

## Crystal Waters Offers:

### Introductory Community Lifestyle Courses

include a tour of the village and select from:

#### "Lifestyle Experience Weekend"

hands on Permaculture, Mud Brick Making,  
Organic Waste Management

#### "Spirit of Nature Weekend"

Bush Walks, Yoga, Meditation, and Circle Dancing.

### Educational Tours & Courses

- Individual & Group Tours by appointment
- Permaculture Courses
- Spirit of Nature Courses
- Alternative Building Technique Courses in

### Accommodation, Cafe and Shop

- Tent & Caravan Sites, bush Camping
- Bunkhouse, Cabin & Homestay
- Accommodation (short/long term)
- Great food every Friday and Saturday
- Night & Sunday Brunch
- Organic Food Shop

### For Hire:

- Commercial Kitchen and Catering Services
- Training & Function Rooms

### Time Out

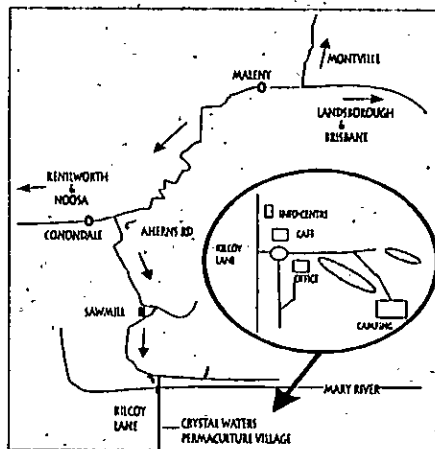
Come and stay just to relax, enjoy a great massage,  
bush walk, swim and meet the friendly natives -

Use **Crystal Waters** as your base to visit  
Conondale National Park, and attractions in the  
Maleny and Kenilworth areas.

### Groups -

Course/Visits for Special Groups by arrangement -  
Eg: Schools, TAFE, Special Interest Groups and  
Bus excursions

## How to get here



To book your...

### Community Lifestyle Course....

or for further Information about the Village,  
tours, courses, accommodation and  
facility hire, contact our office...

**Telephone :** (07) 5494-4620

**Fax:** (07) 5494-4653

**Email:** [cwcoop@ozemail.com.au](mailto:cwcoop@ozemail.com.au)

**Postal** **Crystal Waters Co-op**

**Address:** Box 1 Crystal Waters  
MS16 MALENY, 4552  
Queensland, Australia

# Crystal Waters Permaculture Village

**An Eco-Village**

International UN World Habitat  
Award Winner 1995



**OPTIONS  
FOR SUSTAINABLE LIVING**

Crystal Waters is 640 acres  
nestled in the rolling hills of  
the Mary Valley near Maleny,  
in the Sunshine Coast Hinterland  
just 1.5 hours from Brisbane

## Things to see and do

### Crystal Waters Community

**Crystal Waters** is a 640 acre private property offering a number of habitats and terrain, fast moving crystal clear waters of the Mary River and creeks, serene dams and lakes, open grasslands, timbered hills and mysterious gullies.



Recently, **Crystal Waters** received the World Habitat Award. It is now recognised Internationally for its pioneering work in demonstrating new ways of low impact, sustainable living through establishment of the world's first intentional Permaculture village.



**Crystal Waters** incorporates 83 private residential lots, a village commercial centre (under development), visitors accommodation area and over 500 acres of common land. Residents are encouraged to build environmentally sensitive, passive solar homes. The result is a range of creative designs using new and recycled materials, timber, mudbrick and rammed earth.



**Walk** through varied habitats - a number of trails have been established through the property; you can stroll by a creek, wander across grasslands, descend into cool gullies or climb timbered ridges

**Swim:** plunge into refreshing swimming holes, paddle through the clear waters of the upper Mary River or just soak your feet

**Fish:** our dams are stocked with a variety of fish - if you would like to catch your dinner, you must first obtain a Crystal Waters fishing licence

**Meet:** the friendly natives!! Both people and wildlife live in harmony in a relaxed village atmosphere and a perfect climate

**Participate:** in one of the many courses and workshops available; from Permaculture and Gardening to Bodywork and Natural Healing

**Enjoy:** a great massage! Just relax and breathe in our crystal clean air... Our by-laws discourage the use of chemicals

**Birdwatch:** we have a rich variety of birdlife - over 140 species have been encouraged by means of re-forestation, the creation of green corridors, careful placement of residential blocks and by the prohibition of cats and dogs

**Discover:** wallabies, kangaroos, possums, sugar gliders, bandicoots, echidna....and many others

**Eat** a delicious meal at our Cafe, or take home locally grown organic produce from our village shop

**Tour:** long and short tours available. Some topics covered are: permaculture design, village social structure, innovative building styles and materials

**Note:** Participation in most of the above activities (especially tours of the private village land) must be arranged prior to arrival; however, you are most welcome to visit our Visitor Information Centre and General Store and our Cafe Friday and Saturday Dinner and Sunday Brunch.

