economics

social science

business

mathematics

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educere

ABC State

education

politico-religious

Volume -2

In education, **ABC State** and Classroom Coordinators help young people learn self-discipline through social-responsibility. Instead of following a 'consequence procedure' of punitive action against the individual, ABC State and other **Educere** techniques help students and teachers develop their soft skills to mutually generate a healthy social environment. This sets a foundational experience for decentralising regulation of social behaviour, which in turn may permeate and influence hierarchies in traditional, adult organisations.

Learn the simple structure which empowers students to collectively determine a positive learning relationship which transforms teachers into learning-facilitators.

EDUCERE

Self-Social Learning

A B C S T A T E

Self-Discipline Through Social-Responsibility

Self-Social Learning

Situating the Practice

The Practice : ABC State

ABC State refers to whole class dynamic, not the individual. Teachers record the state of the class after every lesson and prepare for that state of class in the following lesson. A C-state class is a traditional class where the teacher implements formal consequence/sanction discipline system.

The ABC State is described to secondary school students as:

- A-state is where everyone has their self-discipline. A-class is capable of conducting rote/drill (everyone throughout entire duration), more complex social engagement (group work etc), and perform a greater variety of activities during a lesson due to quick turnarounds.
- B-state is where someone loses their self-discipline (not paying attention, not working, dropping litter) but when someone points it out they correct it (pay attention, do work, pick up litter).
- C-state is when someone loses their self-discipline, it is pointed out, and they continue. Then the teacher is empowered (by government) to enforce sanctions.

Determining the state ABC is part of the intervention; the teacher has final say (because it determines their subsequent behaviour in subsequent class). The teacher can base it on their evaluation of their own behaviour (whether they had to use discipline, got stressed, or had to 'compensate' for individuals or the collective) and how well the class actually organised itself.

The state of the class determines the adult's role: as disciplinarian (C) or learning facilitator (A). C-classes mean the 'locus of control' is centered on the teacher; A-classes mean 'locus of control' is centered in the collective of students. A class maintaining C+ state is a well-disciplined class, not to be confused with an A-class. C+ is an equally valid 'ideal' state where the 'threat' of Consequence system is present but not executed. The teacher is 'breaking self discipline' by exercising or threatening discipline on others, which is effectively

Self-Discipline Through Social Responsibility

Teacher Training

"Rhubarb"

"Rhubarb rhubarb rhubarb. Rhubarb rhubarb rhubarb rhubarb rhubarb rhubarb, rhubarb rhubarb rhubarb rhubarb rhubarb rhubarb rhubarb. Rhubarb rhubarb… Rhubarb?"

The students don't know what to say. I have never taught them before and I begin the class speaking "rhubarb".

"Rhubarb rhubarb rhubarb, rhubarb 122, rhubarb rhubarb rhubarb."

I indicate the textbook and one of the quicker ones think it is a game and excitedly opens the book. Others don't understand and turned to their partners to continue gossip about their busy 15-16 year-old lives.

"Rhubarb rhubarb rhubarb? Rhubarb? Rhubarb!"

I show annoyance with the receptive student who hasn't begun reading out the question. This briefly catches the attention of the class. I continued rhubarbing, and more of the class turned back to gossiping or disinterested mind-wandering.

I didn't think of continuing so long, but I find myself rhubarbing to the point where all the class has turned away including the student who has shown some initiative. I have lost the class completely. Risky.

My first lesson. Still a student trainee teacher, I was asked to take maternity leave of a bottom set GCSE class, the penultimate term before their national exams. Don't mention 'algebra' to them, I was told. Standard inner city London school. That weekend, I came up with a way of teaching algebra, and planned to borrow the experience of standing on desks to shift perception and attitude from Dead Poets Society, with the added twist that this is actual real life, their life, not a film. And for some reason, this notion of beginning the lesson with "Rhubarb". I have taken it too far. I couldn't help myself. I needed a response, the disinterest and turning away worked, but something drove me on until I reached peak intensity. It has worked: I have lost the entire class. No way back.

"That's what it's like, isn't it? It's like a different language."

Enough students attend so that the whole class turn to me. Without the intensity it would be an intellectual point, but they are aware of how

inhibits the development of AB classes.

The teacher is not responsible for the state of class; AB-classes responsibility is in students. The teacher is discouraged from employing standard discipline system (linear 'Consequence' system) for AB classes. Obviously at all times the teacher is ultimately accountable for safety in class. In a B-class, anyone can correct behaviour, whether adult or another student. As such, 'misbehaviour' is more like an accident. Because of the business of concentrating on different things there may be discrepancies in terms of timing or the appropriacy of an interesting observation or a joke. It is less an admonition and more a point of notice, to bring an individual to awareness for the collective good.

Further caveats, suggestions or hints for conducting the meta-method for teachers are provided, though it is important to recognise that the objective of the ABC State intervention is for the participants (both students and teachers) to learn the ongoing unique 'solution' for the specific members of any uniquely embodied class.

Academic Triangulation

Problem : Lack of Social Equivalent to Consequence System

Discipline remains an issue in adolescent-schooling. In a report by the Office for Standards in Education, 'Below the Radar': 'pupils are potentially losing up to an hour of learning each day... because of disruption in classrooms' (OFSTED 2014, p.4).

There are four primary strategies of countering (or inhibiting) the problem: engagement, discipline, soft-skills, and social learning. Firstly, providing engaging lessons is prioritised by teacher training and headteachers (eg Jackson 2011; Deans for Impact 2016; Rogers 2002; Carter 2015). Secondly, following the punitive consequence procedure of a school's discipline policy is essential for creating a school's 'culture' (Bennet 2017; Mayer & Butterworth 1995; Gottfredson et al 2005; Skiba et al 1997). Thirdly, the cultivation of teacher 'soft-skills' to foster a positive student-teacher relationship (Jennings & Greenberg 2009) which is evidenced in the literature as reducing bullying (Creemers & Kyriakides 2008), building positive classroom environments (Hill 2019), increasing academic output (Kindermann 2016). Such soft-skills help soften the hierarchy and humanise education (Hill 2019; Christis 2005;

real the experience is.

"Maths is like a different language. And if you don't speak it, it just sounds like… nonsense. You get more frustrated or disinterested, teacher gets more demanding. And so it goes. Complete rhubarb."

There is a little laughter, not disruptively so. More like relief: someone finally speaking to the truth of their experience. 15-16 year olds, bottom set, about to face a national exam in a subject they have little understanding or love for. School, certainly maths, a repeated experience of failure to which they are consigned, a living nightmare. It is their courage in facing their failure, in attempting the impossible, that inspires me to be a teacher.

They visited the same classroom for months, the department and school for five years, and standing on their desks does indeed alter their perspective on their learning environment, just as my 'On Yer Bike' activity is about to alter their perspective on algebra (V-1). I mention the film but none have seen it; this experience is a world premier for them and it primes us well for the transformation in learning we are about to experience.

"We're Not Afraid Of You"

As a trainee teacher, I shadow a deputy head teaching a class of Year 7's, 11-12 year olds, who happen to be one of my classes. They are impeccably behaved, however at some point someone talks out of turn, and the deputy head erupts suddenly and fearsomely. He is rather avuncular with the students, creating a friendly environment in the class, but at this student's error, he shows an aspect of command which is bear-like, grumpy. Perhaps he does it for my benefit too because the problem with good teachers is that you don't see examples of what to do when things go wrong. It becomes an invisible problem and hence very difficult to 'teach'.

At the end of the following day, I have the very same class and their focus is not as strong as with the deputy head. I stop the class.

"I noticed how you behaved the other day. Why don't you behave for me?"

They are not a bad class. I have control of them. It is just the quality of focus. Too many students not putting the effort in. It is a sunny day, final lesson, mind-wandering as they do, pencils slack in hands, an odd

Miller et al. 2016), which at its broadest includes demonstration of virtues and character strengths (Shortt et al 2018; Al Taher 2019; Peterson & Seligman 2004) and pedagogical ideals of authentic relationships of learning (Bakhtin 1991; Schon 1983; Reinertsen 2012). And fourthly, because of the importance of relationships in fostering a pleasant learning environment (Howe 2010), the direct teaching of social skills to students primarily as a preventative measure (Lane et al 2012).

All schools define 'expectations' or a code of conduct often simplified in a motto, school mission, or keywords, which constitute an explicit rendition of soft-skills and social learning. The primary means of communication is through understanding of the words, which is inherently problematic given the linguistic skill and limited social experience of children. Behaviour influencing systems with proven success include the Good Behaviour Game (Keenan et al. 2000), Positive Futures (Crabbe & Woodhouse 2006), Aspire (Welch 1982), Positive Behaviour Support (Carr et al. 2002). However, such programmes focus on individual development and require significant resources in terms of specialists or teacher training. A recent movement in education is to instil Social and Emotional Learning (SEL) in every lesson (Smith et al. 2007; Durlak et al. 2011), though direct teaching of SEL skills has been shown to be ineffective with adolescents (Yeager 2017).

The problem can be brought to clear relief by contrasting the pairs of strategies as between roles and qualities, between learning-facilitator and disciplinarian (first pair above) with soft-skills and social learning (second pair above). That is, between the well-intended tenet of providing engaging classes combined with the simple, linear, punitive procedure; contrasted against the complex, non-linear understanding and practice of social relationships. However, the literature indicates the tension between the first two which describe the detrimental effect of discipline on motivation (Payne 2015; Baird et al. 2010; Shortt et al 2018). The problem is further compounded by arguments that institutional employment of 'soft-skills' and SEL techniques may be interpreted as creating 'an illusion of freedom of choice and negotiability' (Matusov & Sullivan 2019, p.14) and constitute another form of 'structural violence' (Graeber 2015) where 'motivation' and 'manipulation' merge (Osterkamp 2002). Be that as it may, the inherent challenge of researching relationships amongst teenagers is well

head on a forearm. Just not focussing.

