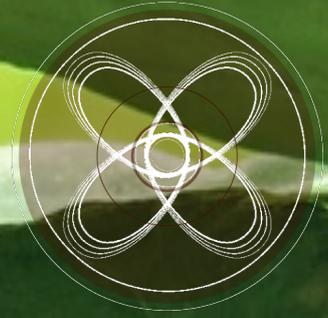


The Center for Systems Awareness



Certification Program for Compassionate Systems Master Practitioners Class of 2021-22

We believe we are living in a time of profound change in education – a sort of renaissance – that is unfolding around the world. The deeper causes are the social and ecological imbalances that manifest in problems like climate change and global disparities between rich and poor. Recognizing the contemporary individualistic, materialistic industrial age education model itself as a prime cause of these problems has led education pioneers around the world to a remarkable array of innovations over the past decades focused on project-based learning, flipped classrooms, mindfulness, social and emotional learning, relational competencies, design thinking and systems thinking.

The global pandemic of 2020-21 has served to intensify awareness of these imbalances. It has made painfully evident our global inter-dependence, and it has pulled back the curtains to reveal long present problems like structural racism. The fragility of our prevailing concept of stability based on high levels of technological sophistication combined with low social and cultural sophistication is painfully evident. The latest smart phone is small compensation for not being able to trust each other and living in denial about problems that are self-evident to children and young people. Rather than being driven solely by the agendas of adults, it is their sensibilities, attuned by having one foot in the present and one in the future, that can now offer critical guidance. The global epidemic in anxiety, depression and suicide is no news story to them – it is the lived reality of friends and family. For educators, much of this has been masked by the immediate breakdowns and dislocations caused by the pandemic and the forced rush to distance learning. But, when seen in concert with the deep underlying problems, the short-term crises create a unique space for accelerating the renaissance.



A consensus is building among adults and students alike that the mainstream education model, which largely ignores our connection to one another and to the larger living systems of our planet in favor of developing technical skills, is woefully inadequate for today, let alone the future in which our students will live. Even governments are acknowledging publicly that it makes little sense to train people for jobs that may no longer exist by the time they enter the work force and that the mental health and well-being of teachers and students alike is now a priority.

We believe that facing today's extraordinary social, ecological and economic imbalances requires an approach to teaching and learning based on the transcendent importance of interconnectedness and that cultivates humans' innate systemic intelligence largely ignored by the industrial-age model of education. For the past several years, we have been working with a global network of education innovators to develop and test a new synthesis of head, heart and hand, the Compassionate Systems Framework, focused on "*cultivating three interconnected facets of "systems awareness"*"¹ for adults and students alike:

- the mind-heart-body system: understanding and developing *self*,
- immediate social systems of relationships, families, teams and groups and social networks: understanding and caring for *others*, and
- the larger systems of society, economy and ecology: understanding and caring for our *world*.

Shifting the system of education requires much more than innovation in the "classroom." It requires developing an organization climate and culture that

- fosters deep aspiration and ongoing reflection and learning,
- develops leaders at all levels (classroom, school, school system, community) adept at integrating the inner and outer dimensions of systems awareness, and
- engages diverse stakeholders in building shared visions and shared responsibility for change.

This is true for schools, larger administrative structures like school districts and education departments or ministries, and for community-based organizations working with students and young people outside of school.

This initiative has now reached a point where its continued expansion depends on developing master practitioners – teachers, administrators, students, local stakeholders – who can shepherd its continued growth locally and globally, as well as better understand how this capacity building can become coherent and self-sustaining in diverse cultural and organizational contexts. This is the purpose of our certification program.

¹ The term systems awareness refers to the orientation which combines systems thinking and systems sensing. Whereas "systems thinking" points to a set of skills associated with analytical and conceptual capacities for using specific tools and practices to understand complex interdependent phenomena, "system sensing" is about our intuitive understanding of these complex interdependencies.



