

JOHN EDWARDS

THE LEADER'S REPERTOIRE

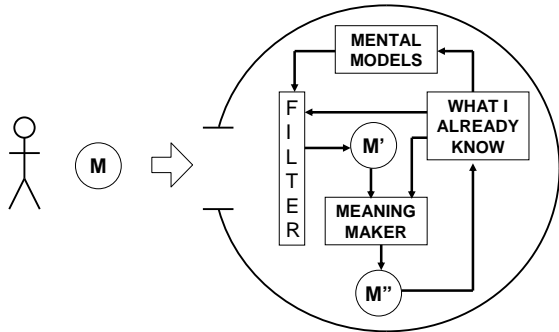
PDN CONFERENCE

August 2008

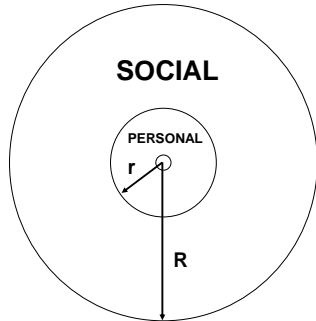
TRANSMISSION MODEL

The single greatest determiner of what a person is able to learn is my ability to skilfully craft the message, transmit it, and lodge it in the learner.

MENTAL MODEL -
CONSTRUCTIVISM



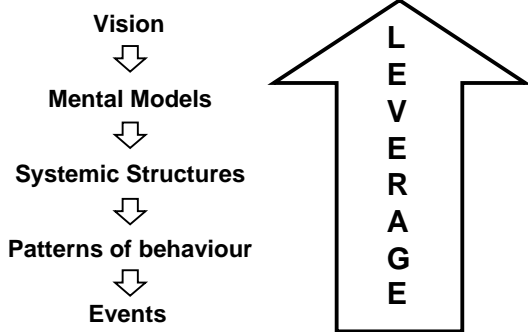
SOCIAL CONSTRUCTIVISM
Vygotsky

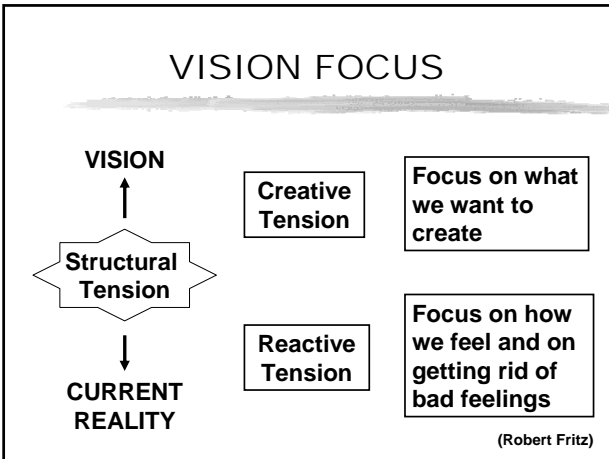


LEADERSHIP - KEY ELEMENT 1

**LEADERS KNOW
HOW TO LEAD,
NOT MANAGE**

LEVELS OF PERSPECTIVE - Kim





**AUSTRALIAN
PRIMARY PRINCIPAL**

“Yesterday at school was amazing. The minute I walked in I felt empowered for the first time in my educational life. I have a crystal clear vision of where we are going. I have clarity on how to do this and at last an understanding of why I need to do what I need to do.

I was asked to take on another two roles outside my school ... up came this little voice and asked “does this take me closer to our vision or further away” ... for the first time I said no ... I do not want to be an **EVENTS** manager anymore.”

UNDERSTANDINGS - 1

- ⌘ Leaders work at the top three levels of perspective
- ⌘ Managers just get through the day, they deal with events and patterns
- ⌘ Leaders delegate responsibility for outcomes, rather than delegating tasks
- ⌘ Leaders align people to a jointly developed shared vision and core values
- ⌘ Leaders must walk the talk

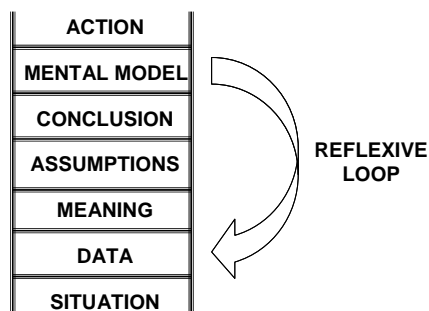
LEADERSHIP - KEY ELEMENT 2

**LEADERS UNDERSTAND
HOW PEOPLE MAKE
MEANING**

DYSFUNCTIONAL MENTAL
MODEL OF PERCEPTION

- ⌘What I observe are **THE FACTS**.
- ⌘What I know is **THE TRUTH**.
- ⌘And any reasonable person would see what I see and know the truth as I know it.

