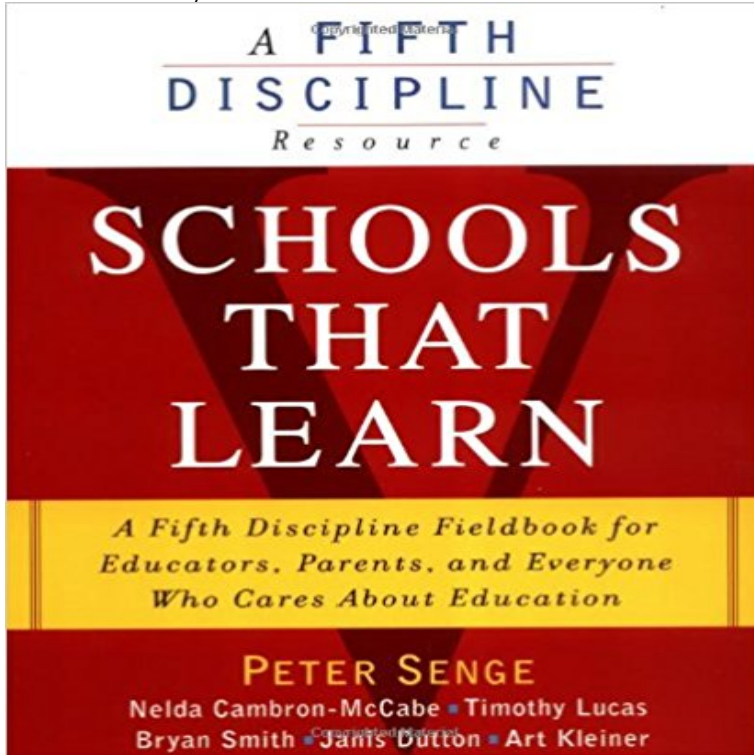


Schools That Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone Who Cares About Education



Created by bestselling author and MIT senior lecturer Peter Senge and a team of educators and organizational change leaders, this new addition to the Fifth Discipline Resource Book series offers practical advice for educators, administrators, and parents on how to strengthen and rebuild our schools. Few would argue that schools today are in trouble. The problems are sparking a national debate as educators, school boards, administrators, and parents search for ways to strengthen our school system at all levels, more effectively respond to the rapidly changing world around us, and better educate our children. Bestselling author Peter Senge and his Fifth Discipline team have written *Schools That Learn* because educators who have made up a sizable percentage of the audience for the popular Fifth Discipline books have asked for a book that focuses specifically on schools and education, to help reclaim schools even in economically depressed or turbulent districts. One of the great strengths of *Schools That Learn* is its description of practices that are meeting success across the country and around the world, as schools attempt to learn, grow, and reinvent themselves using the principles of organizational learning. Featuring articles, case studies, and anecdotes from prominent educators such as Howard Gardner, Jay Forrester, and 1999 U.S. Superintendent of the Year Gerry House, as well as from impassioned teachers, administrators, parents, and students, the book offers a wealth of practical tools, anecdotes, and advice that people can use to help schools (and the classrooms in them and communities around them) learn to learn. You'll read about schools, for instance, where principals introduce themselves to parents new to the school as entering a nine-year conversation about their children's education; where teachers use computer

modeling to galvanize student insight into everything from Romeo and Juliet to the extinction of the mammoths; and where teachers training is not just bureaucratic ritual but an opportunity to recharge and rethink the classroom. In a fast-changing world where school violence is a growing concern, where standardized tests are applied as simplistic quick fixes, where rapid advances in science and technology threaten to outpace schools effectiveness, where the average tenure of a school district superintendent is less than three years, and where students, parents, and teachers feel weighed down by increasing pressures, Schools That Learn offers much-needed material for the dialogue about the educating of children in the twenty-first century.

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