Program Structure

The certification program is a one-year blended learning design organized around:

- Three week-long module workshops, one in-person in the U.S. and two virtual
- Monthly virtual learning community calls (guest speakers, peer learning)
- Contemplative training calls to support practitioners in the development of their own contemplative practice
- A buddy system of peer support
- An application project
- A final graduation based on assessing evidence of work and learning developed during the process, including the application project and evidence of coaching others. Working with a group of program faculty and outside faculty (e.g., other MIT faculty), there will be joint determination if a practitioner is qualified to be certificated as a Compassionate Systems Master Practitioner or if further work is needed.

The program is prioritized for individuals who are alumni of Compassionate Systems introductory workshops. Each participant is expected to have been engaged in using the tools and approaches of the framework and is now interested in being able to help others along the same journey. We prioritize those who attend with a team: one or more colleagues from a site or hub in the budding Compassionate Systems global community. This will enable smoother transition between the capacity building core of the program and practical application. In addition, the buddy system will connect participants across sites and help to both support each participant and to strengthen the overall practitioner community.

As part of the process, each participant will design an application project that integrates the Compassionate Systems tools and practices into his/her own organization and unique educational context. We recommend that, as far as possible, these projects be part of the participant's normal work requirements rather than something that is an "add on" and could become extraneous.

Those who become certified at the end of the year-long program may be asked on occasion to support various Compassionate Systems efforts (e.g. mentoring future cohort members, co-facilitating introductory workshops with Center staff, writing short articles on their experiences integrating Compassionate Systems within their educational settings, etc.).



Program Dates & Locations

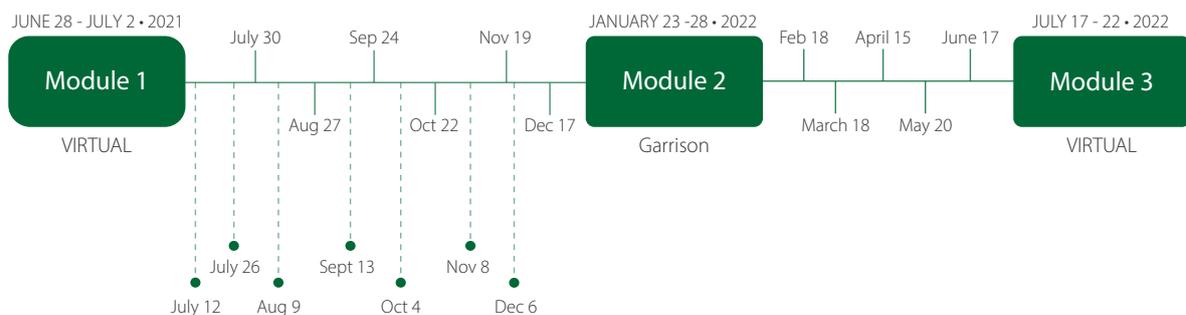
Week-long Module Convenings

There will be three week-long module workshop convenings held over the course of the program year. Modules 1 and 3 will be held virtually; Module 2 will be a retreat convening held at The Garrison Institute in Garrison, New York. Module convenings are full days, 8 hours/day Eastern Standard Time.

Module 1	Systems Awareness Virtual June 28-July 2, 2021
Module 2	Compassionate Integrity The Garrison Institute, NY January 23-28, 2022
Module 3	Certification & Graduation Virtual July 17-22, 2022

Virtual Learning Community Calls

Our learning community will meet regularly between week-long modules to learn from guest faculty, Center staff and one another. Three-hour Virtual Learning Community Calls will be held monthly from 9:00 am – 12:00 pm Eastern Time via Zoom on the following dates: July 30, August 27, September 24, October 22, November 19, December 17, February 18, March 18, April 15, May 20 and June 17.



Contemplative Trainings •

To support practitioners in developing their contemplative practice, a series of one-hour Contemplative Trainings will be held from 9:00-10:00 am Eastern Standard Time on the following dates: July 12, July 26, August 9, September 13, October 4, November 8 and December 6.



