Learning-Oriented Leadership for Transformational Learning

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cmstep.com/montessorileadership

A few little gifts!

Undo the ribbon, take a peek, see what piques your interest!
Take these home, practice with them when occasions arise.

What we'll explore…

- Informational vs. transformational learning

- How adults learn in developmentally different ways

- The pillar practices that support transformational learning for adults

Drago-Severson, E. (2009). *Leading adult learning: supporting adult development in our schools.* Sage Publications.

"It is no use walking anywhere to preach unless our walking is our preaching."

Saint Francis of Assisi

Lifelong learning is self-leadership.

Our most compelling work comes to life when we model the way...for our students, colleagues, and those dear to us.

Adult Development = GROWTH!

1

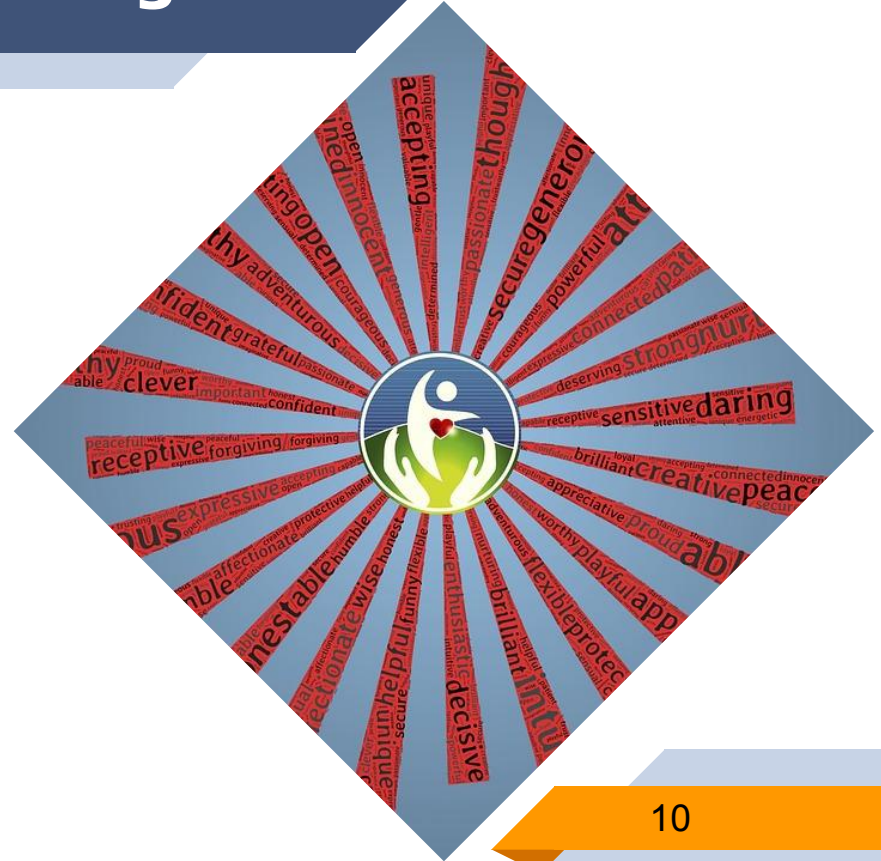# Informational vs. Transformational Learning

Informational Learning

- Increase in what we already know

- Adds to our skills

- Extends established capacities by bringing new knowledge to an existing worldview, our "box", our point of view

.....without changing our own "self" in light of new information, situations, experiences, insights.
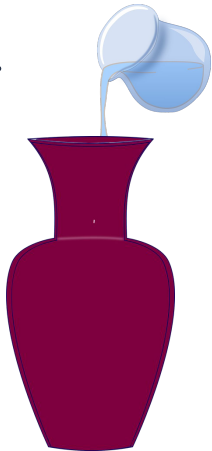
Transformational Learning

- Increases in our cognitive, affective (emotional), interpersonal, and intrapersonal capacities

- Enables us to manage the complex demands of today: teaching, learning, leadership, and life.

