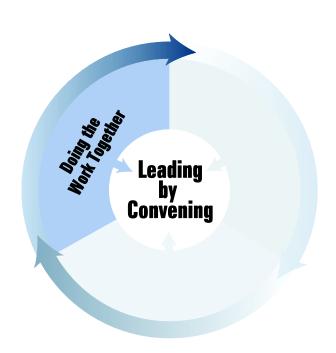
## **One-Way and Two-Way Learning**





**Leading by Convening: Doing the Work Together** 

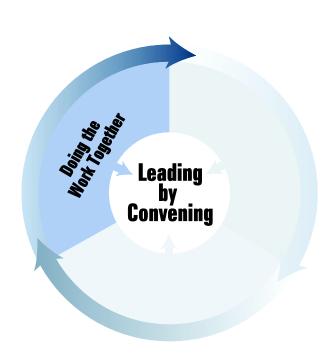
# ONE-WAY AND TWO-WAY LEARNING



In formal systems information is often communicated through a one-way process. Information passes from decision makers to those in practice roles. While one-way learning can be useful, two-way learning is much deeper and acknowledges that practitioners and consumers can add to the knowledge base.



# ONE-WAY AND TWO-WAY LEARNING (continued)



Two-way learning is grounded in the belief that the insights necessary to address persistent issues can come from anyone. When we create processes that engage stakeholders, we learn from and with each other.

In this presentation we focus on how a state agency can learn from and with its local districts. We also show how a local district can learn from and with its stakeholders.



### **NOT ONE RIGHT WAY**

- We learned that leadership can be top down, bottom up, or a hybrid.
- Learning activities can be a hybrid, too.
- One-way activities are information out.
- Two-way learning is information-out and informationback.
- Hybrid models turn one-way communication, which is often required for policy and position statements, into two-way interactions.
- Building on what we know about models of leadership, not everything can be two-way. But, to the extent practical, we should aim for that.

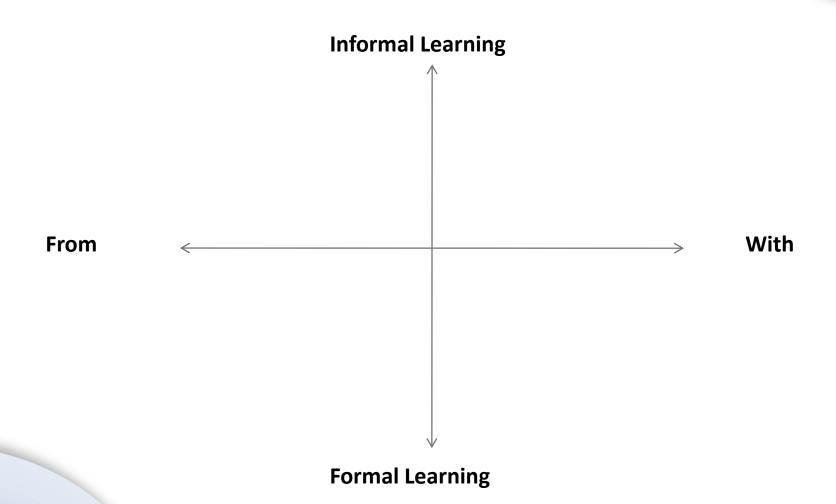


### NOT ONE RIGHT WAY (continued)

 We use a quadrant to plot and track the kinds of interaction. A hybrid approach helps build relationships and support by painlessly making one-way information into two-way learning events.



# PLOTTING LEARNING ACTIVITIES IN FOUR QUADRANTS





# **FOUR QUADRANTS** A SAMPLE OF STATE AND LOCAL STAKEHOLDER LEARNING STRATEGY

#### **Informal Learning**

- 5. Blogs share comments and ideas from important stakeholder perspectives related to the issue.
- 6. DOE shares important learning and relevant modifications based on interaction with the stakeholders.

- 4. Poll checks for key understanding based on the online interaction.
  - 3. DOE hosts an online space for interaction on the document and webinar.

**From** 

With

1. Department of Education (DOE) releases a guidance document.

2. DOE holds webinar to discuss document.

**Formal Learning** 

Leading by Convening: A Blueprint for Authentic Engagement
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# FOUR QUADRANTS A SAMPLE OF LOCAL DISTRICT AND STAKEHOLDER LEARNING STRATEGY

#### **Informal Learning**

- 5. News releases and blogs share comments and/or ideas from important stakeholder perspectives related to the issue.
- 6. District staff shares important learning and relevant modifications with the school board and public based on interaction with the stakeholders.

- 4. A group of administrators, teachers and families summarizes the information and asks the public what is clear and what needs more clarification.
  - 3. The district convenes a series of dialogue sessions to reflect on the presentations and discuss the pros and cons of recommendations.

#### **From**

With

1. The school district develops a policy to address data showing a growing achievement gap among student groups.

2. The district presents the data and recommendations made by a consultant hired to help the district address the achievement gap during two separate meetings: one for staff and one for the public.

#### **Formal Learning**

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