



# *Learning approaches*



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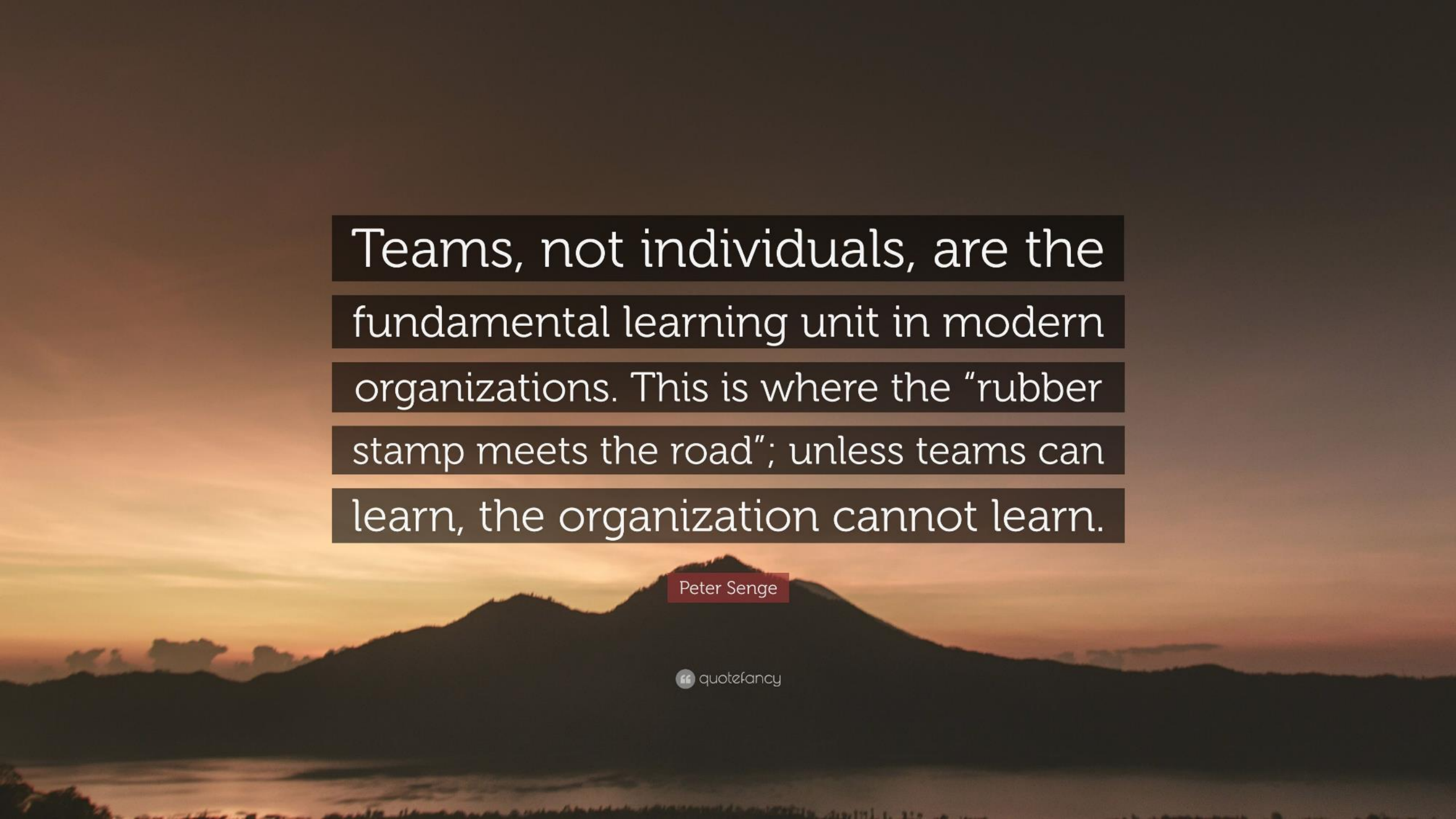
## *Learning capture and sensemaking*

This resource provides information about how to support learning practices within teams, organisations or systems.

In this context, we describe learning as a process for recording data and observations, live and real time, and being able to use and interrogate this to move into action.

Importantly, learning of this sort is more effective if it's performed by teams than by individuals.





Teams, not individuals, are the fundamental learning unit in modern organizations. This is where the “rubber stamp meets the road”; unless teams can learn, the organization cannot learn.

Peter Senge

# *Principles for learning*

We identify six principles to consider when approaching learning practices within your team, organisation or system.