"I give you fun activities, I don't nag and berate you. Why don't you behave as well as in the other class?"

"We're not afraid of you," piped up one student.

"**What Happens If…?**"

"What happens if someone asks me a question I don't know the answer to?"

Wide eyes with horror, the undertones of anxiety, the very real source of fear, shared amongst many of my fellow teacher-trainee cohort. Adults. They have been to university, and here they are learning to teach, and they are worried that one of their students might ask them a question they do not know the answer to.

"Why… be amazed, I suppose," I suggest.

It is not enough to reassure them. Surely, if a student asks a question to which you don't know the answer, then it is an invitation to explore? Tell them to try to find the answer. After all, the edge of science is pushing into unknown territory through the courage of minds asking questions they don't know the answers to... yet.

How exciting is it for a student to ask a question a teacher doesn't know the answer? Similarly: How exciting that adults are venturing in the unknown future without knowing an answer…?

Teacher Locumming

Many children entering the educational system as bright and alert and enthusiastic learners leave as disheartened and subdued adults. There is a sense of failure, in terms of exam results, or personal confidence or social respect and comfort. They have failed the system.

Can this be turned around? Can we fail the system? Can we diagnose its faults accurately, and prescribe a healthier alternative? Can the adults who leave be as enthusiastic and full of life as they entered as children? Confident in their knowledge and skills, in their being, to the extent of being comfortable in society at large?

Having detected the spiritual spark of helping people at the Maths Circus (V1) and enjoyed the incredible experiential learning of my teacher-training course, I decided *not* to take a full-time position. Every day the course leaders provided a diverse array of math activities,

recognised (eg Howe 2010), though there is sufficient evidence to indicate a strong influence of peer relations on behaviour, motivation and academic outcome (Howe 2010).

Put simply, there is no systemic equivalent to the consequence procedure of escalating sanctions; there is no provision for a common language of relationality (beyond the school's often verbally complex code of conduct relative to student age and verbal competence), and as a result no simple mechanism for self-organisation or social cohesion. As a consequence, low-level disruption tends to be evaluated as a failure of discipline policy (or un-engaging classes), either by the teacher themselves or support staff, rather than a *failure of relationships*.

School Discipline as Expectations & Consequences

Chatting, calling out or reluctance to start work, known as 'low level disruption', have detrimental effect on student learning (Swinson 2010), impoverish student-teacher relationships (Dursley & Betts 2015), and contribute to professional erosion (DoE 2017; Stefaniak et al 2019; Osher 2010). To counter indiscipline, Discipline Policies provide proactive rules ('expectations') and reactive procedures ('consequences') (Mayer 1995; Gottfredson et al 2005; Skiba et al 1997) by which teachers are authorised to execute reasonable sanctions as dictated by government (Education and Inspections Act 2006, Section 91), though some teachers are wary that disciplining may inhibit positive intentional contributions (Payne 2015 p.499) resulting in unmotivated students (Baird et al. 2010, p.155) thus compounding the low-level disruption problem.

A sentiment common to teacher training (which I myself experienced) is that the best way to deal with discipline is to create engaging lessons (Jackson, 2011; Deans for Impact, 2016; Rogers 2002; Carter 2015). Considerable efforts in instituting the Social and Emotional Learning (SEL) agenda have been made (Smith et al. 2007), as well adopting soft-skills to help soften the hierarchy (Hill 2019; Christis 2005) in order to humanise education (Miller et al. 2016). Although Durlak's meta-analysis reported a general positive effect of SEL (Durlak et al. 2011), direct teaching of SEL skills has been shown to be ineffective with adolescents (Yeager 2017). Despite these influences, the factors which constitute the deep structure of education appear to persist (Tye 1998; Payne 2008). Regardless of the evidence supporting collaborative

puzzles, games, projects, which complemented the chalk and talk method of my own learning experience. However, of my cohort of fifteen trainee teachers, few had implemented them in their classes. The problem was discipline. We had been taught to be excellent learning facilitators, however there was another side to teaching which was much harder to acquire: issues of power and control.

Observing the best teachers is always amazing, but the problem is you never saw how they deal with conflict. The best teachers avoid conflict from arising in the first place. They engender the respect of their students and provide sufficient material to keep them active during lessons. There are many relational styles of teacher, as we all know having been through the schooling system, some more friendly than others. Ultimately, there is an aspect of a backbone, a strength which is (in professional teachers) unquestioned. There are only a few ways of doing this, crudely speaking: personally through some exercise of psycho-social dominance, or the ruthless or inevitable execution of a discipline policy. Taking a full-time position in the same school for a year was testing the teacher to find one of these two methods: psychological dominance or discipline execution. And neither of these matched the freedom and joy doing the innumerable math activities I had learned, and would only repeat the results of the learning environment I had experienced as a student where some do well and most do not.

I wanted to learn how to engage students in different learning environments, to experiment with minimal enforcement and maximal learning. I called this locumming, rather than supply or substitute teaching.

Attention! Attention? Attention…

"You are good. You are *real* good."

Their eyes are on me, their attention direct and calm. It is like looking at the sea, sparkling with sunlight, the air completely still.

Such a rare thing.

"I didn't have to ask for your attention. I certainly didn't need to demand it. You *gave* me your attention."

They all sit forwards in their chairs, leaning toward me. I point at them.

learning (Johnson & Johnson 1999; Slavin et al. 2007; Le et al 2018; Martin 2009; Mercer 2019, 2013), students appear locked in 'performative mode' rather than 'cooperative mode' (Howe 2010).

In this Volume, we retain the use of the word 'discipline' rather than the more generic 'behaviour' because its etymology reveals the deep relationship between student behaviour discipline and different subject disciplines. The etymological root of 'discipline' reveals the origins of the marriage of expectation and consequences. From Latin disciplina ("instruction given, teaching, knowledge") and discipulus ("pupil"), from discere ("to learn"), from Proto-Indo-European *dek- ("[cause to] accept"). The ancient root is in the learning and teaching of knowledge, as well as the target of it being the student. The Old French desceplinе in 12th and 13th centuries meant punishment for the sake of correction, and in Old English peodscipe meant creating the order necessary for instruction. From 14th century a programme of regulations and a branch of education, from late 15th century orderly conduct resulting from military training, and from late 16th century the laws and practices of church conduct. That is, since the middle-ages, the modern root took on punitive features in education, military and religious spheres, as well as the segregation of knowledge as discrete subjects. Hence, discipline as in punitive consequence system, and discipline as in knowledge. Comparable to knowledge-as-information and knowledge-as-action (Banathy 1996); that is, accepted knowledge and, in terms of social norms, expected behaviours.

The expectation-consequence coupling is not without its critics. It contains an implicit logic: if students behave, then they will achieve. This behaviour achievement causality has been considered a systemic flaw because 1) once school ends and grades achieved, is good behaviour no longer needed? 2) disaffected students should behave well so that other students may learn, and 3) many well-behaved students do not achieve good grades (Shortt et al., 2018). Following Virtue Ethics, students behaviour is rooted in virtues, eg 'virtues of coherence of thought, respect for evidence, and an attitude of principled critique will' (MacIntyre 1984, p176). Because of the challenge of describing virtues, Positive Education proponents focus on the 'tangible' outcome of virtues: character strengths (Al Taher, 2019; Peterson & Seligman, 2004). Rooting behaviour in character traits shifts the onus from the following

"All of you, everyone one of you. This class is good. You're really gooooood."

How has it come to this?

It is my first lesson with the class. I don't really plan anything. Nominally I know what the work we might do, but I place the liveness, the relationship which we form, as paramount. So I don't think about anything much.

I stand at the doorway as they arrive. This is standard practice, to greet the class, but the actual practice is the living of it. I say hello, and engage them. Confident students blossoming into young adulthood or perhaps in the innocence of childhood may return my greeting, but only a few. One or two acknowledge my existence, but not directly: head down looking at my shoes as they walk by then glance back at me, or hold onto their books a little tighter. Slightly less confident, becoming aware of themselves in that peculiar way we all experience at some time in our lives. These sensitive souls I follow, moving with them for a step into the class, trying to catch their attention, encourage them to give me eye contact, just indicate to them that Yes, I notice them, Yes I am alive, and Yes we are going to be together in the same room for a lesson. The rest of the students just flit by oblivious to my greeting, often caught up in their incredibly important social lives; some of whom glance back, as if double-taking the surprise of a new face.

Maybe I have done enough. I engaged those who wish to, gently woken up those who are trying to avoid things, and I hope enough people are aware. I don't know how to put this experience, this sensitivity, into words.

I return to my desk, fiddle with a few things, go back to the door and wonder out loud if that is everyone.

"Everyone's here," volunteers one of the girls sitting next to the door.

I thank them, politely, but don't give them my full attention. I stand at the door, lean out into the corridor, grasp my hands with anticipation of the work ahead. Go back into the class, wander a bit more... I go to the board and write up the date to buy them time to get ready, to see if they are self-automated, if they require me to discipline them, to remind them what to do, and so on. I don't really focus on them, just let them get on with their things, as I get on with mine. Preparing.

