



Guus Geisen has worked as a teacher and a principal in Special Education and as an educational consultant in primary and secondary education. He is the author of ‘The Art of Thinking’ in which he connects interim outcomes from research of the brain and the practical application in organizations. What do we know about the brain and how can we use this knowledge and deep insights to change the learning process, the work of the teacher in the classroom, the leadership in school and the educational system as a whole?

His book “Autopoiesis, perspective on sustainable, meaningful education” builds on “the Art of Thinking” and illustrates a fundament for the self-creation of the individual and the educational system (and any organization).

Autopoiesis (self-creation as an individual or a system) and the autopoietic learning process can be practiced by individual professionals, in the classroom, the school, the school board, by each individual and every organization.

Since 2004 he has been working as an independent entrepreneur and is specialized in sustainable innovation and organizational development in organizations and companies. He works regional, national and international to improve innovation in education. This is his core business but he challenges

himself to support individual and organizational learning outside education in organizations that want to innovate.

Guus Geisen facilitates keynotes, workshops and learning journeys for children, students, young adults, adults and professionals in education and all organizations profit and non-profit. He facilitated personal and organizational learning processes in Bulgaria, France, Ireland, Denmark, Belgium, Slovenia, Croatia, Rumania, Hungary, Turkey, the USA and China.

Since his first meeting with Peter Senge in 2000 he has arranged several national conferences with Peter Senge as his special guest. For 10 years he visited the USA to participate in the annual Pegasus conferences with a focus on Organizational Learning and systems thinking. Every two years he arranged a national conference for education to innovate the educational system. Special guests for these conferences were Peter Senge, Michael Fullan, Howard Gardner, Andy Hargreaves, Eric Jensen, Daniel Kim, Elaine Johnson, Margareth Wheatley and Otto Scharmer. Working with these professionals created the fundament for his theory: “the autopoietic learning process”.

His most important focus is dedicated to the learning of children and the learning of adults to support the learning process of children. This is visualized in the practical examples:

1. SOL France (passage from “Autopoiesis, Perspective on Sustainable, Meaningful Education”);

Children used the tools of systems thinking by Peter Senge, and the Five Minds of the Future by Howard Gardner.

2. Silkeborg University Denmark

Practicing the autopoietic learning process with students (age 17) of the Silkeborg Gymnasium. They used the tools of systems thinking (Behavior over Time Graph and Connection Circle) to study the problems that were meaningful to them: MRSA, social acceptance, stress in school, Ebola. The second part was a conversation with adults who were ordered to listened for 15 minutes to the story of the students.

3. Confucian Analects

Children (age 12 and age 15) study Confucian analects to prepare for the meeting with guests from China and to bridge East and West perspectives.

4. Training systems thinking Beijing for children age 6-16 and their parents. Training for teachers and principals in education.

5. Systems thinking training Junior Achievement Bulgaria + teachers

Students in the age of 16 learned the tools of systems thinking and applied the tools to work on a problem: “The collective mental model of fatalism in the country”.

1. Sol France

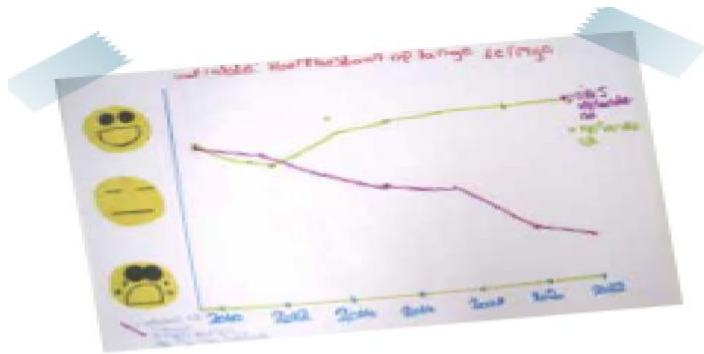
6. SOL France

SOL France is associated with SOL Global which was founded by Peter Senge (2001, 2006). SOL stands for Society for Organisational Learning and focuses on supporting organisations in developing as a learning organisation. SOL France had come across the methodology of working as described in the examples above and wanted to arrange an inspirational meeting for its members about collaborating with children. One of the participating companies was prepared to submit a dilemma. The company has customers in 40 countries and is noticing that limits to the organisation have been reached. The CEO submitted a proposal for innovation of the company which the shareholders rejected. The shareholders wanted to restrict investment and achieve growth within the current boundaries.

