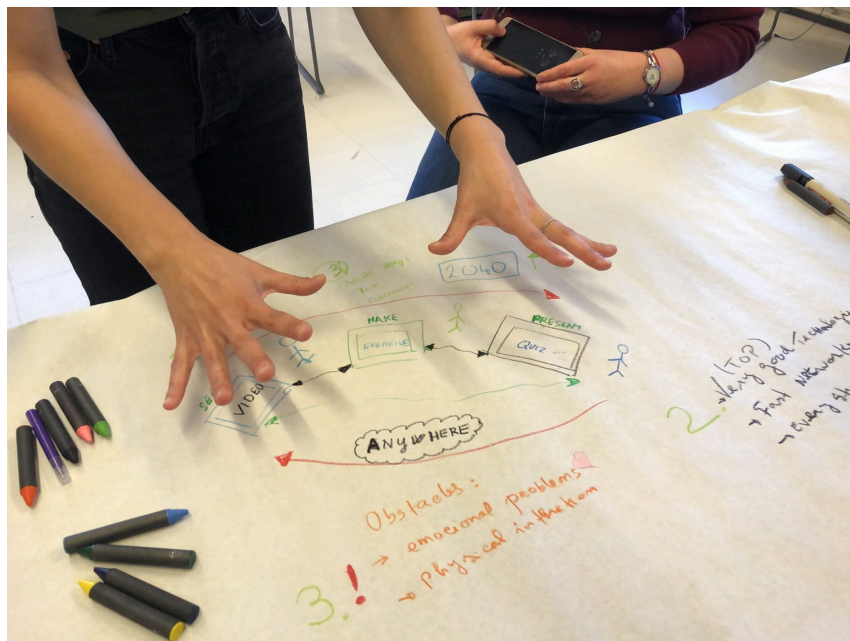
It is also the main framework for supporting teachers Wellbeing as part of Sustainable Education, prototypes needs lots of effort and collective intelligence (WEQ) or named by Dr. Linda Hill "Collective Genius" comes to support.

Prototyping is the "safe"Open Space for teachers to try small actions and having the Time to observer scaffolding impact.

From previous teams of teachers/principals/educators working with Prototyping

⁶ We have included in the Ecology Leadership in the classroom 4 chapters from the book "You matter more than you think", prof. Karen O'Brien, Oslo University, we recommend them as a reading for all members of the team

Andreea Gatman, MBA PGM



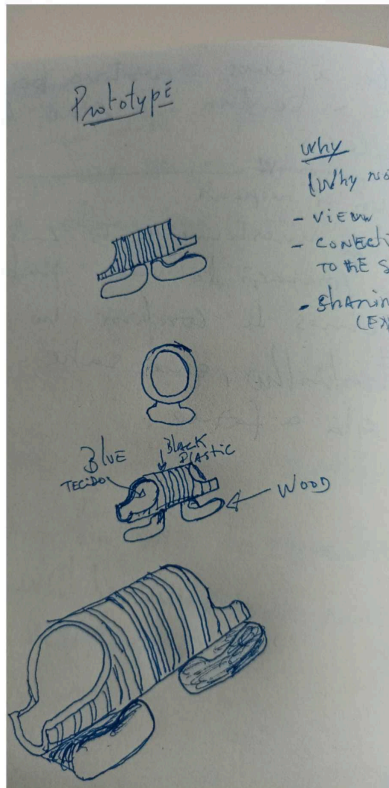
(teachers October 2021, Finland prototyping with Design Thinking workshop)



(team of teachers and principals from Portugal and Belgium, May 2022 Prototyping workshop with constructions of new learning spaces)



Andreea Gatman, MBA PGM



(upcycling trash from school reconstruction or urban spaces into new learning spaces physical ergonomics- chairs, tables etc, team of teachers and principals May 2022)



Andreea Gatman, MBA PGM



(teaching with mimicry Integrated Curriculum lessons, prototyping team of teachers, principals, and educators, May 2022)