Guidelines

TO PROMOTE SOCIOCRACY IN SCHOOLS

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QUEST

Soziokratie

The document "Guidelinese to promote Sociocracy in School" was produced by Martina Paone (QUEST) and Werner Kratochwil (Soziokratie Zentum) and published in June 2023.

SOCIS

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The SOCIS project

SOCIS is a European project funded by the Erasmus+ Programme (Key Action - 210 - Small scale partnership cooperation for Innovation and Exchange of Good Practices).

The duration of the project is of 16 months, from 01/04/2022 to 31/07/2023

SOCIS is implemented by 2 European Countries (Belgium and Austria).

The partnership is made up of one European Network promoting Quality Education (QUEST) and one organisation promoting sociocracy (Soziokratie Zentrum).

The project has the ambition to support the development of sociocracy in European schools, in order to offer an innovative and democratic management of schools where every person involved has an active participation in decision-making and where every voice is heard.

In order to achieve this objective and meet the expected results, the project SOCIS is divided into three main activities:

1) Research – A Research providing an overview of Sociocracy in School in Europe

2) Workshops – A series of workshops on how to support sociocracy in schools

3) Guidelines – Guidelines to scale up the use of sociocracy in schools

The SOCIS project

What is sociocracy ?

Sociocracy is a form of governance that offers effective ways to share power. Using sociocracy, decisions can be more inclusive, egalitarian, and harmonious, therefore better meeting everyone's needs. (Wilder,2020: 4).

The goal of sociocracy is to provide a framework for including all voices in an organization in order to "respect the equal value of people," (Buck & Villines, 2007 p. 29) and to ensure that "no one is ignored" (Rau & Gonzales, 2018, p. 3).

When we speak of sociocracy we mean the specific form of SCM (Sociocratic Circle-organization Method), which was invented by Gerard Endenburg in the 1970s for his own company Endenburg Electronics. Since then, it spread out from the Netherlands world-wide.

SCM is based on following four basic principles:

1. The Consent-principle rules the decision making process.
A decision is made when the present circle members have given their consent to this decision following a process where everyoen speaks in rounds. Consent means: there are no paramount and argued objections to this proposal.

2. An organization is made up of circles
A circle is a semi-autonomous entity that makes its decisions independently, within limits that have been given by a next higher circle with consent.

Within these limits, a circle can define his own aim and domain in alignment with the higher circle, create and lead the process of how the aim will be achieved and may delegate the execution of tasks to the circle members or to further sub- circles.

The circle organizes the three elements of (1) leading (planning / deciding), (2) doing (execute, run) and (3) measuring (evaluating / learning) that forms a "circle-process" .

3.Two circles are linked together by a double link
At least two people from a circle take part in the decision-making process of the next higher circle: the person in the leadership role and the elected delegate. This brings a four eyes control to the next level and the roles of making sure the circle is functioning and fulfilling requirements from a higher circle is separated. The delegate has the role of making sure the circle is functioning and the leader has the role of fulfilling requirements from a higher circle. These roles are separated. The linking makes sure information as well as power can flow top down as well as bottom up.

4. The distribution of tasks and functions is done by sociocratic "open" elections
The circle elects persons for roles and functions in accordance with the consent-principle after open argumentation. This guarantees that the roles are fulfilled with full support of the circle and in accordance with criteria which are consented in the circle as a first step of the election.

Why apply sociocracy in schools?

The main source of inspiration for Endenburg to systematize SCM was the De Werkplaats Kindergemeenschap, a Quaker-inspired school founded in 1926 by Kees Boeke and Beatrice Cadbury in the Netherlands that developed the first basic sociocratic approach in schools: students were consulted at "talkovers" and where students and teachers would discuss issues "on an equal basis" in weekly assembly, and decisions were made only when everyone agreed.

