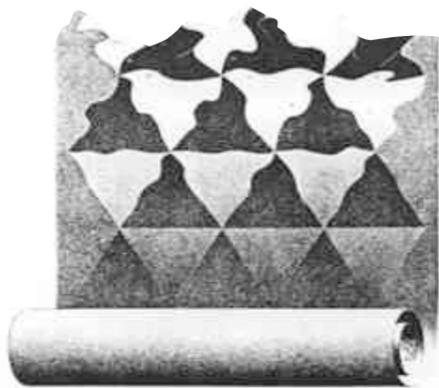


# *Leadership for Learning*

**Dr Julia Atkin**

Education & Learning Consultant  
"Bumgum"  
Harden-Murrumburrah NSW 2587  
[julia@learning-by-design.com](mailto:julia@learning-by-design.com)  
<http://www.learning-by-design.com>

? ? ?



*Liberation* M.C. Escher

*We are struggling to develop clarity and acceptance of the new era that is emerging.*

*Our ideas have been so strongly shaped by the 'mental models of the industrial era it is difficult to conceptualise the ways of being, working and valuing that are appropriate for the knowledge era.*



*Liberation* M.C. Escher

## KNOWLEDGE ERA

*Times of transition and transformation are difficult and laced with tensions - tension between the opportunities and possibilities of the emerging era while simultaneously being held by the conventions of the past.*

*The more explicitly we can describe the emerging world, the easier it is to understand it and to envisage the ways of working and ways of being.*

*What do we know about the characteristics of the knowledge era?*

## INDUSTRIAL ERA

© Julia Atkin, 2007



### Professionals & Change

- Innovators ~ 2%
- Early Adopters ~ 13%
- Adopters ~ 64%
- Late Adopters ~ 10%
- Resisters varies
- Laggards varies

**People and Change:**

*“The long parade or caving expedition”*



© Dave Bunnell

© Julia Atkin, 1999

The people at the front:

- have the light
- can see the emerging cave and are excited by it
- have the skills
- are prepared to put up with the muck and the mess
- *can be so ‘gung ho’ they miss the cave paintings*

The people at the back:

- don’t have the light
- can’t see the cave
- don’t have the skill nor the will
- are not prepared to put up with the muck and the mess
- just want to get out of the cave

*Use the metaphor to decipher what can to be done to improve your situation?*

**LEADERSHIP**

**TRANSACTIONAL**

management  
operational  
functional

**TRANSFORMATIONAL**

‘life-world’  
vitality  
development

© Julia Atkin, 2004

***Managing is the act of coordinating people and resources to efficiently produce goods or services in an organisation.***

***Managing is critical to the success of an organisation and is performed at all levels of the organisation.***

***Managing is even part of what leaders do.***

***But managing is not the same as leading.***

***Leading is defined as the process of influencing others to achieve mutually agreed upon purposes for the organisation. Jerry Paterson (1993:3)***

**Leading is defined as the process of influencing others to achieve mutually agreed upon purposes for the organisation.**

*Jerry Paterson (1993:3) Leadership for Tomorrow's Schools*

***Managing is the act of coordinating people and resources to efficiently produce goods or services in an organisation.***

***Managing is critical to the success of an organisation and is performed at all levels of the organisation.***

***Managing is even part of what leaders do.***

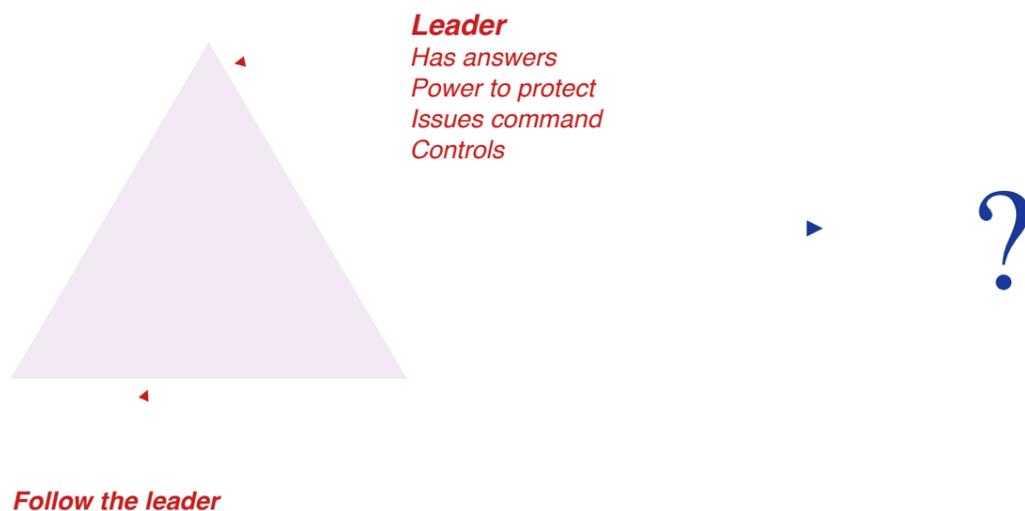
***But managing is not the same as leading.***