I eventually stand in front of them. My head down, I take a deep

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of rules (deonotological morality) or the speculative behaviour-achievement causality (consequential morality) to the demonstration of character traits (effect of operational virtue ethics). This invites a similar shift from the teacher's role as punitive sanction administrator (deontological actuator) or expectation deliverer (consequential moralist), to a person demonstrating these character traits and embodying these virtues themselves. A further criticism levelled at the expectation-consequence coupling is that once students have been through the consequence sequence and they are not excluded, they are circulated back into the mainstream classes and the preventative effect of sanctions no longer holds sway (Hazel, 2019).

Related Constructs

ABC State can be elaborated against establish academic constructs: 'internally persuasive discourse' (Bakhtin 1991), postmodern pedagogy (Gang 2015; Doll 1993), dissipated control (Doll 2012a, p.222); self-regulation, self-discipline, meta-cognition (Bandura 1977, Zimmerman 1990, Panadero 2017); self-organising (Wang 2019), collective leadership (Wang 2019; Jian 2019), social autopoiesis (Fuchs & Hofkirchner 2009), collective purpose; locus of control, transformative praxis (Bhaskar 2000), semi-closed experiment/experience; perception of 'bad' behaviour, collaborative and social learning, meta-cognition and correspondence of awareness and attention; experiential learning (Kolb & Kolb 2009), cybernetic circularity (Murray 2006), double morphogenesis (Archer 1995, p.247), symmathesy (Bateson 2015), Elkjaer's third way (Elkjaer 2004); Media synchronicity theory and instant; deontological ethics of consequence, or expectations, or virtues and character (MacIntyre 1984).

Dissipated Control

Doll's mapping of Kauffman's heuristic about complexity to social classes sets the foundation for the ABC State intervention and deserves to be quoted in full here:

> Stuart Kauffman, neither a Deweyan, Piagetian, nor educator— but heuristic in his own right as a complexity theorist— posits that self-organizing systems develop or emerge when "just the right amount"

breath, lift up my head, ready to launch into some kind of introduction... and they are all looking at me. All seated. It is silent, and completely calm. This is a standard state-run school, second years, aged thirteen-fourteen, third set of six. It is remarkable.

They give me their attention, and I return it graciously, remarking on its fine and valuable quality. I am lucky: I noticed it.

"You are good." They are all present, and I am shining back to them. "Rare to find a class of such high quality. You are real good."

Self-Discipline

ABC Classes

If I had accepted a job and stuck at a post for year, I am sure I would confirm what every teacher knows: you need to control your class. It is an aspect of why institutions reproduce themselves. In order to find change, you need to approach the problem from a different perspective. Here's mine.

Although I was accepted to study pure maths at Cambridge, I completed my degree in Social Anthropology. The reason I had been accepted to the maths teaching course was because the head of Brunel University happened to be a social anthropologist too. I took the experience of teaching as a kind of engaged ethnography, not an academic observer but an active participant in change. If I didn't bring a different approach, all I would do is reproduce the learning environment that I had grown up in, where some students do well and most do not.

The standard method of control is to establish a relationship with students. Whatever the niceties may be, the soft skills that many teachers no doubt have, the relationship in question is: can you control the class? This takes time. Long enough for the trouble-makers to get an idea of how much they can get away with. Sadly, the systemic effect is that the troublesome students respect the teachers who control them, a kind of "tough love" and often disrespect the teachers who attempt softer approaches. It is a role that many professional teachers accept, rationalising it is good for the young person, making up for a lack of discipline at home, for example. Sadly, such teachers often have troubling relationships with their own children. Systemically, the educational system maintains itself regardless of the new learning

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includes (a) a critical, active mass, (b) only a few operating connections at any given time, and (c) a simple set of operating rules (Kauffman 1995, Ch. 4).... Using Kaufmann's frame as a metaphor for the structure and dynamics of classrooms, I see his "(a)" as the collection of a viable, active group of learner-students, teacher included, his "(b)" as the emergence of varying, interconnected, dynamic foci (the "aliveness" of situations as it were), and his "(c)" as the few basic procedures needed for having the energy generated by these interactive situations be iteratively or matrixically connected. Use of this frame does of course pretty well destroy the usual rubrics of classroom management— the centralizing of control with the teacher, the use of linear lesson plans, the detail of advanced organizers or syllabi, rules of conduct, and traditional evaluations. Control is dissipated into the group, community, network, system, and indeed frames itself. Lesson plans are nonlinear and for me, recursive, depending on the interactions developing within the situations. Details dealing with organization, conduct, evaluation are all the result of reflections on occurrences rather than on pre-set formulae or procedures to be followed. (Trueit 2012, p226; Doll 2000)

Doll's 'Complexity in the Classroom' (Doll 2000, 2012) applies chaos theory (dance not march, explorative learning), self-organisation (spontaneous occurrence, ie emergence sui generis without forcing, bifurcation points), fractals (maths of iteration) to the learning environment. Doll falls short of a 'measure' of self-organisation in classes, ABC Classes. The closest we get to a succinct description of the 'few basic procedures' quoted above is 'reflective habits' and 'a time-developmental process of cooperative interaction' (Doll 2012, p224). Let us review Doll's derivation of 'dissipative control' and an attempt to discern greater refinement on what is meant by a 'few basic procedures'.

In 'Classroom Management' (Doll 2012), Doll considers a system of 'dissipated control' (Doll 2012a, p222), seeded in Dewey, which resides not unilaterally with the teacher nor with the students but instead "resides in the nature of the situations" themselves (Dewey 1966 [1916], p39). (Dewey's metaphor of boatsman indirectly references 'cybernetics'.) To stabilise the self directed learning of a student Dewey notes the tempering function of the history of relationships between learners and teachers, though Doll reinterprets this point: 'A combinatory dynamic is

technologies which are discovered, proven academically, and implemented. Why? Because it is pushed on them.

Through my locumming I learned you shouldn't give cake to the kids. They end up throwing it around. I never literally gave them cake, but the fun activity equivalent, like group work or personal projects. I learned that they need to earn it — at the collective level. I learned that the discipline policy came down to a consequence system: punish the trouble-makers. The problem was, in most cases, it was several, it was a social issue, not an individual one. The consequence system was the equivalent of 'divide and conquer', or 'cut off the head'. Forms of dominance, exacted on the individual, for collective benefit. But this kind of system seldom inspired, often deadened, and nearly always required constant invigilation by the teacher.

Because I had approached it from a different angle I was able to introduce group work, personal learning projects, get amazing exam results. With minimal discipline, and without imposing my will on the students. In fact, the best results came from the students wanting to do well. Once motivated, any challenge can be overcome by the energy youth bring. The methods necessitated high trust — not between me and the students, who I hardly knew, but between the students themselves.

A keystone practice I developed in this socially-responsive way of engaging young people was ABC Classes. Just has water has different states, so does psycho-social reality. I describe it to students as follows:

- A-class is where everyone has their self-discipline. We can do several activities during a lesson, I can trust you do the transitions, we end up doing much more fun activities, it's just great.
- B-class is where someone loses their self-discipline (not paying attention, not working, dropping litter) but when someone points it out they correct it (pay attention, do work, pick up litter). Pretty good, a few activities, opportunity to have fun. Nice.
- C-class is when someone loses their self-discipline, it is pointed out (by an adult or another student), and they continue. Then the teacher is empower (by government no less) to enforce sanctions. The teacher has to spend time keeping an eye on people, making sure people are working and so on, so generally one big task and no opportunity for adventure.

at work here. The teacher does steer but does so by tapping into the creative energy [currently] existent in the classroom.' (Doll 2012 p225). The state of 'dissipative control' correlates to A State. Attempts to understand how this arises often fall into categorisation of emergent behaviour. For example, Gang applies Doll's postmodern curriculum methodology to teaching and evaluation to derive a dynamic instructional teaching experience for English literature studies (Gang 2015). Gang extracts four important elements to Doll's pedagogy: perturbation (to excite the students' attention); control is not from an external authority, rather 'authority moves into the situation'; recursion translated as reflexivity, deriving experiential transformation; and as a result, teaching shifts from didactic to dialogic (Doll 1993, p101). Attempts to isolate the principles are non-trivial; the oriental concept of 'wuwei' applied to classroom demonstrates this: 'ongoing interactions within and between the micro-system and the macro-system' and 'the peer relationships among students also need to shift from mirroring social hierarchy to collaboration and compassion' (Wang 2019). The movement of authority moves from an external source, the authority invested in the teacher by the supporting institution of education and government, into an internal source: 'control… emerges from interactions within these situational parameters' (Doll 1993, p.167). The system becomes essentially self-organised: 'Control is dissipated into the group, community, network, system, and indeed frames itself' (Doll 2012a, p.226).

Such wise authority has been alternatively described as 'internally persuasive discourse' (Bakhtin 1991; Morson 2004); a positive learning ambience is formed through the teacher mediating the relationship of the student with the subject matter: not only through the appreciation of the internal relational validity of knowledge (that algebra works), but also in the public dialogue of engagement (the warm relationship engaged in pursuit of knowledge). The result is that teachers 'provide the epistemological, pedagogical, organizational, and safety leadership. However, this leadership has a temporary but systemic character' (Matusov 2019, p.20). The relationship is continuously reformed (cf Giddens structuration (1984), Bateson symmathesy (2015), Archer's double morphogenesis (Archer 1995, p.247), Shotter spontaneity (2016).). The ideal relationship can be described as:

I would give the benefit of the doubt and treat a class as a B-class. This meant we were all responsible for our own self-discipline. Opportunities to do a game, say would be provided. If that didn't work out, then the next lesson I would treat them as a C-class, where I would impose control. If they did well, I'd prepare better lessons and more challenging activities for the next lesson. Their collective behaviour determined my role as a teacher: as learning facilitator (A-state class), or disciplinary teacher (C-state class).