Since then, use of SCM explanded and is currently used in dozens of democratic schools worldwide with joint student, teacher, and staff participation in decision-making (Osorio & Shread, 2021), and in other informal education settings. It is also used in children's parliaments in India with representatives aged 6-18 in thousands of federated groups from neighborhood, city, state, and national levels (John, 2021; Ravi, 2020).

As Osorio and Shread (2021) pointed out, sociocracy as a method of governance can be applied to any type of school, independently of its pedagogy. That means that even a public school - like the Rychenberg school in Winterthur (Switzerland) has already done so - can implement a democratic governance and use

sociocracy, with positive outcomes for all the school actors. Pedagogy and Governance are two defining pillars of an educational project but one affects the other.

Benefits and challenges

In the research performed in the framework of the SOCIS project, we could identify that all school actors of sociocratic schools showed great enthusiasm and positive feedback in the application of sociocracy in schools.

No schools expressed regret in using this system of governance and they all show that it works and provided practical examples.

The research analysis identified similar outcomes in the application of sociocracy besides the different school contexts (different in size, pedagogical approach used, different social and geographic situation) and are connected with the three major school actors:

- At the management level: decisions are taken more effectively, a more transparent way of working and less charge for the headmaster.

- At the teacher level: staff motivation increases, more sense of togetherness and collaboration with colleagues, more sense of belonging and therefore putting decision in practice

- At students level: children's sense of belonging and responsibility increases, they learn how to be active citizens, and they also put in practice sociocracy in their families

The research shows also a clear understanding of the challenges schools are facing in their organisation. Most schools appreciated the help of a sociocracy expert to be guided to facing these chanllenges.

 Challenges are:

- Some schools felt it was difficult to apply sociocracy in environments where communication was not effective and violent. Therefore the need to couple SCM with training on communication.

- Difficulty to take "harsh decisions" when working in a more an horizontal organization (i.e firing)

- Time and energy needed at the beginning to apply sociocracy and to adapt to the new way of working together

- difficulties of setting boundaries, in particular when a person has "different hats": parents can also have a role in another circle, whereas teachers can also have a role in other decisions that are not merely pedagogical.

- difficulty to re-imagining a new mindset that is not hierarchical but collaborative, where everyone takes their own responsibilities.

- Financial limitations to get proper sociocratic training, consulting and support with the implementation, due to the fact that schools often have limited funds for additional expenses
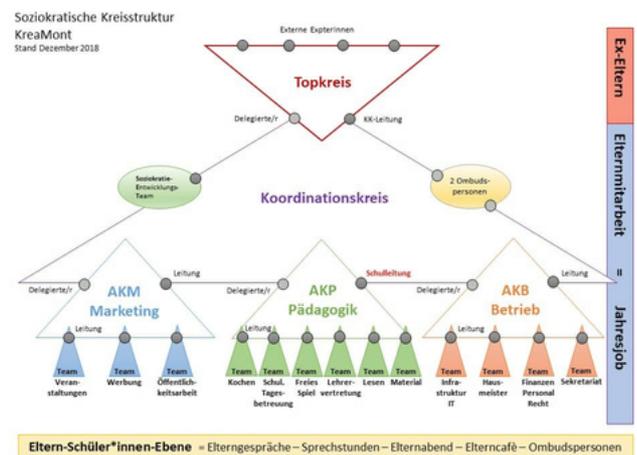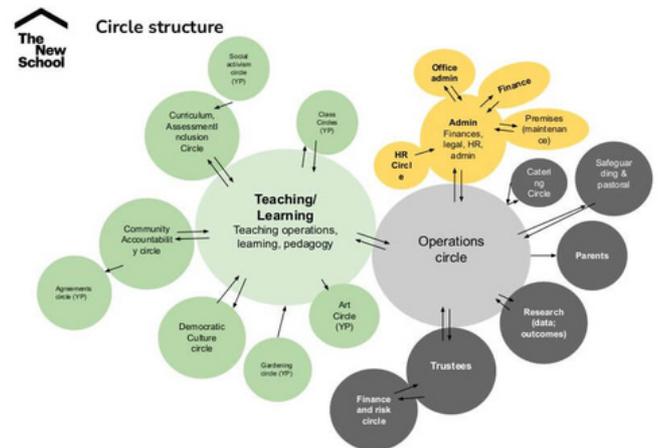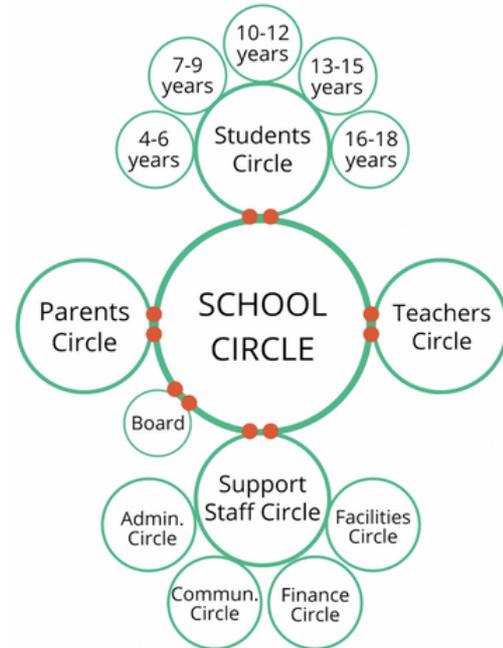