- 1. Avoid jumping to conclusions*
- 2. Be purposeful*
- 3. Be timely*
- 4. Involve diverse perspectives*
- 5. Support psychological safety*
- 6. Focus on what is enabling the change*



# 1. Avoid jumping to conclusions

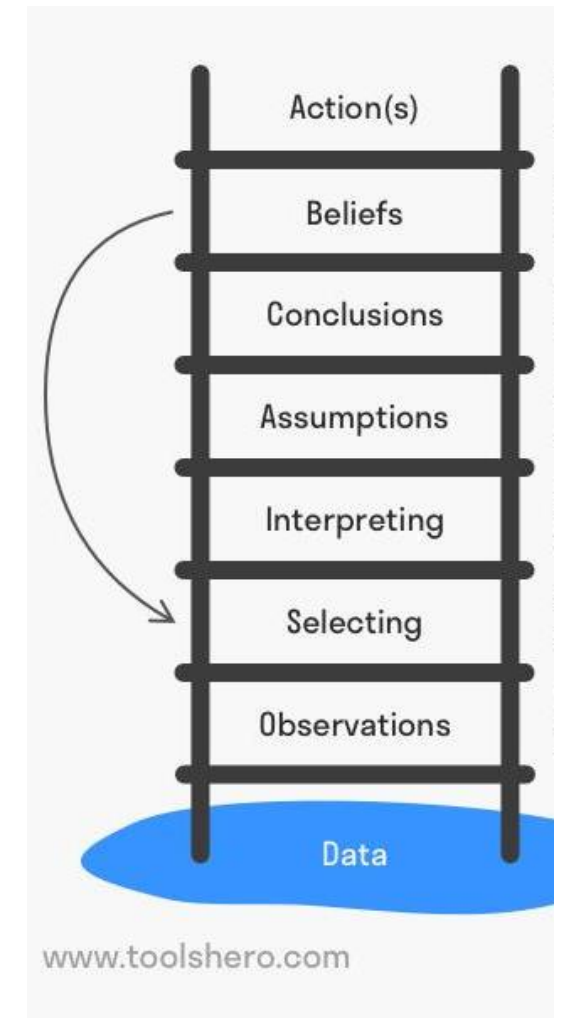
It can be easy to make assumptions and jump to conclusions, particularly when we're busy or stressed.

But when it comes to learning, it can mean we misinterpret what's happening around us, and spot patterns which may not be there.

A tool we've found helpful to try and explain and address this, is the ladder of inference, developed by Chris Argyris and popularised by Peter Senge.

[What, So What, Now What?](#) is a [Liberating Structures](#) method, designed as a practical way to use the ladder of inference framework in an activity.

A good learning process should help you to move up each stage of the ladder one by one, rather than jumping straight to the middle or even the top.



## 2. *Be purposeful*

- Identify your goals: what it is most important for you to learn from, and what's feasible with the resources you've got.
- Consider how you'll use the information that has been collected.
- If you want a simple tool to help you make sense of the changes you have implemented during COVID-19, and what this means for the future, you may want to look at [RSA Future Change Matrix](#) (shown on the following slide).





WHAT PRACTICE ARE WE SEEING IN COMMUNITIES, INSTITUTIONS, POLICIES?

# Understanding crisis-response measures

Collective Sense-making

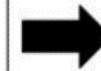


DURING CRISIS

STARTED

STOPPED

<p><b>END</b></p> <p>WE'VE DONE THESE THINGS TO RESPOND TO IMMEDIATE DEMANDS BUT THEY ARE SPECIFIC TO THE CRISIS</p>	<p><b>AMPLIFY</b></p> <p>WE'VE BEEN ABLE TO TRY THESE NEW THINGS AND THEY SHOW SOME SIGNS OF PROMISE FOR THE FUTURE</p>
<p><b>LET GO</b></p> <p>WE'VE BEEN ABLE TO STOP DOING THESE THINGS THAT WERE ALREADY / ARE NOW UNFIT FOR PURPOSE</p>	<p><b>RESTART</b></p> <p>WE'VE HAD TO STOP THESE THINGS TO FOCUS ON THE CRISIS BUT THEY NEED TO BE PICKED UP IN SOME FORM</p>



