Chaordic Stepping Stones

These are the last three stones on the Chaordic Path. You can use them in your individual schools or organization to finish the work begun today. Full information on the Chaordic Stepping Stones can be found at: TeachLeadNJ.org

Structure
Once the concept has been chosen, it is time to create the structure that will channel our resources. It is in these conversations that we make decisions about the resources of the group: time, money, energy, commitment, and attention.

- Who are we becoming when we meet together and work this way?
- How do we support the aspirations of the group?
- What is the lightest structure that will serve our purpose and need?
- What role might the core team play with the project is over?

Act/Practice
The ongoing practice within structures we build is important. This is the world of to do lists, conference calls and email exchanges. The invitation here is to practice working with one another in alignment with the designs we have created.

- What do we need to do to sustain our work together on teacher leaders?
- What is our own practice of working in networks?
- How do we extend the spirit of the gathering into future asynchronous environments where we can't be face to face?
- How do we leverage relationships and support the work that arises from them?
- How do we sustain and nourish our relationships and collective aspirations?
- What commitments are we willing to make to contribute to the success of our endeavor?

Harvest
There is no point in doing work in the world unless we plan to harvest the fruits of our labors. Harvesting includes making meaning of our work, telling the story and feeding forward our results so they have the desired impacts in the world.

- What are the forms of harvest from our work that best serve the need?
- What intentional harvest will serve our purpose?
- What are the artifacts that will be the most powerful representations of what we have created?
- How will we carry the DNA of our work forward?
- What are the feedback loops that we need to design to ensure that learning and change accelerate itself?
- How will we stay open to emergent learning?
- What are the questions we need to carry about what we are learning by meeting this way?