CHRIS ARGYRIS -
LADDER OF INFERENCE



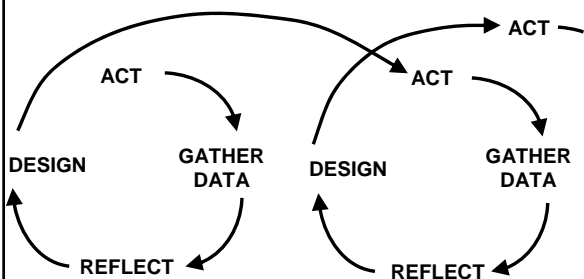
UNDERSTANDINGS - 2

- ⌘ Behaviour is driven off deeply held mental models
- ⌘ Your mental models determine the ladders you go up
- ⌘ Each person sees things differently and makes their own meanings
- ⌘ Set up powerful feedback environments where everyone is comfortable to share and explore ladders

LEADERSHIP - KEY ELEMENT 3

**LEADERS UNDERSTAND
HOW LEARNING IS
GENERATED
IN THE WORKPLACE**

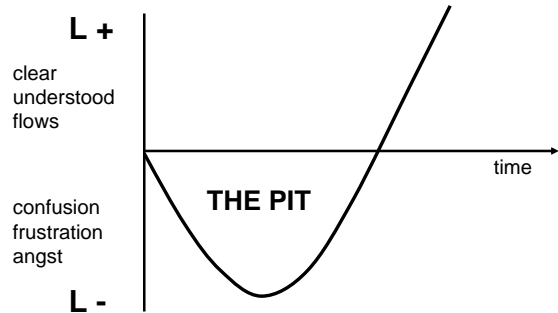
ACTION LEARNING - Revans



PERSONAL PRACTICAL KNOWLEDGE
- PPK (Edwards and Butler)

- ⌘ **The knowledge from which you drive performance**
- ⌘ **Comes from your actions and your reflections - must switch on reflection**
- ⌘ **Your school's most valuable resource**
- ⌘ **Help staff grow PPK, articulate it, share it, and use it powerfully in the school**

TRANSFORMATIONAL LEARNING -
Butler and Edwards



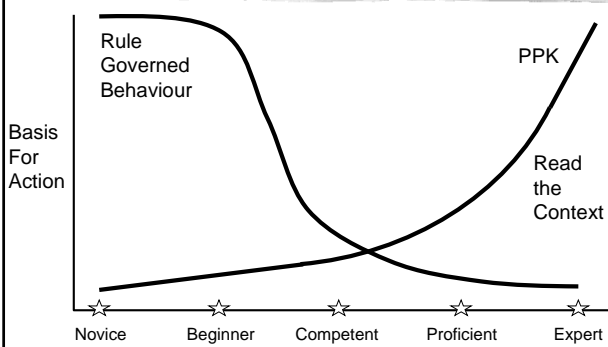
UNDERSTANDINGS - 3

- ⌘ Learning is iterative
- ⌘ Knowledge is your core resource, not information
- ⌘ You must get worse before you get better
- ⌘ Always establish "practice fields" to ensure that changes are fit for context before implementation
- ⌘ Knowledge is socially constructed; focus staff, involve everyone and nail one thing at a time - do not become a "flavour of the month" school

LEADERSHIP - KEY ELEMENT 4

LEADERS UNDERSTAND SKILL ACQUISITION

DREYFUS MODEL



UNDERSTANDINGS - 4

- ⌘ Everyone is contextually skilled
- ⌘ Skills audits provide a focus for development
- ⌘ Experts are poor teachers of novices
- ⌘ Expert leaders read the context
- ⌘ Expert leaders see the big picture - use synthesis rather than analysis