Informational learning is filling the vessel.

Transformational learning is changing the shape of the vessel.

2

Ways of Knowing

Ways of Knowing

Adults make meaning in different ways

Lenses change with situations and with growth opportunities

Four "Ways of Knowing"

Based on: Kegan's Constructive-Developmental Theory

4 Ways of Knowing:

Instrumental (rule-based)	Socializing (other-focused)	Self-authoring (self-reflective)	Self-transforming (interconnected)
"What is right/wrong here?" "Will I be punished/ rewarded?"	"Will you like/value me?" "Will you think I am a good person?"	"Am I staying true to my own personal integrity, standards, and values?"	"How can other people's thinking help me to develop and grow?"

I (Self-Authoring)

We (Self-Transforming)

You (Socializing)
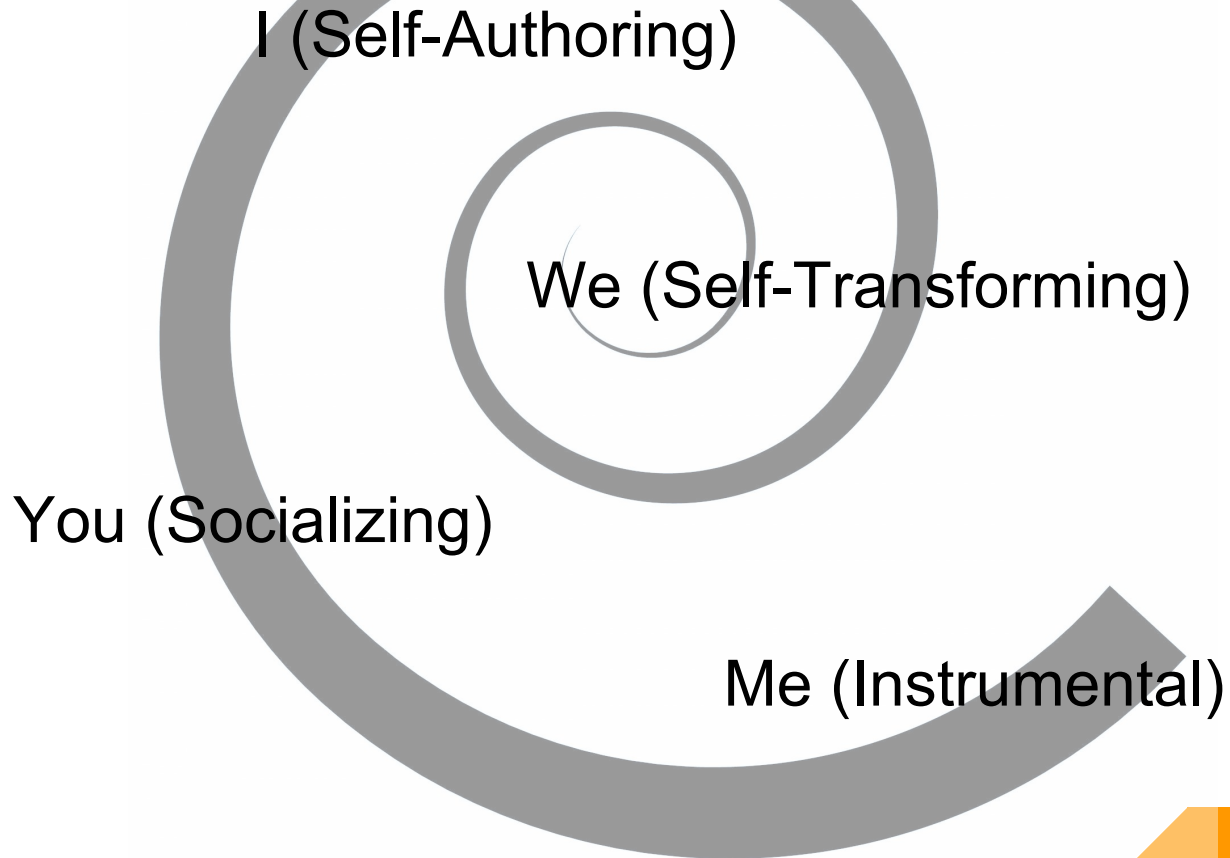
Me (Instrumental)

Growth Edge

Instrumental (rule-based)

Be open to possibility of new "right" solutions.