Participant Commitments

Participants agree to:

- Be present at all three week-long module convenings, in full.
- Be present at the monthly Virtual Learning Community Calls.
- Develop and maintain a regular contemplative practice. This may take many forms but must integrate regular and disciplined methods to observe one's mental state and flow of thought and emotion. To this end, agree to be present at the contemplative trainings and utilize the recorded guided meditations available to your cohort.
- Schedule and conduct regular check-ins with your peer buddy as well as Certified Master Practitioners from prior cohorts who are volunteering as mentors.
- Develop and implement an application project within your organization and/or site. Each participant will define his/her own unique project subject to approval by program faculty. Projects should be relevant and connected to the strategic priorities in practitioners' settings, and practical and "doable", aligned to how their work is naturally unfolding rather than an "add on" to their normal daily responsibilities.
- Prepare a body of work via a project e-portfolio that you maintain with regularity over the course of the program year to demonstrate your project goals, implementation/outcomes as well as insights/learnings along the way. Each practitioner will be given access and training to our e-portfolio software plus technical support. In the spring, each practitioner will be assigned a reviewer, program faculty who assesses the application project via the e-portfolio to determine certification.



Benefits

Participants will receive:

- An overview of the scientific underpinnings of the framework, including latest findings in neuroscience, science of learning and development, cognitive and emotional psychology, science of well-being, and advances in applied system dynamics.
- Introduction to theory and practice of personal mastery, organizational learning and the 17 world sustainable development goals.
- Direct experience with facilitation and holding space for a generative social field to unfold.
- When ready, opportunities to co-host and co-facilitate introductory workshops in Compassionate Systems around the world, working with other members of the cohort.
- A meditation program developed specifically to the Compassionate Systems Framework including guided mindfulness, compassion and well-being meditations.
- Further training in systems mapping and system dynamics.
- Support from Center program staff with ideas for developing and implementing your application project, as well as technical support with the project e-portfolio software. Support will also be provided by Certified Master Practitioners who have previously graduated from the program and are volunteering as mentors.
- Pending successful outcome of a formal assessment by a reviewer, each master practitioner-in-training will become a Certified Master Practitioner, receiving a certificate of completion from the Center for Systems Awareness that certifies he/she has completed a year-long program to become a Compassionate Systems Master Practitioner.



Center for Systems Awareness Faculty and Staff

Facilitators

Peter M. Senge • Co-founder Center for Systems Awareness and MIT Senior Lecturer

Mette Miriam Boell • Co-founder Center for Systems Awareness and MIT Visiting Research Scientist

Contemplative Faculty

Hanneli Ågottdatter • Center for Systems Awareness and Kontemplation

Program Staff

Julie Diaz • Program Manager

Roger Burton • Program Coach

Jane Drake • Mentor Program Lead

Guest Faculty

Mark Greenberg • Professor of Human Development and Psychology

Steen Hildebrandt • Professor Emeritus in organizational and management theory

Andrew Jones • Co-Founder and Co-Director of Climate Interactive

Rhonda Magee • Professor, University of San Francisco, Co-Director of the University's Center for Teaching Excellence

John Milton • Pioneering ecologist, spiritual teacher, vision quest leader and shaman

Kim Schonert-Reichl • Applied Developmental Psychologist, Professor in the Department of Educational and Counselling Psychology, and Special Education at UBC

Dan Siegel • Clinical professor of psychiatry at the UCLA School of Medicine, the founding co-director of the Mindful Awareness Research Center at UCLA, Executive Director of the Mindsight Institute

+ *many more*

Eligibility: Program is prioritized for alumni of the Center's introductory workshops, particularly in locales where there are existing Compassionate Systems teams, hubs or sites.

Cost: \$15,000 per participant. Participants are responsible for their own travel, accommodations and meals costs. Limited scholarship options available; students eligible for 50% discount.

Application Deadline: May 17, 2021

Registration & Questions: <http://bit.ly/compassioncertification2021>