Fig1. Three examples of different sociocratic school organisations (sources: Wondering school, Sociocracy for all and Kreamont school).

Why these guidelines?

SOCIS guidelines is a practical document aimed at providing recommendations to actors interested in applying sociocracy in their contexts.

The objective of the guidelines is to transfer project outcomes in order to activate interest and awareness about sociocracy in schools, but also to consider what are the preconditions needed to apply sociocracy. In this sense, the guidelines are derived from the research analysis done by the SOCIS partnership. Some of these recommendations are linked to external stakeholders (academia and policymakers) whereas other recommendations touch the different school actors directly involved in schools (management, teachers, students, families).

The guidelines are considered a comprehensive, hands-on document that targets those actors with the common aim of supporting these actors in understanding and embracing sociocracy and at the same time they outline a series of actions that said stakeholders can take to lead the way to the sociocratic implementation.

Policymakers at local, regional, national and European level can use this document to inspire government departments and educational policymakers in understanding the benefits of sociocracy in schools and also to transfer the use of sociocracy into other policy areas.

For academia, guidelines can be used as an instrument to trigger more academic debate on about schools as organisations, and the "governance" side of schools. We know that there is a lack of literature on the subject and Universities could fill this lacuna.

SOCIS guidelines are also addressed to parents and parents' associations, as key stakeholders that interact with the school to improve the school environment and quality of education.

Last but not least, schools can use these documents as a basis to decide if starting to implement sociocracy.

Finally, these guidelines could be handy also for schools that have already started using sociocracy. Specific recommendations in the form of a checklist are created specifically for them, to assess the level of implementation and the steps ahead.

It is important to notice that, despite the guidelines pointing out the precondition for sociocracy to be implemented in schools, they need to be considered as a short indication for schools, not as a "how to" manual.

The implementation of sociocracy needs therefore to be guided by a sociocracy expert, who offers facilitation, training, coaching and guidance through the process.

Likewise, it is important to consider that children should only be guided in the use of sociocracy by people who are experienced in SCM themselves.

Recommendations for Academics

- We encourage you as researchers and university staff to engage in a broader discussions on the definition of sociocracy in school from an academic perspective as there is no established, common and agreed concept that defines it.

- Please start recognizing and dedicating more work to the analysis of the structural and governance level in school education.

- We like to encourage you to do more research on sociocracy in general and on sociocracy in schools in particular (both on a theoretical and practical level). We would see it useful to perform a cross sectoral analysis that can encompass organizational studies, educational studies and psychological studies.