Take on tasks that demand abstract thinking.

Socializing (other-focused)

Generate own values and standards.

Accept conflicting viewpoints without seeing them as a threat to relationships.

Self-authoring (self-reflective)

Open up to diverse and opposing views.

Accept and learn from diverse problem-solving approaches.

Self-transforming (interconnected)

Accept that some differences cannot be resolved.

Avoid insisting on absolutely flat, nonhierarchal approaches.

4 Vignettes

- What lens is this person using in this situation?
- What might be a good growth edge for this person?

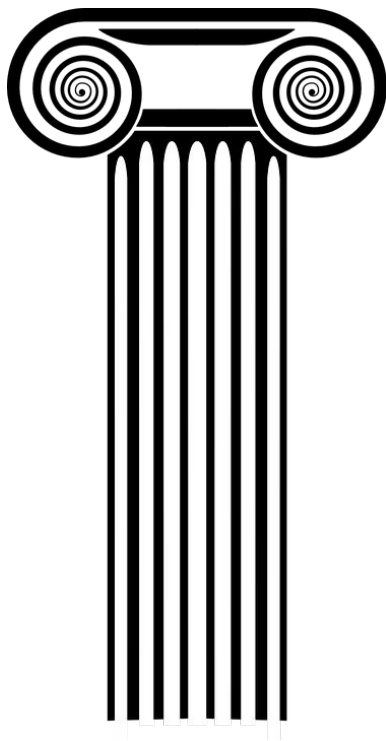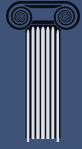**Session materials posted on cmstep.com/montessorileadership**

3

Pillar Practices

Pillar Practices Support Growth

Teaming

Leadership Roles

Collegial Inquiry

Mentoring

# Teaming

Manage Conflict

Exchange of Perspectives

Safe Environment for Risk-Taking

Supports Development:

- Builds skills for reflection and dialogue
- Establishes collegial relationships
- Decreases isolation
- Improves instruction (pedagogical and curricular innovation) and school-wide decision making
- Supports adjustment to change and ability to manage adaptive challenges
- Builds leadership capacity to empower adults

High-Performance Team Instrument:

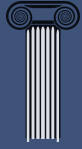cmstep.com/montessorileadership
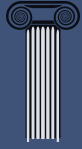
Leadership Roles

Carefully assigned

Support & Challenge

Consider Strengths AND Growth Edge

...interesting research suggests that **schools with some of the greatest teacher autonomy** are also some of the **highest performing schools.**

Leadership Roles

- Lead faculty meetings
- Lead professional development experiences
- Serve as principal or head for the day
- Lead peer reviews to examine student work or teaching practice
- Participate in visiting teams for school accreditation
- Mentor and model for other teachers (practicum, internship, new faculty member)
- Research, adapt, and implement new practices
- Pilot a new program/initiative and lead assessment

Sometimes we [administration] ask [faculty] to try things that make them very nervous to do. And often the person who did not initially [want to assume a lead role] will say 'I never thought I would love this so much!' But our job is to imagine possibilities for people"

- Sr. Barbara Rogers, Newton Country Day School of the Sacred Heart, Newton, Massachusetts
   (qtd. In Drago-Severson, 2009)
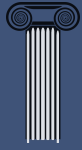
Collegial Inquiry

Collaborative reflective practice

Invited to share their thinking with others, often in a team setting.