NEW PRACTICE



OLD PRACTICE

STOPPED

STARTED

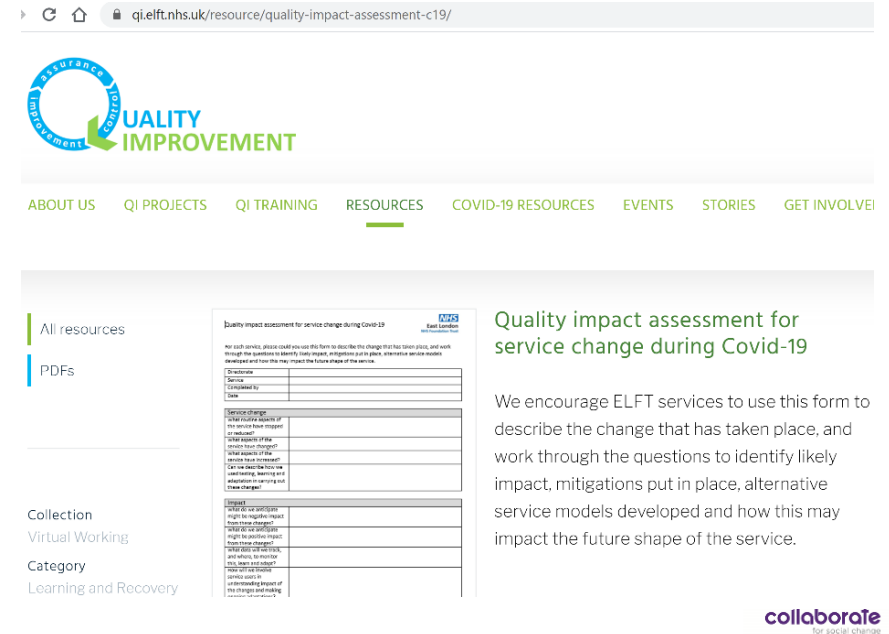
POST-CRISIS

### 3. Be timely

It is important to capture learning as you go. There are lots of great tools you can use and adapt.

Two of the most popular tools are:

- [Quality impact assessment for service change during COVID-19 from East London Foundation Trust \(ELFT\)](#)
- [Learning from COVID-19: A tool for capturing insights](#) (from Collaborate CIC)



The screenshot shows the ELFT Quality Improvement website. The main heading is 'Quality impact assessment for service change during Covid-19'. Below the heading, there is a form with sections for 'Overview', 'Service', 'Date', 'Service change', and 'Impact'. The 'Service change' section includes questions like 'What would you say if the service had stopped or reduced?', 'What would you say if the service had increased?', and 'Can we think of how we could improve, learning and adaptation to support and track change?'. The 'Impact' section includes questions like 'What do we think we might be learning from this change?', 'How do we think we might be learning from this change?', and 'What do we think we might be learning from this change?'. The website also features a navigation menu with 'ABOUT US', 'QI PROJECTS', 'QI TRAINING', 'RESOURCES', 'COVID-19 RESOURCES', 'EVENTS', 'STORIES', and 'GET INVOLVED'. The 'collaborate' logo is visible in the bottom right corner.

**The framework: Learning from COVID-19**

8 questions which can help you identify how you, your organisation, and the system are thinking and working in new ways.

Complete whichever sections are most relevant and helpful for you. You may want to complete the organisational and system sections based on your own perspective, or invite others to contribute their thoughts too.

In response to COVID-19...	Personal	Organisational	System
What have you started doing?			
What have you stopped doing?			
What are you doing more of?			
What are you doing less of?			
What is working well?			
What hasn't worked?			
What has this revealed about what support is effective and how best to deliver it?			
In ten years' time, what's one thing you hope has changed as a result of the COVID19 response?			

## 4. *Involve diverse perspectives*

- Use tools that enable diverse participation
- Choose tools that are accessible
- Consider where people are already meeting and discuss learning there, for example:
  - Existing team meetings or huddles
  - Getting people to share feedback on WhatsApp groups
  - Taking advantage of other virtual platforms



## 5. Support psychological safety

Safety goes hand in hand with a teams' ability to learn. If people don't feel safe, they won't speak up. Read the blog below from IHI for some ideas about language and behaviours you can model at this time

['What to Do and Say to Support Psychological Safety During the COVID-19 Pandemic'](#)

***Institute for Healthcare Improvement***

We need to hear from everyone. If you're worried, please speak up.

Let me repeat that to be sure I understood

What are we missing?

Never worry alone

That's exactly what we need to hear

## 6. Focus on what is enabling the change

- Some of the most significant changes we've seen over the last few months have been behavioural and cultural. For example a renewed sense of shared purpose across systems, a willingness to try new things, greater sense of permission and autonomy for frontline teams to implement changes.
- It's important to think about the change you're seeing, and the patterns and systemic structures that may be causing that to happen.
- A useful model to support conversations on this is the iceberg model. This can help you to think about the structures that leading to the events you are seeing.