Determining the state ABC is part of the intervention. The teacher has final say, of course, because it determines their subsequent behaviour in subsequent class. The teacher can base it on their evaluation of their own behaviour, whether they had to use discipline, got stressed, or had to 'compensate' for individuals or the collective, and how well members of the class actually organised themselves. What is important to emphasise is that the grade is not a judgement but an evaluation of the actual social state. The teacher can not create an A-state class. If a class is well behaved because of the implicit threat of a teacher, it may be better described as a C*-state. A way to test whether a class is an A-state or C*-state class is to replace the teacher with another adult: an A-state class will retain form, a C-state will degrade without the imposing presence of their regular teacher.

Some examples follow. In and of itself, it may appear to be a 'management technique', however I go to some lengths on the left-side to academically account for its deeper structure. It is the cornerstone technique for a systemically different learning environment, re-orientated for socially-intelligent participants rather than knowledge-workers. While reading these examples, it might be useful to consider the potential consequences that such a 'self-discipline system through social-responsibility' might bring about. The ABC-state structure can be implemented in traditional schooling environments by individuals or departments or across year groups or as whole school measure, enabling the transition to the kind of learning environment we would all love our children to attend. The implications for our adult organisations will also need to be contemplated, for children-grown-to-adult in A-state environments will not so easily accept C-state work conditions.

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"In a reflective contract between teacher and student, the student does not agree to accept the teacher's authority, but to suspend disbelief in that authority. The student agrees to join the teacher in inquiry, in trying to understand what the student is experiencing, and to make that understanding accessible to both the student and the teacher. The teacher, on her part, agrees to help the student understand the meaning of the advice given and the rationale for it; to make herself readily confrontable by the student; and to reflect with the student on the tacit understandings each have." (Schon 1983, p.296).

Creating such a mutual engagement is challenging if the teacher is simultaneously delivering executive sanctions and is seen to be policing members of the class. ABC State provides a frame other than the rules institutionalised as 'expectations' and enforced through a 'consequence' procedure by an adult representative. Thus, the ABC State provides a logic which formalises the 'dissipated control' of AB State class. The students are responsible for maintaining their collective state such that authentic authority may emerge and be sustained. 'The switch is to a mode where teaching becomes ancillary to learning, with learning dominant, due to the [collective of] individual's self-organizational abilities' (Doll 1993, p.101).

The term 'system' is warned against by Warfield (2004), however it indicates relationality: this form of leadership is systemic, possibly emergent (because it is temporary) of the class. (cf Jian 2019). Systems may be typologised thus; C-state classroom as a cybernetic system with the teacher as 'control' (Wiener [1948] 1961); B-state as second order cybernetics with the teacher within the feedback psycho-social loop (von Foerster (1995 [1979]); and A-state as third-order cybernetics with teacher equivalent within multi-reflexive environment (Lepsky 2015). In AB-states, the teacher is a facilitator or guide: guide shares the same etymological root as wise, proto-indo-european *weyd to see, know. A warm relationship is feasible in a C+ state class for students who require the potential threat of discipline, although the potential threat may be disconcerting for others.

Self-Regulated Learning (SRL) Models
Panadero (2017) summarises and compares four models of cognition,

"The Best Class In The World"

A maths graduate just qualified at university, happens to turn up in our department staff room. She is planning to conduct a PGCE, to learn to teach, but she wants to reacquaint herself with what it is like in schools, like a taster. Although I am a new teacher at the school on a temporary, supply basis and I am not introduced formally, I put up my hand and offer for her to pop along to my class if she has spare time because interesting things are happening.

As it happens, the woman turns up just at the beginning of a class, a class regularly achieving A-state sometimes dipping to B, one of the best classes I have ever had the privilege of teaching. So I am talking to this woman at the front of the class as the kids are coming in and taking all their stuff out their bags, settling down, etc.

When I turn around to address them, they are all still and paying attention. Perhaps they are aware there is a new person in the room, and with due respect have readied themselves promptly. This indicates the quality of the class, and note this is a normal class in a normal state school, a class of thirty 13-14 year olds. A class whose members I have never had to discipline (not one C-state). I have only been teaching them for two months.

So there they are, respectfully attentive. I am about to say something to them and for some reason I turn away from them, leaving the woman standing at the front of the class alone. I walk away to my desk, and as I do so I say to the class, off-handedly, "Introduce yourselves, class," and sit down.

This is not primed. I have not warned the kids we might have a visitor, not told them what to do in this kind of situation. And remember in our relationship there is no threat of discipline. So what do they do?

One kid pipes up, "We're the best class in the school." This is followed by someone else saying, "We're the best class in Scotland." And a third voice, "No, no — we're the best class in the universe."

There is gentle laughter. And then, one of the students who happens to be quite a loud kid, gets everyone's attention. When I first started teaching the class two months before, he demanded attention to which I accommodated well enough. For some unknown reason, on this particular day he is sitting in the centre of the class when he normally

motivation, emotion and social learning: Zimmerman's socio-cognitive perspective with its triangulated relations of self, behaviour and environment (Zimmerman 1990) and iterative cycles of metacognition and motivation (Zimermann 2003, 2009); Boekaerts' Goal Roadmaps with its emphasis on goal motivation and emotional regulation (Boekaerts 1991, 2011); Winnie and Hadwin's Metacognitive perspective (Winne & Hadwin 1998) relating to goal-driven motivation (Winne & Hadwin 2008); the theoretical work and evidence of Pintrich on motivation (Pintrich 1990, 1993). Two more recent models focus on metacognition (Efklides 2011) and collaborative learning (Jarvela & Hadwin 2013). The potential of an amalgamated meta-model development exists (eg Sitzmann & Ely 2011), nevertheless an acknowledged weakness is summarily noted 'in sum, all of the models include context as a significant variable in SRL. Nevertheless... not much research has been conducted... in exploring how significantly other contexts or the task context affect SRL' (Panadero 2017, p.21, my italics).

The challenge of disentangling shared constructs across different models is acknowledged as complex (Panadero 2017, p.22); and that the application of such models to practice needs to be 'further considered' (ibid., p.24). The ABC State meta-method offers an alternative approach which has a more 'immersed' or 'immanent' appreciation of practice, making context inherently accessible. Not the application of models, but the influence (or invited manipulation) of generative mechanisms. The classroom is seen less as an object of study which is experimented upon. More like clients who approach psychotherapy voluntarily, who appreciate a problem and request expert assistance. That is, engaging a subjective field (multi-reflexive environment) who appreciate the problem (not being able to sustain a B or A state). It is insufficient to draw a relationship between 'self' and 'environment' or 'behaviour' and 'environment' (Bandura 1986; Zimmerman 1990); the mess of actual dynamics may appear well ordered as a problematized model (Ackoff 1979a), but fails to operate when it is applied to social context.

Operational Research & Teaching as Messy

'Ackoff's influence was so fundamental that today we accept his once-controversial ideas as taken for granted realities. Every time you try to grasp the complexities of an interdependent system, try to

sits in the corner, right at the back. So he gets the attention of the class, and this is what he does with it.

Looking at the woman, he says, "We, my class, did twenty-five weeks work in five." And as he says this, *he looks down.* This nearly brings tears to my eyes. This is something which can not be taught. It is authentic emergence from his kind of character.

Gaining the attention of the class, and having eye-contact with this stranger at the front of the class, he speaks not to draw attention to himself which is what he was doing two months earlier. He takes her attention and then dissolved it into the class, by looking down. The silence in the class... is pure. Definitely pride for their achievement, for they have indeed done a lot of work and have surpassed themselves in exams, and perhaps also for the quite touching display of eloquence by one of their peers. You can not teach someone to do this. This is entirely authentic, his natural social ability finding its natural social place, appropriately drawing attention amid a social environment that is co-operative.

The woman at the front of the class is slightly taken aback. Remember, this is in a mainstream school, maths, third set of six. She doesn't quite know what to do. She asks if she can introduce herself, and quite genuinely describe her situation, and naturally a conversation ensues. No hands raised, nobody talking over one another. Just some questions, some answers, a simple engagement between a group of respectful young people and a stranger. It is beautiful to witness. As I said earlier, a privilege. I certainly could not have made a better introduction.

Learning Facilitation, Social Health & Classroom Coordinators

The structure of the ABC Class structure reflects the social state allowing individuals to reflect on their relational engagements. It relies on the individual's metacognition and self-discipline, and accepting the social-responsibility of their actions and behaviour. The entire system which supports these two, self-discipline and social-responsibility, comes into being through systemic practices learned by individuals (including the teacher) specific to the embodied social context they are in. We can call it Educere to contrast it with traditional Education.

There is a push for mental health in education, however the costs for

understand the root causes of problems that appear on the surface or try to "connect the dots," you are drawing on the groundwork laid by Russ. It would be difficult to overstate his impact' (McGrath 2019, p2164).

Ackoff was instrumental in the formation of Operational Research; although a popular, practical form of research in organisations and businesses since second world war, we shall examine two texts written by Ackoff in 1979 on its demise. The first deals with the problems Operational Research failed to deal with (1979a), and the second defines principles by which Operational Research could evolve and flourish (1979b). Both texts are full of pithy phrases providing insightful relations into organisational complexity; rather than render an inferior description, we shall translate the problems as possible diagnoses for the theory-practice divide in education. The following analysis substitute academia in education for Operational Research in management regarding the problems of over-academisation, starting with implementation of favoured theories, methods and techniques over practical, contextual solutions, and specialisation (p94).