# Can Schools Become Learning Organisations?

Nancy Isaacson and Jerry Bamburg

From "Educational Leadership" — November 1992

Quality won't be found through the same old systems. Educators must challenge traditional mental models and ways of visioning and teaming if they hope to create meaningful change.

Every day, educators try harder and harder to do the right things in the best way but end up feeling that other problems are getting bigger and, fundamentally, nothing has really changed. Schools develop integrated curriculums, change the number of periods in the school day, move from a competitive grading system to portfolio assessment procedures—and still see only minimal change in the quality of student learning.

We believe that a recent book by Peter Senge provides important insight into how educators can achieve meaningful change and transform schools into "learning organisations" that renew themselves. In *The Fifth Discipline: The Art and Practice of the Learning Organisation* (1990), Senge proposes that organisations must develop five capacities, called "disciplines."

Most educators are probably familiar with what Senge calls the core disciplines: personal mastery, mental models, shared vision, and team learning. We will address each of them, but, like Senge, we will begin with the concept of systems thinking. Called the Fifth Discipline, it is the cornerstone of change.

## Systems Thinking

Although Senge believes all five disciplines must be addressed, he emphasises systems thinking because it integrates the disciplines. By systems thinking, Senge is referring to a "body of knowledge and tools" that help us see underlying patterns and how they can be changed. It is these patterns that are roadblocks to change, not specific people or events.

Senge describes 11 "laws" that help define systems thinking. Among them is the idea that the cause and effect of problems aren't always close in time and space, even though we instinctively look

for them to be. We must search for multiple levels of explanations in complex situations, which will lead to identification of the patterns behind diverse problems.

Senge believes that unless a system is changed, it will continue to create the same results; despite personal differences, individuals in a given system are likely to behave in similar ways. We worry that improvements in schools based on the current quality movement will prove disappointing if implemented in the same ways with the same organisational structures.

## The Laws of the Fifth Discipline

1. Today's problems come from yesterday's solutions.
2. The harder you push, the harder the system pushes back.
3. Behaviour grows better before it grows worse.
4. The easy way out usually leads back in.
5. The cure can be worse than the disease.
6. Faster is slower.
7. Cause and effect are not closely related in time and space.
8. Small changes can produce big results—but the areas of highest leverage are often the least obvious.
9. You can have your cake and eat it too—but not at once.
10. Dividing an elephant in half does not produce two small elephants.
11. There is no blame.

## Personal Mastery

Senge proposes that "organisations learn only through individuals who learn". People who exhibit the discipline of personal mastery are continually expanding their abilities to grow and to create, thus helping the organisation to learn.

Personal mastery includes a strong sense of personal vision. Vision is a trite term these days, and at various times it refers to mission, purpose, goals,

objectives, or a sheet of paper posted in the principal's office. Senge describes vision as a calling, not just agreeing on good ideas. Vision is a specific picture of what is important to an individual. Vision is earned internally, and they can be professional, personal, or both.

Personal mastery also includes commitment to telling the truth, especially to oneself. Senge defines truth as the ability to describe reality accurately. Many problems continue to exist because we think they are inevitable, because we don't want to rock the boat, because we think we will shoulder the blame, because it is someone else's job to worry about this issue. All of these become reasons why we choose not to tell the truth in a specific situation. Together, commitment to the truth and a strong personal vision provide a sense of creative tension that can power the wheels of meaningful change.

Organisations that support staff members' personal mastery do not view employees as needing to be developed so that the organisation can better reach its goals. Instead, personal mastery—continuously learning and improving—is viewed as a result that is every bit as important as the overall success of the organisation.

What would a school organisation that supported personal mastery look like? The adults who work in such an organisation would be encouraged and supported—not merely "allowed"—to pursue those things that are most important to them. Staff development programs would be equally people oriented and project oriented, and they would not approach the employee as an interchangeable part of some machine. The lifelong learning of adults would be as respected as the goal of fostering lifelong learning in students.

## Mental Models

In their simplest form, mental models are subconscious, taken-for-granted beliefs that limit our thinking about how the world works. Why are schools not learning organisations? We can begin with our mental models about the nature of knowledge and our view of the role of teachers and students within those models.

If we view learning as the simple acquisition of knowledge, we also view students as passive receivers of instruction. They are vessels for teachers to fill. In fact, this mental model has profoundly affected what has happened in classrooms since the founding of our current educational system. Questioning the mental model offers the opportunity to share our assumptions about children, learning, instructional strategies, curriculums, relationships with parents, and the school calendar and schedule—even furniture and architecture.