Supports Development:

- Allows examination of deeply-held assumptions - requires collaboration
- Fosters inclusion in leadership & decision-making
- Offers opportunity to learn from diverse perspectives
- Happens in: teams, writing, dialogue, feedback, learning walks, focused observations, curriculum development, conflict resolution, advising, books clubs, grant writing
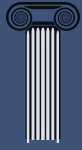
Mentoring

Broaden perspectives

Examine assumptions

Sharing expertise

A more private way to support adult learning

Takes many forms...

- Pairing those who are experienced and those more novice
- Group mentoring
- Providing emotional support to new AND experienced teachers/staff
- Consider the "fit" between mentor & mentee:
  - ▷ What are expectations
 - ▷ What are developmental capacities to engage in this practice

Think about ONE Pillar Practice you've experienced in your own work.

- What was your lens?
- What were the lenses of others?
- What felt supportive about this experience?
- Looking back, what might have been helpful?

In pairs, share your reflections with each other.

Session materials on cmstep.com/montessorileadership

The 3 Gifts!
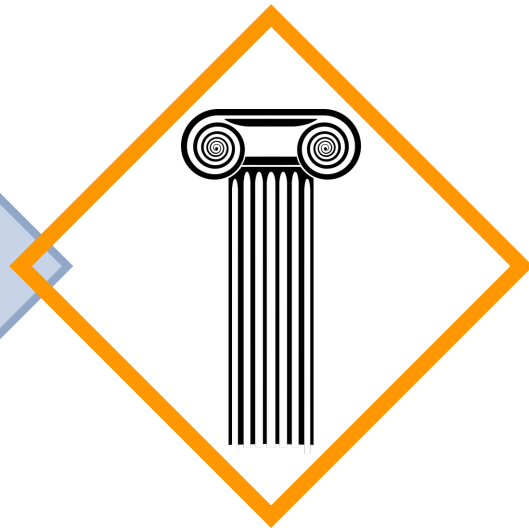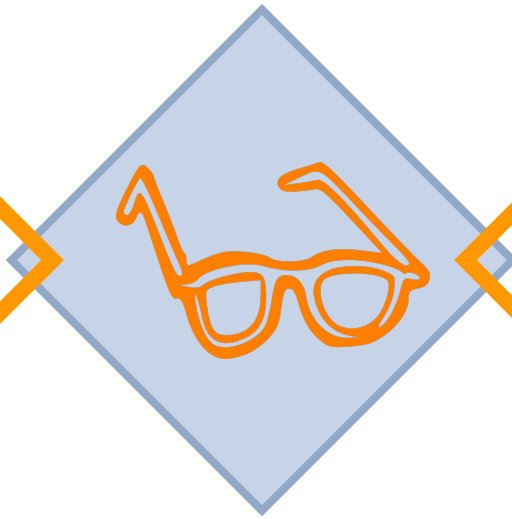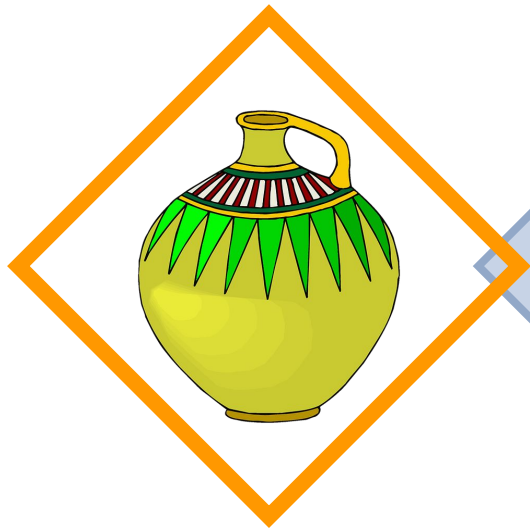
THANKS!

Any questions?
You can find us at
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References

Drago-Severson, E. (2009). *Leading adult learning: supporting adult development in our schools.* Sage Publications.

Drago-Severson, E., & Blum-DeStefano, J. (2016). *Tell Me So I Can Hear You: A Developmental Approach to Feedback for Educators.* Harvard Education Press.

Kegan, R. (1982). *The Evolving Self.* Cambridge, MA: Harvard University Press.

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