The entire section on the problems of Optimisation in Management (p97-101) can be translated wholesale onto a wider context of Academic Research in Education. Translated to education: the resulting evidence has a cost of investigation (time, experience); data was decontextualised and probably suffered from Matthews Effect; application of academic level scrutiny in practice is farcical (p97). The need for learning and adaption (p98) is paralleled in education with the mechanisation of social engagement: chalk and talk, passive learning, knowledge- retention, exam-performance. Teachers can enforce this mechanisation with impunity, whereas in business this leads to organisational death. Nested means and ends of students and teachers and senior staff exemplified by consequence morality, behave and get good grades, good grades and get a good job, good job will make more money, more money will make you happier; and complex overlapping of multiple reflexive objective-motivators (p98). Regarding aesthetics rather than optimisation of system (p98), teacher's opportunity and obligation to temper optimisation of learning for exams with quality of life (style and progress). That the experience is enjoyable, for the teacher as well as the students.

adult intervention across a multitude of psycho-social disorders becomes prohibited. Social health recognises that much of the problems individual experience are sourced socially. Hence, the need for ABC Classes and the Educere practices which encourage a healthy A-state. An alternative to implementation of ABC Classes through teachers, individually or collectively, informally or formally, a specific specialist role may be efficacious: Classroom Coordinators.

Classroom Coordinators are group-dynamic experts, a job role which solves a lot of problems in implementing a group-orientated discipline or social-responsibility (ie ABC Classes). The Coordinator liases between subject specialist and students, encouraging a working environment that promotes self-discipline. The Coordinator diagnoses various weaknesses in students, acts as learning support and behavioural support on a one-to-one and whole-class basis. The Coordinator teaches specific learning technologies, assisting with metacognitive mind-maps, mediation and negotiation techniques, etc. After one year, the students should have several meta-tools to be able to resolve difficulties, improve their learning, and have derived healthy means of interacting with a variety of different teaching styles. Ideally, a Classroom Coordinator will be able to step away from fulltime accompaniment of a steady AB class by Christmas or earlier, in order to deal with classes of older students who can not maintain AB status. This is a highly preventative strategy. If good practice is instilled early, like healthy living, there is a good chance that costly, time-consuming problem solving is avoided later in school life and beyond.

Although we fulfil many roles as teachers, perhaps the most overlooked and most important is our role as adults. We welcome children into adulthood. Our responsibility as educators is no longer just to prepare young people to become workers, but participants in a healthy, sustainable world.

Self-disciplining

Self-disciplining is at the core of a self-determined learner. All schools have a discipline system, what to do when someone steps out of line, when their energies spin out of control and affect others negatively. What we tend to lack is any proper delineation of a self-discipline system, how to cultivate a positive feedback loop if students actually

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Beyond problem-solving translates as: '[teachers] do not solve problems, they manage messes' (p99); messes are systems of problems (cf Warfield's Linguistic Adjustments (2004)). It is a matter of synthesis of solution system rather than analysis of problems; social cohesion rather than pathology. Effective pursuit of ideals through continuous satisfaction. This requires a shift of paradigm from problem solving to problem prevention, which requires 'designing a desirable future and inventing ways of bringing it about' (p101), which correlates to Emery and Trist's Towards a Social Ecology (1973): 'Prediction and preparation were the principal modalities of the Machine Age; design and invention are emerging as the principal modalities of the Systems Age. Prediction and preparation involve passive adaptation to an environment that is believed to be out of our control. Design and invention involve active control of a system's environment as well as the system itself' (Ackoff 1979a, p101). Disciplinary approaches presupposes the theoretical frameworks, how reality is cut up; shaping the pieces of the problem to be 'solved'.

This fits into third order cybernetics as active control/influence within a highly-reflexive social environment; co-creation is the modern language, theoretically embodied as Grounded Theory and Action Research; certain tools are required to assist in this process, hence the significance of design.

Regarding disciplinarity, 'Nature and the world are not organized as science and universities are' (p101), and, 'The fact that the world is in such a mess as it is is largely due to our decomposing messes into unidisciplinary problems that are treated independently of each other' (p102). Finally, regarding objectivity, Ackoff continues this moral vein by aligning himself with practitioners rather than academics: 'it is the responsibility of [teachers] and researchers to resolve internal conflicts caused by limited perception in order to align all participants to overal organisational purpose; exclusion of stakeholders (children, teachers, parents) is a value judgement, one that appears to me to be immoral' (transposing managers to teachers).

Enough of 'The future of Operational Research is Past' (Ackoff 1979a), what of the 'Resurrecting the future of Operational Research' (Ackoff 1979b)? The operating principles appear sound: participative principle; principle of continuity, iterative, cyclical; constant revision in

preserve their self-discipline. There are four aspects to encouraging self-discipline.

First, I control myself. If I control myself, then no-one else exerts control over me. This phrasing attempts to point in the right direction: to realise one's potential, to come to terms with one's abilities and skills, and to exercise one's power fully. It also implies that one does not exert power over others, since they are in control of themselves.

Second, I am responsible for my behaviour. This implies that one is responsible for one's behaviour once something is done. Hence, the litany of consequences to one's behaviour. It also suggests a distance between one's self and one's behaviour. It is recognised that some children, or adults, have not got complete control of their behaviour, and require external assistance to draw attention to it. Rather than rely on an authority to correct this, we can rely on peers to help us.

Third, I am accountable. If I am forced to do something I think is wrong, challenge it appropriately and effectively. Too many of us as young adults accept authority without questioning it, becoming puppets. Then, when we are members of society, we accede to the powers of authority, say bosses or the government, without recognising our own power, getting kicked around by power-from-above.

Fourth: self-discipline can be encouraged using group work, reflective exercises, through performances of all kinds, and continuously through growing awareness of the effect of behaviour on collective state, ie ABC Class feedback. Classically this is understood in performing with an instrument: if a child knows that they are going to have to get up in front of the whole school and blow their trumpet, they are going to practice like there is no tomorrow.

Self-discipline is at the heart of our new education, and as such, it forces our entire system to shift. It contravenes the foundations of our current system (imposed control), and therefore it can not evolve based on our current practice (teachers as disciplinarians). It replaces a system based on threat with a system that evolves through peer trust. This necessitates a brave and genuine growth amongst educators.

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Social Inclusion as Social-Responsibility

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Social inclusion refers to the means by which students find themselves supported by their fellow students. It is the basis of a

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light of performance, unexpected problems which arise, latest info understanding; holistic principle; 'all units at the same level of an organisation should be planned for simultaneously and independently' (p189), and 'no level of a multilevel system can be planned for effectively without involving every level of that system' (p189). Ackoff makes use of 'idealised design' and differentiates it from an ideal system or utopia; rather it is an 'ideal-seeking system' which operates on continuous change by the participants, experimental solutions, and responsiveness to unexpected conditions (p191) which means in a classroom, sensitivity to new ideas, perspectives voiced by students that the teacher has never heard of.

Similarly, McGrath's reflections (2019) on Ackoff's legacy are translated into the field of education: 1) Reductive social practices, minimising individual contributions, benchmarking best practices, seldom lead to social cohesion; 2) Education is designed for teachers, not learners; 3) Encourage everyone to think of the systems we are in; 4) Rather than academic pundits and educational experts, better to help participants understand their world and produce valuable performance results.

And from a contemporary of Ackoff in the full swing of Operational Research: 'whoever attempts to tame a part of a wicked problem, but not the whole, is morally wrong' (Churchman 1967, p142). Wicked in a moral sense and in terms of beyond the realms of complexity. Originally posed to Operational Research, it may be equally applied to education and indeed to all social science. It is an ethical problem which we need to face as a social science (V1). We are required to come up with a whole system solution; to do anything less is immoral (V0). Hence, ABC State may be applied beyond an educational setting to encompass all organisational forms. Traditional organisations are C-state. The various practices of Fulcrum enable self-organised and decentralised AB-states.

Educere - Systemic Learning

Students and teachers who can regularly achieve AB state open up the potential for many interesting experiences from social flexibility of 1:5 fission-fusion groupings, accelerated learning and all-terrain maths, investigative projects and cross-curricular activities and whole school

group-centred discipline policy, the primary buffer-zone for lack of self discipline, and knits the individual into a larger and larger support system until the student feels s/he feels part of society or humanity.

Group-centred discipline takes into account the simple and often overlooked fact that students perform for their peers. If we take this into consideration when designing our discipline policy, we must recognise that the audience needs to be held accountable for the individual's behaviour: the individual is not so much failing to behave in the eyes of the teacher, as performing well in the eyes of their peers. For adolescents (and sometimes younger) the importance of seeking validation from an adult, shifts to seeking validation from peers. It is the responsibility of peers to ensure that they do not encourage individual behaviour which is detrimental to the collective. This is social-responsibility.

Notice that a good discipline policy does not determine a well-ordered class; a punishment exercise in one class can be laughed at, and can bring a child to tears in another. It is often the means and manner by which a teacher implements the discipline policy which matters. In order to reduce the onus on the skills of the teacher, students themselves can act to inhibit the destructive effect of loss of self-discipline if they themselves suffer (C State). How many kids will encourage disruptive behaviour if they are the ones that end up having extra lines? Hence, a social group acts as a buffer zone to temper a single member's behaviour.