- It is key that students of educational studies (and therefore future teachers and principals) will learn about sociocracy and school governance in their university courses. We ask you to teach sociocracy and alternative models of governance to future teachers and principals to truly have an impact to bring innovative governance ideas into the schools.

- We also see a need to do more research on the effects that a more traditional and vertical governance model in school can bring to management / teachers and students (both on a managerial level and a psychological level) and compare it to the school that already uses sociocracy and similar governance structures.

- Maybe you also want to start to practice sociocracy within the organizational structure of the university establishment - with the help of a sociocratic expert or facilitator.

Recommendations for European Policy Makers

- Since sociocracy promotes a continuous path of learning from the things you tried upon the decisions you made, please consider that the application of sociocracy in schools can contribute to responding to the EU key competences for lifelong learning as enumerated by the European Council in 2018 among which are the LifeCompetences (Interpersonal skills, and the ability to adopt new competences) and Active citizenship competencies.

- As a EU policy makers please consider the importance of the governance level of a school organization (and not only the content level (subjects / curriculum). The way a school governance is organized (who takes decisions, how decisions are taken and the domain of each school actor) has a strong impact on the whole school well-being and health of all school actors.

- Please suggest to your member states to promote changes on the organizational level of schools.

- Please allow more flexibility for schools in the member states to be more autonomous in deciding the organizational aspects and the structural adjustments that every school wants to make.

- More than ever, please understand that the national education system of all EU countries need a push toward democratization. When more students learn how to organize themselves, make their voice heards and act accrordingly to decisions taken (e.g. with sociocracy) populism and anti-democratic pol+cts will have smaller chance in EU countries.

- You might want to try out sociocracy in your organizations and consent decision-making in your meetings. With certified experts and facilitators you can witness its full capacity and decide for yourself if it is helpful.

Recommendations for Schools

Benefits of applying sociocracy for school management

Our studies show that in the field of schools, the following benefits can be achieved through SCM:

- its clear meeting structure makes meetings and decision-making more effective

- decisions are more and more taken into action because all the actors bring their topics to the working groups and give up their silent resistance

- it clarifies responsibilities and creates a climate of collaboration between all actors.

- it enables shared responsibility for the school and this reduces the workload for the principal

- the management does not need to get deeply involved in all decisions, because the circles can take decisions within their domain

- with open election, the life of the principal becomes easier, because the teachers more and more respect the principal and support him/her.

- it makes the school more attractive for new teachers and gives a chance that positive changes can endure even if the principal changes

- with it you help to incorporate a lot of SDGs (sustainable development goals) within your school (especially 3, 4, 5, 8, 10, 11, 16, 17) because
  - 3: taking part in decisions creates a healthy work place
  - 4: inclusive decision-making and a place to ensure life-long learning also for teachers
  - 5, 10: with consent-decisions all actors involved have the same saying
  - 8: you create a decent work place for all people working at your school
  - 11: with its ability to quickly react to changes, your school becomes a sustainable community
  - 16: consent decision-making creates peace and justice
  - 17: it creates a partnership to work for all the SDGs

Recommendations for school management

- If sociocracy sounds interesting, you could start off with trying external facilitation for profession groups or organize conferences in a different way

- some schools use the school development budget to offer sociocracy training in school

- if we could arouse your interest, then visit other schools in your country using sociocracy and to ask them how they position themselves within the educational legal framework.

- Especially for public school it is essential to look at the legal framework of your school within your country's context. It is recommended that you are accompanied by a sociocracy expert to analyse to what extent sociocracy can be put in place in your school, and what are the legal bindings that might not allow you to move power and domains to the circle structure. Still we see at the existing schools using sociocracy that a lot is possible.

- If you decide to start an implementation process, please ensure that the school has stable resources and infrastructure. Implementing sociocracy takes some time, and it would be a pity if this process has to stop because the school does not have the premises anymore, or because the team is not stable, or because there are no financial resources to pay for a sociocracy expert to accompany the school.