Arrange copy for all DIRECTORS.

Another common mental model found in school organisations concerns the appropriate roles of adults in different "categories." For example, administrators lead, teachers implement, and support staff does everything else. New definitions of leadership (from Deming, Glasser, Barth, and Sergiovanni, for example) assist us in questioning these traditional models. But if we attempt to take new definitions of leadership and plug them into the same organisational structure (the same old system), we are doomed to repeat mistakes of the past.

Senge's appeal to question our mental models offers us a tool to share a new language; talk together in new ways about our values, assumptions, and beliefs; and collaboratively create new inventions we hadn't previously considered. This discipline could become a powerful new definition of the role of staff development in schools.

### Team Learning

Experts have been telling us for some time that organisational decisions are best made and carried out in small work teams. As educators, we have responded to this trend by incorporating cooperative learning experiences for our students in our curriculums. But how many of a school's daily decisions are currently made by teams? How much training and support goes into educating groups of adults to work more productively together? The typical answer to both questions is "only a fraction."

We are accustomed to defining learning as an individual phenomenon. The result? Most schools include neither time, structural arrangements, cultural norms, nor language to promote team learning, and most staff development programs only support the learning of individuals. Beginning teachers are left alone to learn the ropes. Teachers are perceived as really working only when they are supervising students.

Senge believes it is time to redefine learning to include the collective learning of groups. Adopting any site-based decision-making model that is based on what individuals learn and are expected to transfer to a group setting is analogous to teaching discrete basketball manoeuvres to players and then expecting them to know how to win games when they're all out on the court together.

The discipline of team learning builds on the disciplines of personal mastery and shared vision. It includes the need to think insightfully about complex issues and our

mental models. It balances the need to be responsive to others with that of advocating our own views. It means that groups need to learn the skills of talking together productively, honouring the diversity of individual members, and consistently becoming more effective in reaching collective goals. It requires time and support and practice. The results of team learning can spread to the various groups to which individuals belong. And it can continually tie us to each other as we confront new ways of looking at our shared vision. If adults in schools cannot work productively in teams, how can we expect the changes sought from cooperative learning activities for students to have any lasting impact?

### Shared Vision

The importance of vision and of visionary leaders has been a fashionable issue in recent years.

Unfortunately, the unspoken assumption that often accompanies the rhetoric is that an individual (usually a principal) is primarily responsible for providing a vision and then ensuring through artful communication that others buy into it.

Despite personal differences, individuals are likely to behave in similar ways when they operate in a given system.

Senge suggests that true shared vision is never imposed. It emerges from people who truly care about one another and their work, who possess a strong sense of personal vision, and who see the collective vision as one that can encompass the personal visions of all. This is a very different phenomenon from the visioning exercises currently engaged in by many organisations. The result of those activities is rampant cynicism: educators believe that their organisations either will never

really serve causes they believe in, that they will have to be effective in spite of the institution, or that what they care most about will ultimately be damaged or destroyed. "This too shall pass" becomes the belief of frustrated idealists.

What can a true shared vision do for a school? Senge refers to this element as the rudder that can keep the organisation on course during times of stress, and stress is epidemic in most schools today. The type of vision Senge proposes can help us align what we do with what we say we want, so we feel less pressured and can judge whether or not we are moving in desired directions. Shared vision can help transform difficult physical, mental, and emotional labour into creative acts. Shared vision, buffered by the mutual respect of personal visions, can bind educators to one another in ways we desperately need. Shared vision can become the heart of a learning organisation.

### The New Leader

It is a stinging experience to read about learning organisations and to realise how few schools and districts fit the definition. Why aren't schools learning organisations? Laying Senge's template over the current structure of most schools provides both an answer to this question and a way to begin to move toward this goal.

It is critical to consider all five disciplines together in any serious search for increasing the quality of educational experiences. Lest this seem like an impossible job, though, it's important to review Senge's description of what it takes to lead a learning organisation. Senge contends that the "new" leader will fulfil three roles:

- the designer of settings in which the five disciplines can be promoted;
- the steward of the shared vision; and
- the teacher who fosters learning for everyone.

That sounds like an educator, doesn't it?

### References

- Barth, R. (1990). *Improving Schools from Within*. San Francisco: Jossey-Bass.  
 Deming, W.E. (1988). *Out of the Crisis*. Cambridge, Mass.: Massachusetts Institute of Technology.  
 Glasser, W. (1990). *The Quality School*. New York: Harper and Row.  
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# GLOBAL



# ECO-VILLAGE

# NETWORK

The Global Eco-village Network (GEN) was founded in 1994 and formally inaugurated in 1996 to assist in the following areas:

- Support the development of sustainable human settlements
- Assist in the exchange of information amongst the settlements
- Make information widely available about Eco-village concepts and demonstration sites.