Support comes in many forms. A student may be able to support their friend in Maths and be supported in English, or on the football field. If the lives of the children are intimately tied to the successes of peers, then students will begin to recognise the efficacy of supporting one another. A natural consequence to our divisive discipline policy, to isolate students, means they turn on themselves as easily. However, if we create a mutually supportive network, then the student may recognise the benefit of knowing who is good at geography or chemistry to make use of them when the time comes. If this is done at the micro-level, in a group of five, then the student may understand the benefit of subject setting, in order to be able to study with students who show a similar ability, and then understand why they are taught in year groups, say. Hopefully, after the entire experience at school, they understand why they have been at school.

child-to-adult development, leading teachers and modular pay, institutional transparency and future proofing the profession. The distinction between C-state and AB-state may be captured by the etymological root of educate: educare (to train or mold) and educere (to lead out or bring forth).

1:5 Fission-Fusion

1:5 Grouping is the ratio of student to other members in group, one group to the other groups in a class, one class to others in a year group, one year group to five others. A class may be organised by ability, friendship group, ideal teams. Points awarded to teams can be summed to arrive at individual score. If a year group is taught at the same time, classes can be set by ability, friendship or ideal teams.

Fission-Fusion means the hierarchical nesting of groups where competition alternates with cooperation, from individual to society. The operational mechanism is that there is competition at a level above the level there is cooperation. For example, a group of students may work cooperatively in a team in order to beat another team at basketball, or score the highest mark in a maths test. Hence, at the individual level, there is cooperation, and at the team level there is competition. Similarly, groups in a class may be working cooperatively in order to produce a class report, a poster, or compete against another class in a competition, say. Or again, a team may play co-operatively against another team in another school, or one school's grades compare to another school's. Cooperation and competition are nested functions.

Meta-Learning, All-Terrain Maths

Meta-learning refers to the development of tools to assist our learning. Learning to learn, is the Meta on our innate ability to learn, a second order function. It is a function of awareness, for as we become aware of our prefered modes of perceiving/making the world, we may alter our learning environment accordingly, balance our different ways of thinking, and alter the very way we perceive the world. Meta-learning combines metacognition, self-regulation, and accelerated learning techniques.

All-Terrain Maths is covering a whole syllabus in five weeks using accelerated learning techniques. Everyone has to work extremely hard,

Power Shift from C to B-State

Power Dynamics as Exhaustive Relationality

Let's change gear. Instead of ABC State as a social state dependent on our individual behaviour, let us consider the relationality involved. What characterises C-state relationality? And what do we need to change in order to attain B if not A-state?

In order to clarify when I think adult relationality goes wrong, politics may be characterised as the negotiation of 'power-over', whereas religion is the negotiation of 'power-with'. Of course they overlap, and religious organisations have historically exhibited political problems while politics can inspire collective empowerment. Whatever the sociological analysis, both find themselves implemented in education.

Put simply, power-over is a differential in social height, whereas power-with is difference across social width. We know when teachers or managers or owners or Kings are lording it over children or employees or subjects as opposed to taking care of them. Either our power is taken away and we are coerced into doing something we object to, or we deliberately submit to and empower someone who then takes this as responsibility to care for us. I am happy to devolve my power to a teacher who knows better than me, to follow instructions on how to perform algebra, say, or cook scones. This is not power-over but power-with. The difference is obvious to us when we are the target of power-over, when our power is not given but taken from us. Whether overtly or it dawns upon us slowly in our childhood, we know the difference.

> What can be done when we wake up to our part in power-over relationality?

If there is one lesson in our schools, in life at this time in our future-history, in this book, let it be this: we must be careful not to become complicit to power-over nor sit idle when witnessing it. But here's the thing: what can be done when we become aware that power-over is built into our institutional fabric? Whether as a child with overbearing parents or students in school or citizens in a state of representational governance, we become aware of top-down chains of

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two to three topics a lesson, with consolidation at home. Can not be attempted if only some wanted to try, must be by consensus. And when feeling somewhat overwhelmed, students have promised not to complain to the teacher, but rely on their resilience and peer support. The teacher attempts to provide inspirational motivational exercises, and additional tutoring support sessions. If all students commit, then the teacher will prioritise the class.

Investigative Learning, Cross-Curricular, Maths Xtreme

Exploration in maths must be done in a completely different manner than standard dictation. Turning exploration into a spoon-fed, teacher-lead exercise is abusing the investigative principle. It is necessary for explorations to be open ended, and for them to reflect the ability of the children. Marking should not be in relation to a set answer, but in how information is processed, how an argument is formulated and tested, and most of all revealing new discoveries relative to the exploring mind of the child. For example, LOGO is a perfect environment for children to apply what they know to learn a computing language, and to explore many aspects of 2D and 3D shapes.

Cross-curricular activities can prove highly stimulating when teachers collaborate in an open-minded and trusting way. Imagine if kids were to do a project on pirates, working on bearings or scale drawings in maths, research in history, fictionalisation in english, language games in modern languages, force equations for cannon-ball trajectories in physics, weather systems in geography. Another module might be space travel, with science-fiction films, the maths of rocket propulsion, the physics of a real experiment with a solid-fuel rocket or water rocket, etc.

Maths Xtreme is the third evolution of my formal teaching, following On Yer Bike (V-1) and All-Terrain Maths. If maths is the hardest subject, and algebra the hardest topic: it is an exptreme subject and students must be prepared for it. It's like taking your mind base-jumping. It is about realising the mathematics inherent in children's minds, noticing relationships and somehow abstracting them into mathematical language. It makes no apology for the level of abstraction, connecting up apparently completely different items of interest. Lessons show that when a teacher risks introducing the most interesting things they can think of, it shows students are allowed to do the same. Stimulating

command, crystalised as salaried positions, and tie-dyed with racial, gender, age biases?

We can reduce it to a minimal relational dynamic: I > you or I < you. I am 'more than' you in some sense, power, better, stronger, more aware, whatever the quality is. Or I am 'less than' you. One induces dominance, the other subservience. When two people meet, A & B, there are three pairings which could be equated to dynamic relationships:

- competition: $I_A >$ you$_B$ and $I_B >$ you$_A$
- distance: $I_A <$ you$_B$ and $I_B <$ you$_A$
- imbalance harmony: $I_A >$ you$_B$ matches $I_B <$ you$_A$

The first leads to conflict, AvB, the second invites fellowship, A<>B, while the two pairings, A>B B<A, embody steady dominant-submissive relationships. This is problematic as it is the institutionalisation of A>B that informs our relationality as civilised people.

The A>B pairing *defines* the C-state class and when combined becomes the 'chain of command', the centralised spine of hierarchy in near-all adult traditional organisations. The A>B may be power-with when a person willingly submits, I < you, thereby induces the other to lead, but it is more likely to be institutionalised as enforced I > you. Supporting institutional mechanisms (collective enforcement of consequences such as loss of mobility, money or privileges in the form of detentions or prisons etc) induces a power-over relationality where we are coerced into following, perhaps from a collapsed confrontation as child with parent, student with teacher, employee with employer, or citizen with their government. At the end of our education we must each ask of ourselves: have we learned self-discipline, or are we institutionalised and can only operate within hierarchical organisations?

Such a gross simplification can be made more complicated by including a category of I = you, equality, which increases the relational phase space to nine, or further complexified by considering what a person thinks they are and actually demonstrate, or include further reflections of what a person thinks another person's attitude is. We can also consider relationships changing depending on social contexts, how the same couple or business partners behave in private or in the public. There are many diffractions and refractions around the kernel pairing of power differential. The phase-space of relationality has certain attractors where the relation is one of contrast or compete, match or harmonise, or

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motivation makes Maths Xtreme more practical than how much paint is needed to cover a wall, or the cost plans of mobile phones. It is about engaging the existing abstraction of the mind, and though a child may be obsessed with things that adults can not see the point in, there is opportunity for them to mathematise it. Some bright spark might mathematise psycho-social engagement, as Einstein did with physics.

Seven Year Cycle

Seven Year Cycle refers to the system with a periodicity of seven years, the time it takes for a student to pass through secondary school, and is sensitive to the transition from child to adult, and provides a complete, holistic solution.

Since a student's term at secondary school can last up to seven years (though the later two may be at college), it would make sense to design a social progression which matches the social development of the student. First-years are new and are left alone, mostly, by the rest of the school. They work at creating formative relationships amongst their own class, and with others of their peer group, with the more socially intelligent recognised and empowered. There may be some social flexibility between classes depending on what state they can manage in groups and as class. Their relationships will last their entire school life and perhaps beyond. The collaborative-competitive level is as groups of 5 within classes of 25-30. The second-years have outlived their innocence, and with the advent of sexuality arising in more frequency, throw themselves into their social existence. They self-sort in new classes, which reform and dissemble at a greater rate; the regular setting by ability is the norm. The more socially intelligent cary more responsibility for the self-organising of their classes. Point systems are run across the year, as collaborative-competitive level is between classes of 25-30. Third-years should begin to prepare for the skills they need if they want to pursue certain careers in professions or reach certain standards of performance in arts, and specialising by fourth-year. Collaboration-competition is between year-groups of around 125 with other schools in city-wide competitions. Fifth years have national exams, competitions and rewards. Sixth/seventh years are relieved from the game of house-points and so on, retiring from school life and entering into adult life, and focusing on real world politics and economics, offering guidance and

avoid or neglect. The consequential social space has hot, warm and cold spots. The social fabric is compressed, contiguous, or stretched. Etc.

