JOHN EDWARDS
THE LEADER’S REPERTOIRE
PDN CONFERENCE
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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

Vision
↓
Mental Models
↓
Systemic Structures
↓
Patterns of behaviour
↓
Events
VISION FOCUS

VISION

Creative Tension

Focus on what we want to create

Structural Tension

Reactive Tension

Focus on how we feel and on getting rid of bad feelings

CURRENT REALITY

(Robert Fritz)

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

ACT \rightarrow REFLECT \rightarrow DESIGN \rightarrow GATHER DATA \rightarrow ACT \rightarrow REFLECT \rightarrow DESIGN \rightarrow GATHER DATA
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

Basis For Action

Rule Governed Behaviour

PPK

Read the Context

Novice Beginner Competent Proficient Expert

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