- We strongly recommend that you find a sociocracy expert to help you with the implementation of sociocracy. The sociocracy expert has the knowledge and experience to guide the change process to a successful outcome, avoid unnecessary pitfalls and make it as smooth as possible. The sociocracy expert will also guide you to a new way of leading and help all the actors involved to build up collaboration and take their responsibility within the school. Please reach out to the sociocracy experts to find appropriate ways for funding.

Benefits of applying sociocracy for teachers

It is worth to lobby for using sociocracy in school because our studies show that:

- school meetings become effective and fun. During the implementation all actors learn more and more how to decide together and later can also learn themselves how to facilitate meetings in a sociocratic way.

- it empowers all actors to be part in running the school effectively for the whole school. All actors have a say in things that matter to their business and can take part in changing them for the better. This offers them the chance to take part in changing the school to become an efficient, peaceful and healthy workplace, where the vocie of everyone is heard.

- the school will become more stable and reliable, and use its power wisely. It will become able to run more ambitious projects and create a better learning experience for students, because with sociocracy every circle knows what they can decide and how to decide effectively

- it also increases collaboration between teachers because the pedagogical team will learn how to decide together and bring the decisions into action

- the school will attract enough engaged teachers to collaborate with, so that in the end the school will run very smooth

- when the teachers have experienced sociocracy themselves, sociocracy can be implemented with the students, bringing more equity and exchanges in the whole teaching process, empowering the students to express their opinions and thoughts and stand up for their needs. The teachers act as an example for the students on how to work together in a peaceful way in school as well in their life after that.

Recommendations for teachers

If you are interested in sociocracy, we found those things that could help to support sociocracy in your school:

- Learn more about sociocracy, by reading books or watch films about it. You find a few recommendations below.

- You can safely test sociocratic cooperation with the students with the sociocratic class representatives election. with this manual. All other elements need a solid basic understanding of the method.

- Learn about sociocracy in sociocracy courses and try it out with your colleagues at your school meetings, with your friends or at home, maybe with the "Keep the Balance" game.

- For implementation of sociocracy in your school, the school principal needs to be convinced and committed. Find colleagues who would also like to have sociocracy in your school and reach out to your principal together. The arguments for principals listed above might be helpful.

Benefits of applying sociocracy for students

According to our studies, we recommend students to start promoting sociocracy in school because

- thanks to sociocracy in schools, students can really have a voice in your school, bringing it closer to wha tyou wish it to be

- students can have an active role in deciding what to learn, and therefore fostering self-directed education (only if you are given some decisions authority of curricular choices)

- students can play a part in the management of the school, learning how to live and run an contibute to an institution democratically if it is within their circles' domain

- sociocracy has a positive effect on students' sense of belonging,, responsibility and citizenship, so the more they engage in the decision-making process, the more they will feel connected to the school and their peers, the more they will also feel part of the society around them

- students will feel much more motivated, responsible and engaged in making change in the community

- students will develop a feeling of togetherness with their peers, and a much less confrontational relationship with their teachers and the school management

Recommendations for students

- If you are willing to embark in sociocracy, you might want to start reading about sociocracy and how you can be part of a sociocratic organization. Useful book targeted for you might be Wilder. H "Sociocracy with Children".

- You can find useful video content on youtube (ie. the <u>youtube channel of Sociocracy for all</u>).