We may make more precise categorical comparisons of our relational space, as Briggs then Myers made with personality typologies. Such personality-categories then became folded back onto actual social situations, and people end up treating people as categories. A kind of categorical bias self-similar to racism, ageism, sexism, political bigotry etc, acting from representations and concept-maps and not receptive perception of current conditions. Combinatronics or exhaustive listing is logical and reasonable and lead from our original assumptions: power-over as vertical, power-with as horizontal. Notice, a spatial metaphor, which implictly biases us towards linear 'hierarchies' and C-state social dynamics.

How then may we escape this foundation of language of power-over and chain-of-command and hierarchy and C-state, and achieve a more fluid social B or A-state?

Invitation of B-state Through Relational Vigilance

An astute reader may surmise that it is a mistake to refer to two people as A and B given the ABC classification of our social state. I thought about changing it to X and Y, however I have stuck with it. Why? Because it is precisely the negotiation between different people, A & B, that defines either A or B social state. We are in the negative Volumes and as such you are exercising generosity of spirit to follow (V1). You have, in your reading, enabled B or A state between us. You forgive my mistakes, my lack of skill, and compensate for any negative judgement which may cross your mind (V-1). Those who do not, have long since left, and we can probably agree that this text will never become an authorative account for enforced study, of coercive control.

C-state is the default state precisely because I > you and I < you fit the same dominant-submissive relationality, thereby benefitting the I > you individual. Bullish, insensitive, ego-heavy individuals take advantage of the voluntary submission of I < you individuals. They end up being incredibly disruptive or taking over classes, and hence rules are enforced to empower the adult to prevent such gross misconduct in class. However, by doing so, they institutionalise power-over between teacher and student. The same institutional form of all adult organisations,

protection for the lowest, innocent first-years. Something like this.

The transformation of the child into an adult is handled very badly in our society. There is no overriding ritual, no social transformation, but a limping school progression, and a spurious age-tagged, politically-determined, acceptance into society. As such, we as teachers and adults, are the welcoming committee to the next generation. Outside of the family and close friends, and strangers who they deal with in shops, we are the first strangers who form relationships with these young adults. It is our manner, our behaviour which determines how they accept society. This is no less important than the effect parents have on the personality of the children born to them. We determine how the social dynamics and coming of age is treated. We must also consider the state of the world which they enter into. If traditional education was to entrain compliant knowledge workers for a life of institutional work, what world will a socially-sensitive generation of young adults wish participate in?

A Seven Year Cycle must be holistic in its nature. It deals with the human being who steps into the building for the first time aged 11 or 12, treats that human being sensitively, catering for their uniqueness, and yet educating them in their realisation of their similarity to others, so that when they leave, they leave as a young adult at 16, 17, or 18 with a maturity that enables them to interact wholesomely with adults in wider society. If we continue to treat our young adults as children, or our children as adults, we can only confuse them. We must be clear as to what we expect of first-years as contrasted with fifth-years, and we must provide them with a system by which they can learn this for themselves. Hence the importance of their peer group.

Modular Pay & Retirement Package

Modular Pay is a loose constellation of alternative means of pay for teachers to reflect the shift in values. Since teaching is one of the most important roles performed in society today, the pay should reflect this, as well as act as an incentive to attract the highest quality minds. Although it may appear ludicrous, excellent teachers should not expect anything less than health professional salaries, approaching £100,000. Think of the savings to society if kids are brought up socially healthy, the subsequent reduction in health care costs, physically and mentally.

which when coupled with exchange-based economics sanctions rampant competition between companies while ravaging the environment (V3), and causes outbreaks of war and, because of the supreme efficiencies of objective science, the discomforting ever-present potential of the annihilation of humanity. Power-over is not a good, holistic solution. Period.

Let us look more closely at the I < you submission since it holds the key: it invites collaboration. It is powerful in its own right since it lies at the heart of all spiritual practices (V0). Consider the individual who willingly, voluntarily submits to another, I < you, exemplified by a student following a knowledgeable adult: the student *makes* the teacher, the follower *makes* the leader. Children follow one another naturally, whoever is making up the best story, has the funniest perspective, is the most handy. Leadership is fluid dependent on social context. Flocking, or murmuration. How do we achieve an adult version of this?

For us to generate a stable social B-state, we must be vigilant that I > you is *not* institutionalised. We can not eradicate I > you relationality directly because of childhood experiences, being born into a harsh family or cultural environment, an outcome often resulting from political or economic sufferance. B-state can only be invited by the individual and then empowered by the collective relationality. Any failure by an individual to control themselves may be pointed out by others so that the individual may self-correct. Failure to do so becomes a conscious I > you power play, which then collapses the social state and calls for institutionalised power-over be they a teacher, manager, owner, national government, Lord King or Emperor. Hence the saying: one bad apple spoils the barrel.

A-state occurs when there are sufficient numbers of strong I = you relations. Not institutional descriptions of A=B, which sound great as virtuous policies, charters, constitutions, but all too often become part of power-over dynamic institutionally, the soulless implementation of bureaucracy, injustice or empty ritual. Nor conscientious objection, speaking to power, civil disobedience and other forms which demonstrate the relational mismatch of the individual with social institutions; all valid if not essential practices to operate within a C-state. Achieving A-state is a more refined social state of relationality. It is precisely the forgiveness of individuals who have self-discipline for those

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Teachers have the option of continuing the way they are paid, for a set number of hours of contact. However, to provide both teachers and management with greater flexibility, a target-orientated pay-scheme. Some classes are harder to teach than others. These harder classes demand more pay. For example, a teacher could accept a class precisely because they have developed skills to be able to cope with or even transform a class with behavioural difficulties. Imagine a situation where a school recognises a whole year group is difficult, or a particular class. If a failing class was transformed to achieving passing grades, it would have a significant effect on each individual student's conduct, their influence on the rest of their year group, and improve the grades of the school overal. There are specialists who train themselves to be able to take on classes like these. Similarly, a national exam class is a high intensity environments (ie high stress) because of the responsibility of the teacher to ensure certain grades are met; money should not be going to the head of the department, but to the teachers who are helping improve attainment. Performance-related pay has been put forward, but it must be selectively chosen by the teacher, thereby allowing teachers to take on a level of stress they are comfortable with. Some teachers may relish the opportunity to take a stab at performance-related pay based on their personal experience of the students.

A major factor to take into consideration is the amount of man-hours each teacher is responsible for. Eight people working independently for an hour each, or one person working for eight hours, totals 8 people-hours; eight people in a meeting uses up all 8 hours in one hour. How many meetings have you been to that are worth 8 people-hours? Instead of thinking that a teacher works for 20 hours of contact time a week, it would be more useful to consider these as meetings. In a normal school, classes contain 30 students; hence a single teacher may be responsible for 900 people-hours of work a week. Compare this to the people-hours of one-to-one learning support and guidance meetings and management interventions. Are department meetings worthwhile? Or Inset days at a mid-sized school servicing 700 student, with 240 people-hours in a morning's lecturing (which translates as around 7,000 people-hours of student engagement). The economics are simple: meetings, between teachers or between students, require optimisation by improving communication skills (especially listening) and maximising

who exhibit loss of self-discipline, which enables the A-state. Otherwise, it remains at B-state where peers are policing one another, a distributed form of control, an improvement on the centralised control of C-state. For those with a subtle turn of mind, we may use A>B to warn us of the hidden disorder when we think A-state is 'better' than B-state, something we are trying to achieve, which traps us into goal-setting, externalisation and representations, etc which inadvertantly collapses us back to a C-state. A-state is induced as a result of our concurrent relational behaviour, the social equivalent to 'flow-state'.

Clearly, based on my attempts to write about it directly, and everyone else's given the adult state of the world, we may appreciate that the task of 'describing' A-state may be easier to experience in non-verbal environments. I have been drawn to many non-verbal relational practices where the temporal condition takes precidence over the spatial. External and internal martial arts: a block as the response to an incoming fist, rather than receiving the invite of an incoming fist to dance; the importance of sensitising an alert state of mind, not training the body to automatically respond to a recognisable attack. Or in tango, the learning of discrete moves like an 'ocho' because the external form looks like a figure eight; rather the natural articulation of joints which results from joint sensations in the moment. Or the difference between sex and making love, one an objectified transaction of pleasure between two bodies, the others a communing of mutual sense, perception, feeling, spirit. Or again, two opponents facing off over a chess board, or an invitation for two players over a Go board to discover a divine move between them. Or musicians performing from a composition, in contrast with musicians jaming, playing with one another improvisationally. What about the temporal quality of these experiences give us a clue to the difference between the categories of power-over and power-with?

> How can we model good listening when attention is always paid to the talker? How do we manifest a fellowship of sensitive co-responders?

Shift from C to A-state Organisations

Traditional education syllabus (eg GCSE) is going in the right direction, just not far enough. The shift is from content to process, which is in keeping with the times. However, the significance of social

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our decision-making capacity (V2). Remuneration must reflect the social density and psychological intensity of classroom engagement.

We all remember our favourite teachers, mostly because they were funny but sometime because our work output was phenomenal. Either way, when operating a value-tracking economy and income is distributed to everyone who has been helpful to us (V3), then teaching becomes one of the most financially secure jobs in the world. The act of teaching is one's retirement plan: the better we do our job, the more we are rewarded in old age. Teaching can be a very sought-after profession.

Leading Teachers, Micro-World, Institutional Transparency, Future Proofing

Leading Teachers refers to our role in society. We have the greatest resource at our beck and call, kids, we experience a complex system of communication on a daily basis, produce the next work-force, and essentially teach genius.