### **Creative leaders. . .**

- *make a different set of assumptions (essentially positive) about human nature from controlling leaders (essentially negative).*
- *accept as a law of human nature that people feel a commitment to a decision in proportion to the extent that they feel they have participated in making it.*
- *believe in the power of self-fulfilling prophecy.*
- *highly value individuality.*
- *stimulate and reward creativity*
- *are committed to the process of continual change and are skilful in managing change*
- *emphasise internal motivators over external motivators*
- *encourage people to be self-directing*

### **Models of Leadership**

#### **Hierarchical**



***hiero* - holy, sacred -----> *high priests***

***No antonym for hierarchy!***

**Need a term for 'interdependence' as found in the nature of living systems!**

***'Heterarchy'***

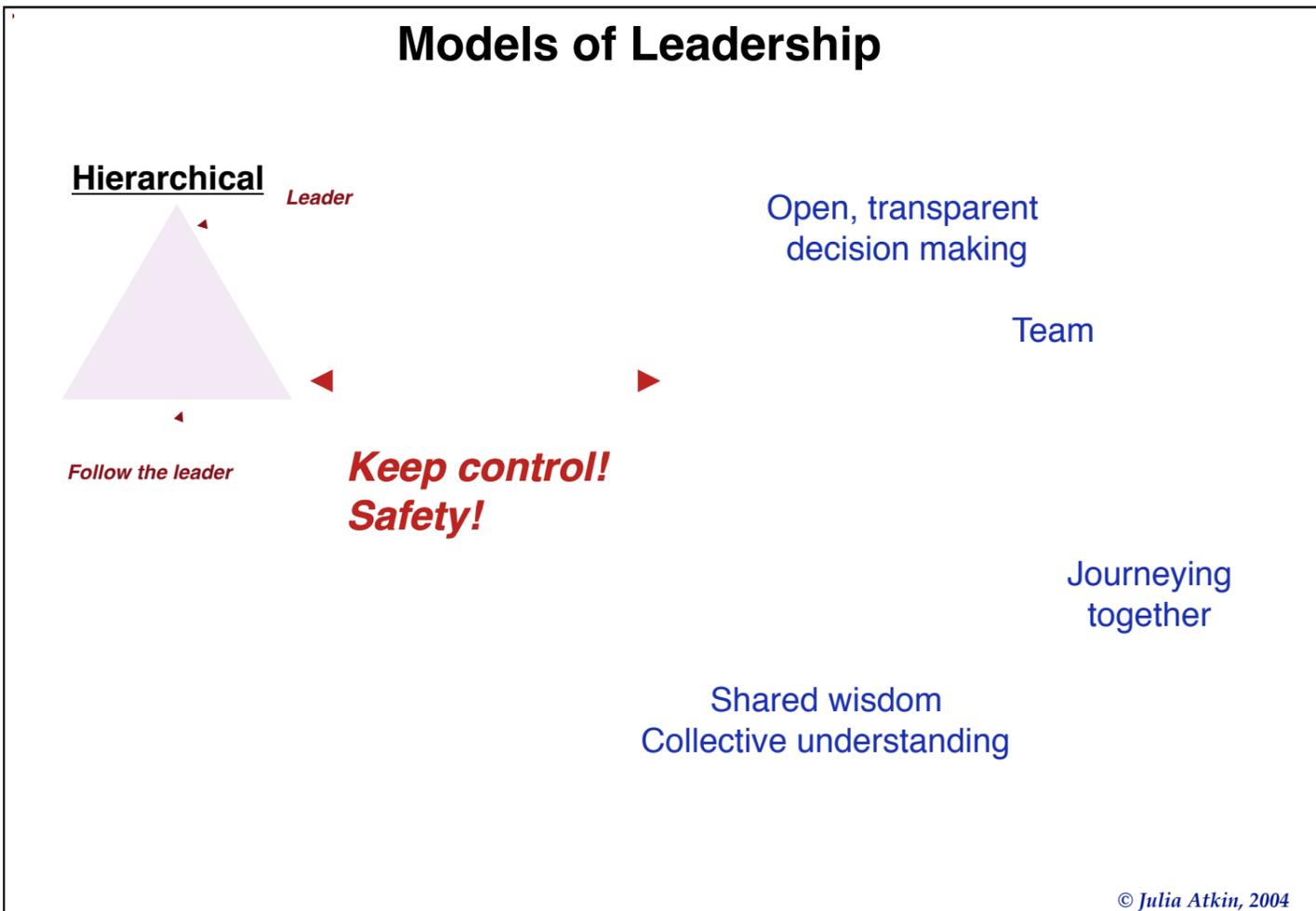