- You can try the board game created by Soziokratie Zentrum "<u>Keep the balance</u>"

- Once you collected some information, you can meet with their friends at school to find out what you would like to decide for yourself in your school and what responsibilities you feel ready to take

- You can discuss with teachers and the school management about your willingness to be included in the decision-making process and can suggest teachers and the management to undertake a sociocracy training

- Despite your willingness to take responsibilities in the decision-making processes in your school, it is important to notice that sociocracy can be implemented in your students' circle only if one of the criteria is met:

  - you are in a democratic school (therefore teachers are well aware of the co-decision processes with students)
  - if sociocracy is already implemented in the teachers' circle
  - if there is a sociocracy expert to help you and teachers

- Don't forget that in order to apply sociocracy in your school, you need to have a clear "domain" (the area where you can take decision on your own)

Benefits of applying sociocracy for families

We recommend families to start promoting sociocracy in school because

- sociocracy can bring a lot more clarity to all roles in school and responsibility, giving parents a clear place and role, by defining its boundaries and needed competences. This is extremely useful as it helps structuring the involvement of parents in school.

- if a parents circle is created, parents can have a direct voice in school and within the circle meeting make the difference and have their voice directly heard.

- with sociocracy, the parents / school separation can be reunited by creating connecting circles and a clear flow of communication.

- within the parent circle, consent decision-making gives everyone the chance to be heard, not only to the most involved or the "louder" families.

- when parents learn sociocracy, they also find it very beneficial within their own family: it can help creating a cooperative and harmonious environment in their household.

Recommendations for families

- If you are a parent in a school that wishes to apply sociocracy it is worth that you gather information about sociocracy in schools before promoting it to the teachers body / school principal / board. The SOCIS Research provides good documents, which describe how sociocracy in schools could look like and what it has to offer.

- As a parent you might want to talk with other parents about the importance of sociocracy in schools. If other parents are interested and the rest of the school actors are not, it is also possible to start only with the parents circle or association to be sociocratically organized, in order to test it beforehand and to offer a model of reference to the rest of the school.

- If you are in a school that is in the process of becoming sociocratically, it is pivotal to help set boundaries and clarity among roles. When parents - besides being a parent - also have other roles in school, it is important to always bear in mind that the duplicity of roles needs to be expressed and always considered. It is important to consider not only the roles that are given in an organization, but also the social roles that the person are embodying (ie. a parent can be also a financial helper in the school)

- The application of sociocracy with children in school works at its best if children can also experiment with sociocracy in their family. On the contrary, a very different family setting could create dissonance in children. (ie. a sociocratic school where children can co-decide about the school rules VS a family where children are not allowed to express their opinion or where their opinion is not taken into account). It is therefore recommended for parents to look at sociocracy in the family and make experiences and talk about it, in order to embrace sociocracy values in the household so to be in accordance with the school.

- A sociocratic school is a great opportunity for families whose children are attending the school, to start slowly implementing sociocratic practices in their families routines. Regular family meetings, feedback, consent decisions and the establishment of clear roles are very powerful tools that can be implemented in families in order to avoid classic conflicts and tension and to set up a balanced and cooperative family environment. But be cautious what topics you invite your children to co-decide. Parents still need to stay fully responsible and should only choose topics where they have enough openness about the result.

Recommendations for sociocracy experts

If we speak of a private sociocratic school,
a) which is led by parents:

- support parents in handling the regular fluctuation of parents in the school
    - that parents who leave hand over their roles to new parents early enough
    - that the new parents get training in sociocracy

- support the parents not only to take the role as school holder, but also to find their place as parents of their children and not confusing the two roles

- When the sociocracy reaches the teachers, help the parents to find a very clear domain for the teachers' circle. This helps them to build up trust and parents can leave the pedagogical circle. Since the "customers" are the students and parents have decided to take the offer of the school by subscribing their kid to the school, the parents have to learn to live with decisions the teachers make – which are aligned with the pedagogical concept of the school. These are these roles in a functioning school, which need to be separated clearly: The teachers stick to the pedagogical concept and the parents support the teachers in their work in general by running the school.

b) which is led by teachers:

- help them create clear domains of the circles, where parents can find their supportive roles in the school's organization.

- it can take some years until the teachers build up trust in the parents that they can help running the school without interfering in teachers' domains

- if parents take part in circles and make pedagogical suggestions, the teachers have to keep the responsibility to preserve the pedagogical concept. The teacher cannot go with interests of single parents, even if they have roles in supporting the school.

