



| Point | Deming 1982 | Deming 1986 (Out of The Crisis) | Go Fourth Learn - Adapted (2023) |
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| 1 | Innovate and allocate resources to fulfill long range needs of the company and customer rather than short term profitability. | Create constancy of purpose toward improvement of product and service | Innovate teaching and learning to fulfill the future needs of the student rather than short term goals such as grades, report cards, and credits. |
| 2 | Discard the old philosophy of accepting defective products and defective workmanship | Adopt a New Philosophy | Discard the philosophies and mental models associated with industrial schooling. |
| 3 | Eliminate dependence on mass inspection for quality | Cease dependence on mass inspection | Cease dependence on analysis and reporting of standardized testing outcomes as essential measures of success - establish a new narrative about student success. |
| 4 | Reduce the number of suppliers for the same item. Demand and expect suppliers to use statistical process control and furnish evidence thereof. | End the practice of rewarding business on basis of price tag alone. | Collaborate with sending schools and lower divisions to adopt compatible teaching and learning goals and techniques. |
| 5 | Use statistical techniques to identify the two sources of waste: system 85% and local faults 15% - constantly strive to reduce waste. | Improve constantly and forever the system of production and service. | Constantly improve systems of teaching and learning. Understand that 85% of results are from the system. To improve outcomes, improve the system rather than "fixing" individuals. |
| 6 | Institute better job training with the help of statistical methods. | Institute Training | Establish effective learning and professional development as part of the regular work day/week for teachers and academic staff. |
| 7 | Provide supervision with the help of statistical methods. The aim of supervision should be to help people do a better job. | Adopt and institute leadership | Build collaborative leadership structures that empower faculty and staff to make needed changes in real time to improve student learning. |
| 8 | Reduce fear throughout the organization by encouraging open, two way communication. | Drive out fear | Support risk taking and innovation in classrooms and school programs. (Drive out Fear) |
| 9 | Reduce waste by putting together as a team, the people who work on design, research, sales, and production. | Breakdown barriers between staff areas. | Reduce or eliminate rigid departmental structures that prevent progress and innovation. Include admissions, marketing, development, and business office staff in the transformation. |
| 10 | Eliminate use of goals and slogans in attempt to increase productivity. | Eliminate slogans, exhortations, and targets for the workforce. | Eliminate cheerleading and wellness initiatives that lack substance or fail to address root cause issues and concerns among constituents (parents, students, teachers, staff) |
| 11 | Examine closely the impact of work standards. Do they consider quality or help anyone do a better job? | Eliminate numerical quotas for the workforce. Eliminate numerical goals for people in management. | Develop measures that matter for the long-term vitality and development of students. Consider measures around transferrable skills, student well-being, and student engagement. |
| 12 | Institute rudimentary statistical training on a broad scale. | Remove barriers that rob people of pride of workmanship. | Reduce bureaucratic structures and processes that de-motivate teachers and academic staff from innovation and improvement, and implement support structures instead. |
| 13 | Institute a vigorous program for re-training people in new skills to keep up with changes in materials, methods, design of product and machinery. | Encourage education and self improvement for everyone. | Develop programs and opportunities for teachers and academic staff to build the capacity to understand how emerging technologies and the new economy impact the future needs of today's students. |
| 14 | Make maximum use of statistical knowledge and talent in your company. | Take action to accomplish the transformation | Proceed with urgency, the time for transformation is right now. Everyone in the school has a contribution and responsibility for making the transformation happen. |