

Summary of Order and Discipline in the School – One Step on the Path to Dynamic Harmony in the Classroom, Fortbildningsförlaget, Stockholm, 2006.

Why aren't schools in Sweden performing better? Why is bad behaviour and poor academic achievement increasing dramatically in spite of available resources and everybody's best efforts to make things better? And why are we seeing similar signs in other politically advanced societies?

We have reason to believe that what we are seeing is a vital indicator that something is wrong on a far deeper level within the culture than we are aware of. We believe that the increasingly complex array of problems being faced in our society - such as in education but other areas as well - cannot be solved by staying within the same "box" of methods and level of thinking we are presently using. We describe that the present level of thinking dominant in Swedish culture has been in place since the sixties and seventies and that while we have developed horizontally within the same order of thinking, we have not moved vertically to a higher order since then. And that this level of thinking - a perspective that treats all perspectives as being relative and equally valuable - is actually making things worse by preventing us from seeing human development from a vertical perspective, that there are lower and even higher and more significant levels.

In our book we point out that the by-product of our present perspective - that celebrates every person's individuality, perspective, personal freedoms and rights - is that negative behaviour is rewarded in Swedish schools. Having ridden ourselves of constricting traditions and frameworks that previously informed us as to what was morally right and wrong, we have become free as individuals to decide based on how we think or feel. Today's society, school and home thus often confuse children so that their development and search for higher meaning is often prevented at an early age and chaos and confusion in the school a reality. We point out that we cannot return to past levels of thinking to find answers to the chaos being experienced. And that from a vertical perspective there is no middle-road. Rather, as the title of this book suggests, we outline why a new and higher form of order and structure is necessary.

Our extensive experience from working with Swedish schools leads us to conclude that in order to design the solutions we so desperately need that we as individuals, from an early age, need to be confronted by the fact that we are always making choices. That the choices we make define the person we are and will become. That there is a vertical perspective and that upward change has a moral dimension to it. That verticality is morally good and preventing growth is bad. We present a perspective along with case studies that clarify why this is so and a leadership model which makes a dynamic growth of knowledge and adaptive social intelligence in children and adults a reality. We point out that when individuals are led in such a way that enables constant upward growth to higher levels of meaning then the by-product is schools and classrooms that transform from chaos to dynamic harmony very quickly and dramatically. And that people who enter these environments describe experiencing a level of authentic happiness much higher than *flow*.

Given this change in leadership perspective we predict that schools currently performing badly in Sweden can with two to three years after engaging with this perspective be amongst the best. But even more significant, we will see the emergence of a new global level of responsibility in education.

We have a growing number of documented examples and case studies demonstrating the potential of this vertical perspective in education. However as the saying goes, "it takes a village to raise a child" and so it will only remain potential within the culture until more individuals consciously choose to align themselves with a vertical perspective and lead in this way. The people who do will demonstrate that the present chaos can be catalysed into a step on the path to dynamic harmony.

The models and perspectives we present will not necessarily change you but they can enable you to see things and what you do in a new way. In the end - it's your choice!

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