If you are implementing in a public school:

- help the school find out where they have the option to make it differently -> this defines the domain of the school.

- calculate extra effort to organize their meeting times within the school schedule, because the structure does not give them time to collaborate and help them find a way that meetings can be paid or – if this is not possible – find a way without the payment

- be aware that most teachers are used to working alone, because cooperating with each other was often not encouraged. Getting them used to collaboration might need some extra effort.

- make sure that the principal understands the need to collaborate and that teachers can learn from each other. SCM helps to improve the school in that direction.

If sociocracy is implemented with students:

- help the parents deal with the situation when the student also want to decide sociocratically at home

- be aware that it is mostly the parents choice which school the student go to and often also dependent where they live. So you might have to deal with the frustration that the student often do not choice to choose a different school.

In general:

- when you assist the founding of a school, make sure that only a few people (ideally two) create the concept of the school and then find followers. When too many people are involved at this phase, the school might never get going.

- make sure that the school has stable resources and infrastructure, so that they do not risk closure or financial collapse.

- in the end of the implementation - no matter who runs the school - the parents have to support teachers in their task to support pupils.

- when explaining sociocracy to teachers, be aware that they are more used to teaching – following their own education – rather than learning something new. It might also be hard for some teachers to learn from their colleagues.

Recommendations for schools already using sociocracy

- Please check if all four principles are fully implemented in the areas which already use sociocracy. If this is the case, check if your school is ready and willing to implement sociocracy in the next area (administration, teachers, children, parents). Next you can make sociocratic statutes – if possible or start with a top circle.

- Try to get training for facilitators, to keep the meetings running smoothly and internal trainers to keep the sociocratic way lively in the school.

- If you have a school council (plenary meeting), where the whole school comes together to decide, try to reduce its domain over the years - step by step - and hand it over to the circle structure. This will help taking decisions by consent, which is very difficult in large groups.

- Start or attend intervision groups for the circle roles (facilitator, delegate, leader, …) to make sure they can fulfill their role properly. In this group you reflect the challenges in your role and develop ways to deal with them - together with an external sociocracy expert.

- Connect with other sociocratic schools in your country or abroad, you might find that you are in a similar path and it might be useful to share experiences with others

- In case of any problems in the process, please ask a sociocracy expert to support you.

How to implement sociocracy?
The typical Implementation Process

Between 1975 and 2006, in more than 30 years of experimental experience with the introduction of SCM in existing organizations, a way has been developed in the SCN - Sociocratisch Centrum Nederland to switch sustainably from a linear or consensual organizational structure to a sociocratic circle organization. Since then, this process has proven its worth and forms the core of our expert training. These are the phases of the implementation process:

Phase 1 Introduction

a. Introduction, The management gets to know SCM and tests it with the expert in a meetings, talks with teachers about how sociocracy could work in the school and if possible visits other schools or get in touch with them

b. Project Group "Implementation Circle" is founded to prepare the implementation

    i. Aim criteria for the implementation of SCM

    ii. Checking the organizational structures if it is useful for a sociocratic circle structure, and if changes are needed, designing the new circle structure

    iii. Developing the implementation plan

    Finally a decision to start the implementation according to the plan proposed by the implementation circle needs to be taken by the board currently in charge.