The school is a micro-world. Students enter as children, and leave as adults, going from the youngest amongst their peers to the oldest. This represents the change we all undergo in society at large, as we start off as eager young adults in our chosen occupations or professions and become old-hands. To create a system which is sensitive to this social aging process, which would make use of the real energies that are going on, might students generate revenue and make increasingly large group decisions on how to invest it?

Institutional Transparency refers to a trusted profession: respected and trusted for the care of the next generation, skilled to prepare students for specific knowledge-based careers, and providing simple enough qualifications that non-experts can trust. Qualitative evaluations (V3) can reflect two of the three most important factors in education: are the students looking forward to the lesson? are the teachers looking forward to the class? and are the students achieving their potential?

Future Proof refers to system design which takes into consideration possible future outcomes so that schools can accelerate. Instead of being behind in terms of new business psychology and technology, can schools bring themselves to the very edge of innovation. The future is social: with AI in the processes of replacing millions of jobs, the more human soft-skills of intention, compassion, communication are prime.

dynamics remains ancillary. The process of culture change is notoriously slow when implemented top-down. Like most forms of institutional change, the change will be brought in by new blood; those who don't know any better will be instructed in modern theory, they are the vanguard of change. Teachers entrenched in their ways of thinking will no doubt resist, and rightly so for they have most probably evolved a system that works with the kids. The process of implementation will take years, and given the speed of change effecting society, I am afraid it will be too slow. Hence my emphasis on experiential learning at the collective level: social skills learned by students may empower non-linear rates of growth.

The practices of Educere relate to transforming the current educational system by making use of its fundamental social unity: the whole school. If parents were given the power to redistribute school-costs (around £6700/year in 2022 in the UK, double that for private education), what kind of system might grow?

I can imagine parents trusting an educator with their small child, perhaps only on a weekly basis, to establish the basic relations of sharing. As the child proves they are capable, the educator brings together several children whose parent's trust they have engendered, allowing students to explore their own ideas as well as work together in groups of five; a friendship group. Perhaps groups of 25 are brought together like in summer camps where they learn to organise themselves as a class, and perhaps even as early as 11, they are self-organising in groups of 125. Eventually, as young adults, they are comfortable working together in groups of 625, comprising a school, perhaps filling lecture halls.

Every time a larger group is formed, they learn the skills required experientially, conditionally based on what they find to work, with certain students becoming more active; perhaps those with innate social intelligence are recognised by their peers. Students learn how to interact within their teams, competing against other teams, and gathering in larger and larger groups, until as adults they might just be able to comprehend how they may form a polity in the millions and, ideally, as a sustainable global society.

A healthy educational system is arguably one the greatest achievements of a culture. How we treat children, how we invite them to adulthood, determines the health of future generations. If we are to live

Next Steps

Parent Push, Schooling & Pooling, Student Pull, or AI?

There are four vectors of implementation: parent push, solitary teacher adoption, whole school implementation, and student demand.

Parents who become aware of the process may put pressure on educationalists to practice ABC State and Educere in their local schools. However, parents traditionally have little influence on the daily activity and annual curriculum of their schools, what with five-minute meetings a year for parent-teacher meetings. It is understandable that traditional schools are C-state, creating a protective environment insulated from the variability of individual student socio-economic and cultural background. A more open A-state school welcomes parents who may take a more active role in the learning environments of their children.

There is nothing stopping individual teachers from adopting ABC State since it complements standard consequence systems or character and virtue led programmes. By contrast, there are three formal methods of implementation: whole-school, self-selection, classroom coordinator. Firstly, a whole-school policy is feasible, but traditionally every implementation of new learning technology suffers from the problem of replication. There are teachers who are resistant to change, who are comfortable with their own methods, who successfully maintain the C-state of their classes. It is absurd to enforce change. Secondly and more practically, a self-selecting group of teachers may implement the method, preferably covering the same class throughout all subjects. Once the practices stick, non-selecting teachers who experience the positive effects of A-state classes may be persuaded to devolve more control. Thirdly, funding the role of Classroom Coordinator (CC), psycho-social specialists who complement the knowledge-specialism and discipline-delivery of standard teachers, training a class to reach A-state and having done so stepping away from direct class engagement. The three methods of implementation correlate roughly to C, B and A-state. CC's rely on organic learning, in situ, live and fresh with every new class, and their A-state network grows through person-to-person support.

The most powerful driver is through student demand. Classes of students who self-organise A-states, may be able to effect adult organisation through demonstrating the better efficiency of

in a sustainable world, an educational system must be broad enough to respect the individual and encourage sociability, while celebrating the diversity of cultures and the unity of us all. It is with the highest ideals in mind, that the job of teaching becomes enthused with respect. Let us live up to the higher expectations of our children, that the world they grow into is one fitting of a sensitive and questioning being.

Origins

Postmodern Journeyman

I was brought up in a more or less traditional way. When I learned to teach, I was amazed at the variety of group tasks and mathematical challenge available. I conducted my PGCE at Brunel University, and the course was led by Mark Humble, who I believe was a true educator. Once qualified, I threw myself into locumming in inner city London schools. I used whatever I could to catch the minds of the students. I would draw their attention to how their personality was coming across, how they were interacting with one another, how they were learning from one another, their learner styles, how to improve their learning of the subject. My materials, in every class, were the awareness of the students themselves, something which was of interest to all but the most entrenched teenager. It was during this time that I also tutored up to 20 students a week, where I could concentrate sensitively on the learning process itself. Even if I was tired at the end of a day's work, I was always rejuvinated by these students; the energy used up in being stuck and the associated mental states of anxiety or frustration would be liberated all at once during a tutoring session. A privileged experience.

When I moved to Scotland, I found myself in longer term positions, three separate occasions of 6 months each (the rest of the year I would spend in a warm country, swimming). After a few years, I wished to give something back to the schools I was working and the educational system as a whole, and I asked various heads of departments for some time to present some of the most important ideas. In one school, the head of the maths department gave me fifteen minutes during a meeting; in another, the head of the learning support staff with whom I had worked with was ill and her colleagues were not interested; in another school, the guidance staff were not welcoming - "You've only been working here six

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self-organised, self-determined, socially-responsible learning. The first schools to achieve consistent A-state in their classes will attract the highest quality teachers, provide the best environment for CC's to learn, provide a ready research space for educational researchers, and the greatest funding from prospective employers. Students who graduate A-state schools, who demonstrate the skills to cooperate with teams, groups, and greater volumes of fellow pupils, are highly sought-after. It is up to such graduates whether they wish to enter into the traditional marketplace and sell their time, or as a cohesive network choose to self-fund their own learning journey through life (V3), helping the adult world transition to a decentralised A-state.

Contrast social development with the traditional trajectory where technology dictates change. From black to white boards, textbooks to photocopies, projectors and smart boards displaying powerpoints, the economics of business pushing the educational agenda naturally demoting psychological and social sensitivity. AI is predicted to revolutionise education by the end of the 20's, delivering a personal curriculum to every student on the planet, personalised to each learner's needs. Improved delivery by a personal tutor is certain, by human or sophisticated AI. The issue is motivation and reception. Should adults abrogate their responsibility and rely on AI to improve social dynamics between teenagers? Between adults?

What future is feasible in the 30's? Can we prepare a new generation of young adults who have learned how to interact within their teams, compete against other teams, settle into self-organised practices with strangers and gather in larger and larger groups? If equipped with collaborative business practices (V2), might such young adults learn how to self-organise a polity in the millions and, ideally, as a sustainable global society? Is this feasible through classroom teachers or specialist Classroom Coordinators? Or only through impartial AI, if such a thing is feasible? It is a decision every teacher must make in providing opportunities for their students.

months, I've been working here six years! Put it in writing!". Something I am loath to do, since I believe objectifying my experiences into some kind of abstract set of rules kills the very thing that is alive.

In my final year in Scotland, I pulled out all the stops. Everything went exceedingly well. The students responded positively (to the extent that in one class, twenty-one students moved up a set and three moved up two sets); I made an excellent connection with a teacher in learning-support; and even the head of the school was responsive to our methodology and our respectful manner of approach. Everything was going well, but it was not to be - a clash between the head and the unions meant he lost his job and our petition to become Classroom Co-ordinators died with his dreams.

After ten years of experience as a teacher, I decided to bite the bullet: I decided to accept a fulltime position at Humphry-Davy School in Cornwall, primarily because of one of the lead learners, head of community Darren White. His ideas and practice were well in advance of many schools I have experienced. I saw this as an excellent opportunity to spring-board my own experiences and skills. However, this was not to be. For the first time in my teaching career, I was dumped; the social dynamics were too much for me. I took months reeling with the shock. Although the students eventually came round, I found the experience exhausting and I decided that I did not want to work again.

The mainstream system was resistant to the changes I had discovered in my classrooms, the high-trust relationships it is possible to invest with adolescent students. It was not the people, but the systemic response. The problem was how adults were paid and organised into departments, with mortgages to pay and their own institutionalisation into the only way teachers survive: reproducing C-state in their classes, and enacting C-state in society. I felt it necessary to apply what I learned with adolescents to the adult world, which turned out to be Action Cycles (V2), then deeper with Ecosquared (V3). I had hoped to move on because of the proven successes of my students. Instead, what successes I have been lucky enough to witness, only remain with those involved. And as each class I teach dissolves, so what remains is memory, a fictional narrative to those not present (V-3).