For more information about GEN contact:

Max Lindegger, Global Eco-village Network (Oceania), MS 16, Lot 59, Crystal Waters Qld 4552, Australia.

Ph: +61 7 5494 4741,

Fax: +61 7 5494 4578,

email: [lindegger@gen-oceania.org](mailto:lindegger@gen-oceania.org).

web site: <http://www.gaia.org/thegen/genoceania/index.html>.

GEN Oceania covers the region from Australia through the Pacific to Hawaii, and through Asia as far as (and including) South Africa.

The rest of the globe is divided between GEN's other two secretariats: ENA (Eco-Village Network of the Americas) in the States covers the Americas, and in Germany EVEN (Eco Village European Network) covers Europe and Northern Africa. A co-ordinating international secretariat is based in Denmark.

## NSW Model Code

*The NSW Department of Urban Affairs and Planning (DUAP) has prepared a model housing code. Focusing on medium-rise and multi-unit housing, this guide explains eight key design elements in an easy-to-follow format which include some important environmental issues. The following is reproduced from "Planning News", published by the NSW DUAP:*

The code uses eight key design elements:

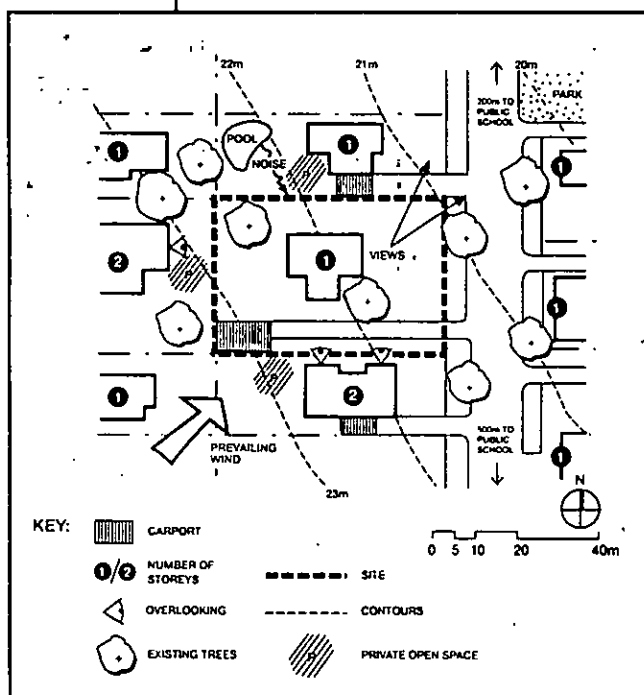
- streetscape - such as building appearance, heritage issues, fences and walls
- energy efficiency - using aspect to improve solar warmth and natural heating
- bulk and scale - includes "good neighbour" provisions, such as maximising sunlight and views.
- site access and circulation - this deals with access, parking and aims to promote public transport and reduce car dependency
- water and soil management - includes stormwater management, controlling soil erosion and sedimentation
- open space and landscaping - including the provision of private open space and landscaping
- site facilities - addressing matters such as waste disposal, storage areas, clothes drying areas and

other essential facilities

The DCP framework is an example of a performance based code for multi-unit housing which can be adopted or modified by councils. It can be applied to all new and existing urban areas. It also encourages flexible and environmentally responsive planning and contains clear site planning and design objectives backed by simple statements of intent.

To introduce the NSW Code and its application in developing performance based DCPs, the Department ran a series of full day workshops. Twelve workshops were originally scheduled to be held in eight centres around NSW. Due to overwhelming demand two additional workshops were added and all have been attended by an audience made up of a good mix between council staff and private practitioners.

Kim Leslie, DUAP. Tel: (02) 9391-2206.  
Email: [udas@www.nsw.gov.au](mailto:udas@www.nsw.gov.au)



*The Code demonstrates site analysis*

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web site: <http://www.gaia.org/thegen/genoceania/index.html>.

GEN Oceania covers the region from Australia through the Pacific to Hawaii, and through Asia as far as (and including) South Africa.

Check out GEN's web site!  
<http://www.gaia.org>

How to Start an Eco-village. Run by GEN Europe throughout 1998. Contact Agnieszka Komoch, Ginsterweg 5, D 31595, Steyerberg, Germany. Tel: +49 57 64 9 30 40, Fax +49 57 64 9 30 42, email [agni@gaia.org](mailto:agni@gaia.org).