Phase 2 Implementation

a. Training, accompany and evaluation of the pilot circles

    i. Basic-training for 6 circle meetings (CM)

    ii.decision for rolling out to the whole organization

b. Election of internal SCM-trainers that participate in the basic-training.

c. Roll out - training / accompany of all circles, while training of internal SCM trainers

    i. Basic-training for all circles

Phase 3 Integration

a. Training of circle leaders, facilitator, and delegates (sociocratic roles)
a. Intervision-groups (accompanied exchange meetings) of the sociocratic roles
b. Education of the internal SCM-trainers and start the SCM-team

Phase 4 Legal security and further development

a. Establish top-circle - connect with the relevant environment
b. Legal security - SCM established in the statutes
c. Regular audits for the continuous implementation of SCM
d. Development plan, implement sociocratic development-talks

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Rita Mayrhofer for being our guest speaker at the second workshop, helping with the notion of a sociocratic school, translating at the workshops, your participation in the focus group, reviewing the guidelines, taking part in the panel discussion on the SOCIS conference, generally supporting the project and disseminating it

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A compilation of best practises:

Name	City	Country	Link	Applied areas
Kreamont	St.Andrä-Wördern	Austria	kreamont.at	Admin, Teachers, Children
Sonnenhaus	Lambach	Austria	https://www.sonnenhaus.at	Admin, Children, Teachers
Cooperativa El Roser	Barcelona	Spain	https://elroser.coop/	Admin, Teachers, Parents
Rychenberg	Winterthur	Switzerland	www.schule-rychenberg.com	Public school, Admin, Teachers
Unico	Bern	Switzerland	https://www.unico-schule.ch/	Admin, Teachers, Parents

Useful links

BOOKS AND WRITINGS

- Buck, J. & Villines, S. (2007). We the people: Consenting to a deeper democracy. Sociocracy.info.

- Endenburg, G., & Bowden, C. W. (1988). Sociocracy: The Organisation of Decision-making:" no-objection" as the Principle of Sociocrasy. Stichting Sociocratisch Centrum.

- Rau, T. J., & Koch-Gonzalez, J. (2018). Many voices one song: shared power with sociocracy. Sociocracy for All.

- Strauch, B. Soziokratie (in German), Published by Vahlen (2018)

- Wilder, H. (2021) Let's Decide Together: Practicing Sociocracy with Children. Sociocracy for All.

MOVIES

- School Circles- Every Voice Matters. By Wondering School

SOCIOCRACY EXPERTS

In case you need sociocracy experts for support or to start with sociocracy please have a look at these links:

ISCB:
https://www.iscb.earth/consultants/

for German speakers:
Soziokratie Zentrum:
https://www.soziokratiezentrum.org/unserangebot/beratung/#cse-liste

Please get in touch with us. We would love to help you on your way with sociocracy.

OTHER USEFUL LINKS

- Quest (European Network reuniting Educational Organisations):

- SOFA (Sociocracy for All) connects people using sociocracy worldwide.

- SOFA sociocracy forum.

- sociocracy in schools signal group and website

- Facebook-group "Sociocracy in education"

Glossary

Circle: a unit within the organization that has its own domain, its members, and its ongoing process of leading/doing/measuring.

Consent: when all circle members don't have a paramount, reasonable objection to a suggestion

Facilitator: circle-meetings need facilitators to lead the process of decision-making

Leader: each circle has a leader that is elected by the next higher circle, top-down, to be in charge of progress towards the aims

Delegate: each circle elects a delegate, bottom-up, to be sent to the next higher circle, to make sure information and power flows in both ways.

SOCIS: Name of our Erasmus+ funded project - Sociocracy in School

Implementation Circle: - IC: A project-circle consisting of members of the organization, its principals and an external SCM-Expert to analyze, define aims, develop a plan and further monitor the implementation.

Domain: The defined field within a circle, to make its own (policy) decisions

SCM-Trainers: Certified trainers that teach sociocracy in each circle on-the-job by showing how to dealing with topics of the circle and showing how facilitate the circle to find consent decisions

SCM-Experts: Certified experts that can help to implement or further develop the application of sociocracy in an organization

Top-Circle: a circle that connects the organization to the relevant outside environment of the organization.

Roles / Functions: used in synonym, defined responsibilities to be assigned to individual members

Intervision group: A meeting of practitioners to share experiences, challenges and learnings, guided by an SCM Trainer or Consultant

Sociocracy in schools

Co-funded by
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QUEST

Soziokratie