When the Learning Circle meets the organization

JÖNKÖPINGS KOMMUN

Preliminary insights from two ongoing learning circles in Jönköping, Sweden



JÖNKÖPINGS KOMMUN

How can we create meaningful opportunities for learning around questions that do not have simple answers?



DIFFERENT NEEDS, DIFFERENT APPROACHES



Different professional learning needs call for different approaches.

DIFFERENT NEEDS, DIFFERENT APPROACHES



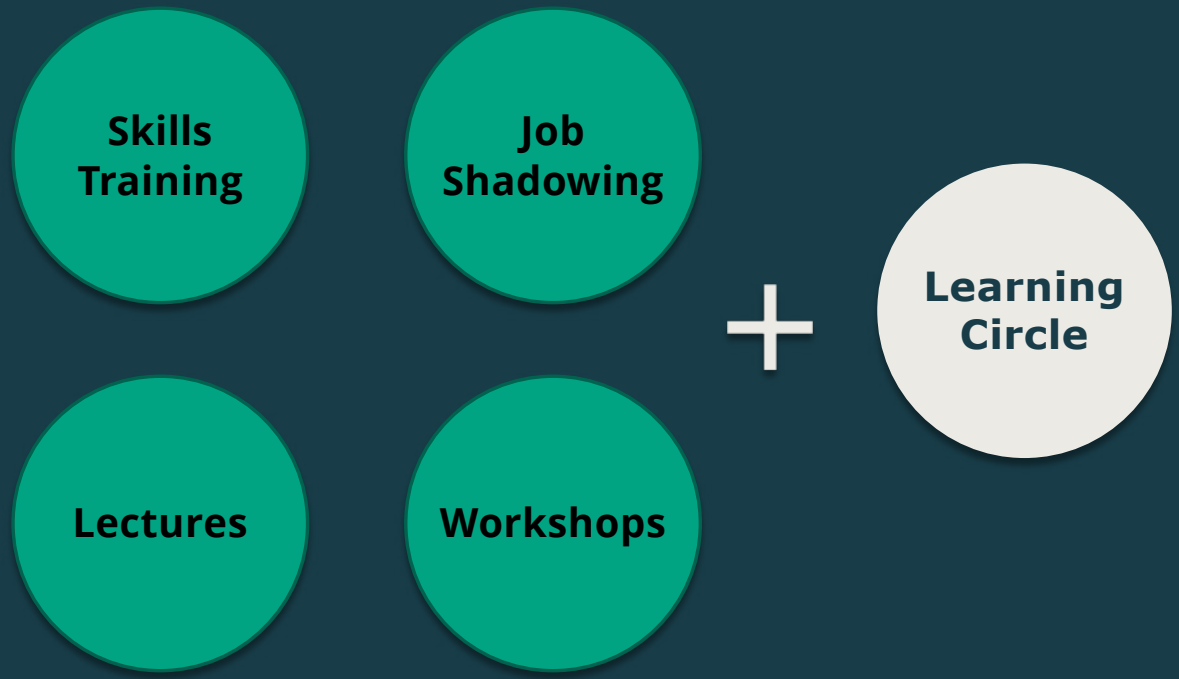
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A COMPLEMENTARY APPROACH



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OUR AMBITION WITH THE LEARNING CIRCLE



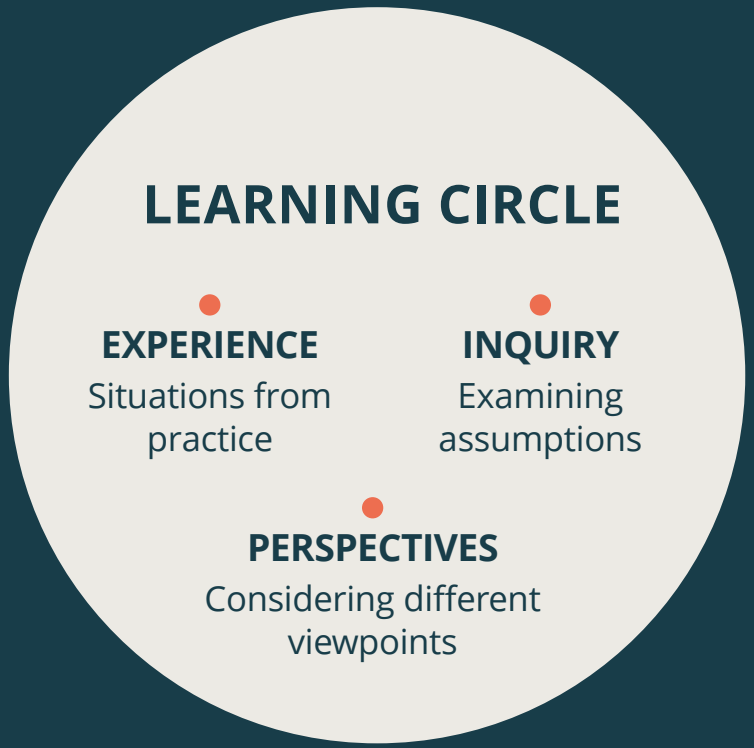
Supporting reflection and learning from practice

OUR AMBITION WITH THE LEARNING CIRCLE



Supporting reflection and learning from practice

OUR AMBITION WITH THE LEARNING CIRCLE



Supporting reflection and learning from practice

TWO ONGOING LEARNING CIRCLES

Different starting points for collective inquiry

Circle 1

FOCUS: Children and young people at risk of, or involved in, crime

- Social workers
- Familiar with structured reflection
- Collaborate in everyday work
- Facilitator without a subject-matter expert role

Circle 2

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Circle 2

FOCUS: Workplace learning and practice supervision

- Nursing assistants
- Limited opportunities for structured reflection
- Participants did not know one another
- Facilitator with a coordinating role in this area

Experience as a shared learning resource



Adapting facilitation as we learn

We assumed	We noticed	We adjusted	We observed
Openness would offer freedom	Openness could also create uncertainty	Made the agenda and recurring structure visible	Fewer questions, more discussion
The purpose would be clear	The value could be hard to explain	Clarified the purpose of collective inquiry	Less pressure for a clear result each session
The facilitator's link to the topic would matter little	Expectations of subject expertise complicated the role	Clarified facilitation and invited shared responsibility	More space for participants' experiences

REFLECTIONS FROM TWO ONGOING CIRCLES

CONDITIONS

BEFORE THE FIRST SESSION

Group composition and support

DURING THE PROCESS

Time, workload, and participation

PROCESS

STRUCTURE

Supports open inquiry

FACILITATION

Supports collective inquiry

EXPERIENCE

Becomes a shared learning resource

What becomes possible emerges through the interaction of conditions and process.

TWO STARTING POINTS FOR PROFESSIONAL LEARNING

CONTENT-LED LEARNING



PREDEFINED KNOWLEDGE



ADAPT TO CONTEXT



APPLY IN PRACTICE

PRACTICE-LED LEARNING



EXPERIENCE AND QUESTIONS

Situations from practice



LEARNING NEEDS

What do we need
to understand better?



RELEVANT KNOWLEDGE

Research, theory,
and other perspectives

THANK YOU

Let’s stay in touch

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