The children first explored in a general sense what sustainability is from as many different perspectives as possible (multiple intelligences). They then studied the company's story via 'reading with comprehension'. It appeared to be a difficult story. Via the company's website and additional short films, an increasingly clear picture of the nature of the company and the dilemma emerged. By using different tools such as the iceberg of systems thinking and the 'Five Minds for the Future', the children processed the dilemma and formulated a recommendation. Processing the information rationally did not work. By approaching the information from different perspectives, they developed a connection with the information which brought understanding and insight.

The recommendation was presented to the members of SOL France on behalf of the children. The participants were deeply impressed by the fact that the children were able to develop such a succinct understanding of the company over three afternoons. The CEO was very enthusiastic about the children's recommendation and said that he would use the children's materials to start new discussions with employees and the shareholders.

The children felt honoured by these developments and were delighted to agree with the CEO's request to stay in contact.



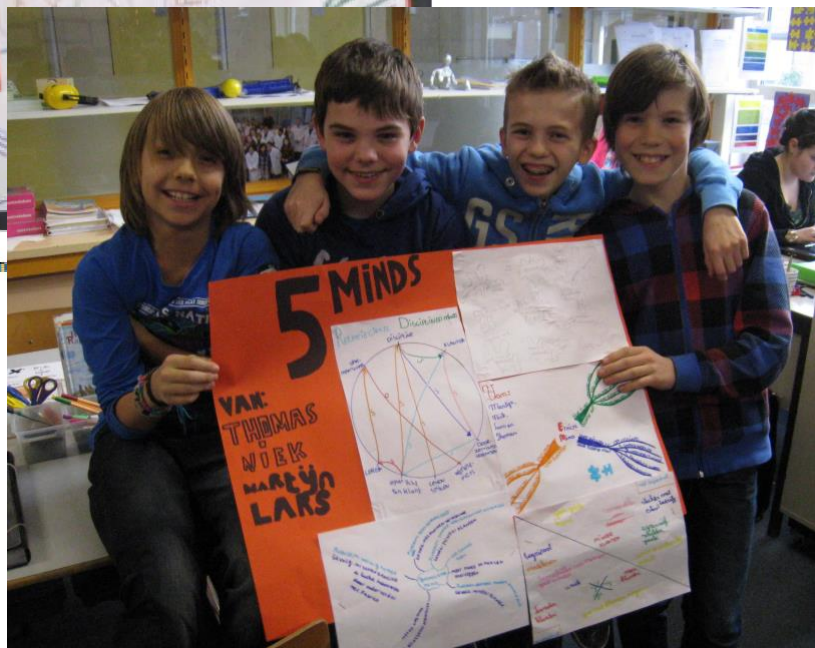
Behaviour over Time Graph of long-term survival and the level of investment.



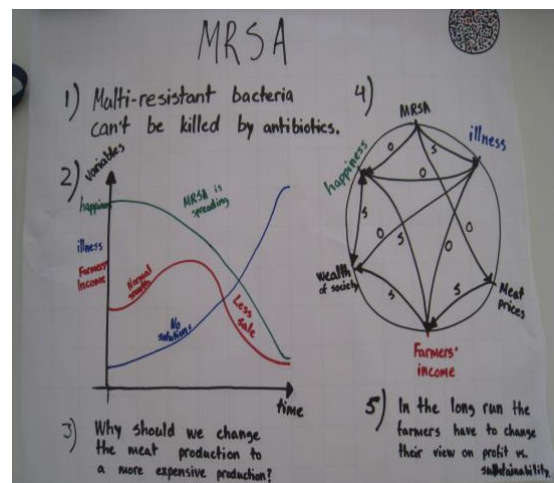
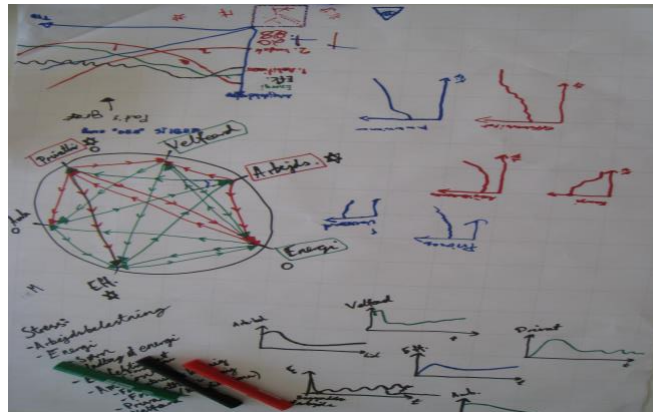
Connection Circle about the variables from the company's story.



