

### *Individual reflection 1*

Experiencing holons activity (Caine, Caine, and Crowell, 1999, pp. 130-131)

In a moment we are going to do an exercise in highlighting how intimately everything is connected to some greater reality, that larger realities contain parts, and that nothing really exists or stands alone.

Arrange yourself in a comfortable position where you don't feel constrained by clothing, furniture or the proximity of others.

Take two slow deep breaths.

Listen to the instructions I provide and engage as much of your self as possible, by that I mean as much of your senses, intellect and emotion. (Each ... is a pause for 3 seconds).

*Look at one of your hands...Imagine that you are inside a zoom lens moving ever closer to your hand...imagine yourself inside the skin...now inside the cells...when you are ready, move to the atoms that make up your hand...then to subatomic levels...*

*Slowly move back up from the subatomic level...to the atoms that make up your hand...to skin and hand...Now step back a bit and see your hand as part of your arm...your body...this classroom...this building...*

*Zoom out more to include the neighborhood...the city...the province...the country...the planet...the solar system...the galaxy...*

*Now zoom in step by step until you are focussing on your hand again...*

Take three deep breaths

Individually take some time to answer the following questions.

1. How does the interconnectedness feel?
2. Did you feel it in any specific part of your body? Do you now?
3. What emotions (positive, negative, or neutral) did you experience?
4. Would you do the exercise again? What would you change if you did?

5. What would you watch for if you were to lead someone else through this exercise?
6. Which part of the sequence can you eliminate and still experience your hand in this moment? The cells? The atoms? Your body? The building? Perhaps move outdoors in your mind. Would this hand exist without a planet? A solar system? A galaxy?
7. What does interconnectedness mean to you? Of what does it remind you? How would you define it? Where do you find it in life?
8. Is there anything not part of the greater whole?

### *Individual reflection 2*

Reflecting on your personal experience of work within the educational or organisational context with which you are most familiar and your reading so far, individually take some time to reflect deeply and answer the following questions from **within the holistic frame of reference you are developing**. Within your work context:

1. How would you describe the dominant worldview within your institutional context?
2. How do the structures which emerge from that worldview promote connection or fragmentation **within** your institutional context?
3. How do these structures promote connection or fragmentation **between** your institutional context and the immediate context outside your institution – the local community?
4. How do these structures promote connection or fragmentation **between** your institutional context and the natural world?
5. How do these structures nourish or starve the health and well being of the staff's inner being?
6. How do these structures nourish or starve the health and well being of the student's inner being?
7. What are the mythologies that are dominant within your institutional context?
8. Using Senge's archetypes (Reading 4), which are evident within your organisation?

9. Using Elgin's archetypes (Reading 5), at what stage of evolution do you believe your organisation is?
10. Using both Senge's and Elgin's archetypes (Readings 4 and 5) which do you feel most appropriately describe you?

#### *Individual reflection 3*

1. Describe the holarchy/hierarchy of structures within which your organisation exists.
2. Describe your organisation from the point of view of its dominant culture.
3. Describe the interplay within your organisation of the dominant culture and any sub-cultures
4. Describe the interplay between the dominant organisational culture and the structures within which it exists.
5. Describe the narratives which are observable within your organisation.

#### *Individual reflection 4*

1. What is the true nature of the work you are engaged in?
2. What are the effects of that work on yourself and your co-workers?
3. What are the effects on those that experience the output of your work?
4. What are the effects on the environment of your work both now and in the future?
5. Who makes the decisions about both the work you do and its effects?
6. Those methods, assumptions, and values dominate in your workplace and in the provision and experience of its output?
7. Who does and who does not benefit from your work?

#### *Individual reflection 5*

1. How do you demonstrate that you believe in people's capacity to learn, grow, and change?
2. How do you demonstrate that you believe in the importance of ensuring everyone's health and well being (including your own)?
3. How do you ensure your own learning and growth?
4. How do you ensure that you listen to and learn from other people within your educational context?

5. How do you invite critical comment from others within your educational context?
6. When you are in error in your professional life, how do you ensure there is a permanent change your behaviour, methods, and plans?
7. Do you see the solutions to the challenges that you face in your educational context in terms of the actions you take or the learning that you and others within that context achieve?
8. How do you support your colleagues in the role of spokesperson for your educational context?
9. How do you seek advice and guidance in your educational context?
10. How do you make important decisions within your educational context?

### *Individual reflection 6*

1. How does the way you make decisions satisfy your needs without detracting from the opportunity of others to satisfy theirs?
2. How does the way you make decisions respect the right of all people (both within and outside of your educational context) for personal and professional development?
3. How does the way you make decisions ensure a healthy environment for all people (both within and outside of your educational context)?
4. How does the way you make decisions allow you and all others (both within and outside of your educational context) to pursue happiness, freedom and personal fulfillment?
5. How does the way you make decisions help those who are less privileged than you (both within and outside of your educational context)?
6. How do you communicate the way you make decisions to children?
7. How do you identify and work with others who make decisions based in the same or similar value system to you (both within and outside of your educational context)?
8. How does the way you make decisions promote beliefs, attitudes, and actions that are life-sustaining (both within and outside of your educational context), not just with regard to human life but with regard to all life?

## References

Crowell, S., Caine, R. N., & Caine, G. (1998). *The re-enchantment of learning: A manual for teacher renewal and classroom transformation*. Tucson, Arizona: Zephyr Press.