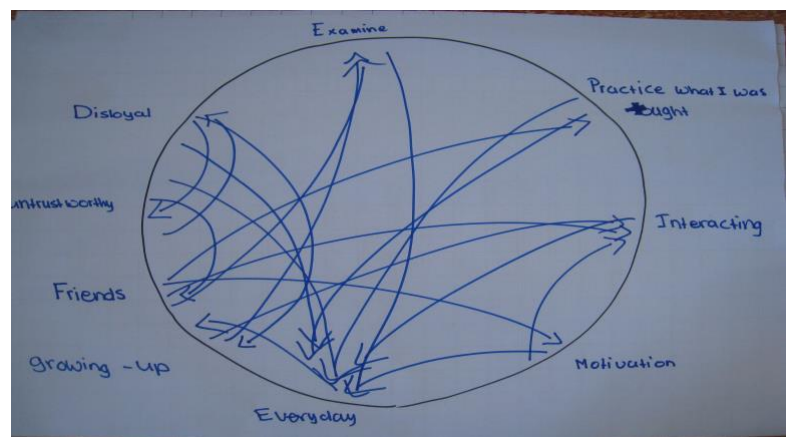
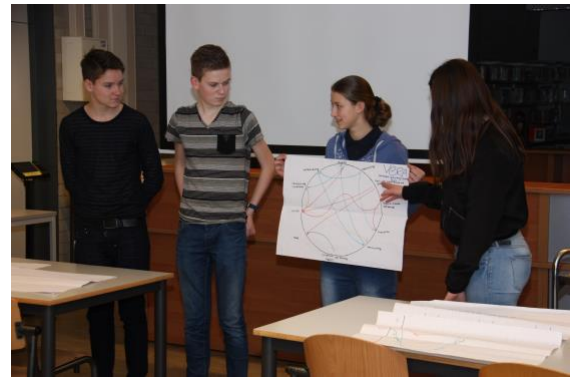
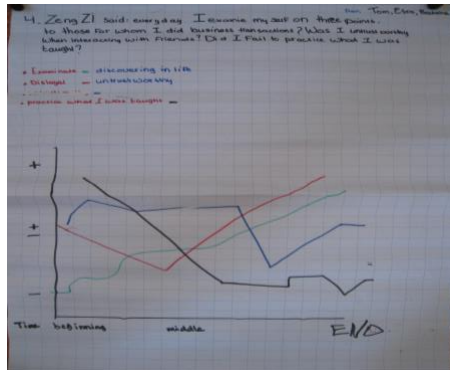
Elaboration of the 'Five Min



2. Silkeborg University Denmark



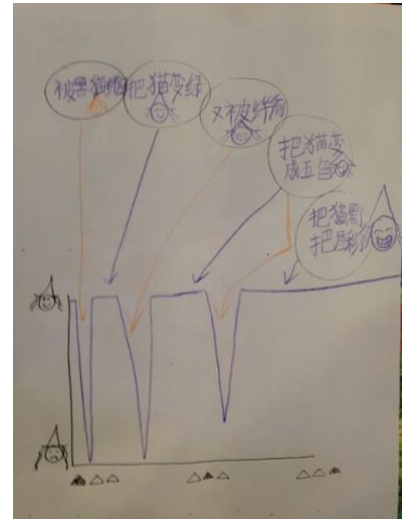
3. Confucian Analects (age 15)



Age 12



4. Training systems thinking Beijing



6. Program Junior Achievement training Bulgaria