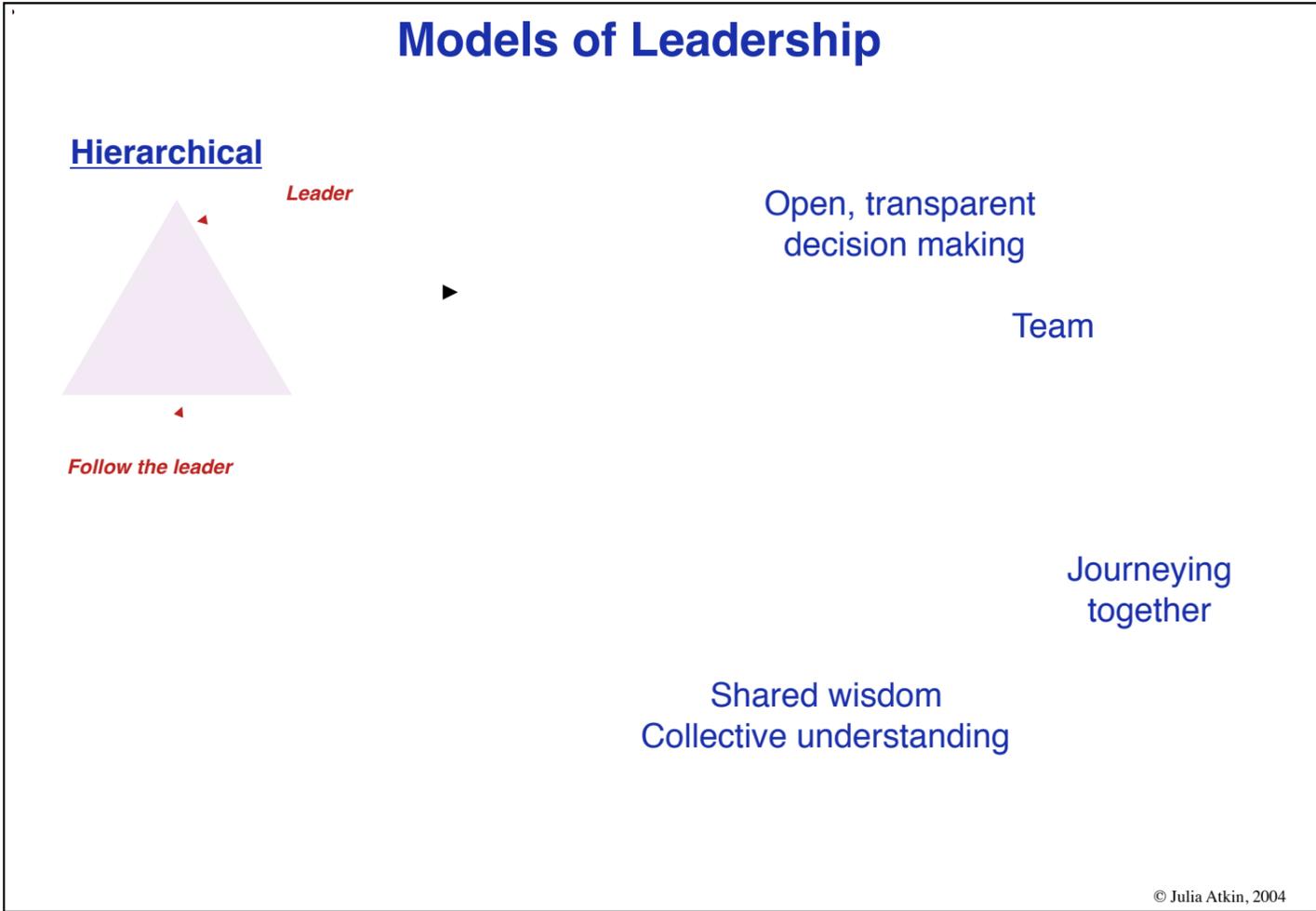
**Term used in relation to:**  
**Networking, self organising, complex, adaptive systems**

***Hetero* - different kinds of atoms**

**SHIFTS IN UNDERSTANDING - EVIDENCE OF PARADIGMATIC CHANGE**

<b>simple</b>	----->	<b>complex</b>
<b>mechanical</b>	----->	<b>organic</b>
<b>dualistic</b>	----->	<b>pluralistic</b>
<b>exclusive</b>	----->	<b>inclusive</b>
<b>determinate</b>	----->	<b>indeterminate</b>
<b>linear</b>	----->	<b>multi-causal</b>
<b>static</b>	----->	<b>dynamic</b>
<b>objective</b>	----->	<b>perspective</b>
<b>centre</b>	----->	<b>periphery</b>
<b>assembly</b>	----->	<b>morphogenesis</b>
<b>absolute</b>	----->	<b>relative</b>
<b>hierarchy</b>	----->	<b>heterarchy</b>

Ogilve & Schwartz - *Stanford Research Institute*



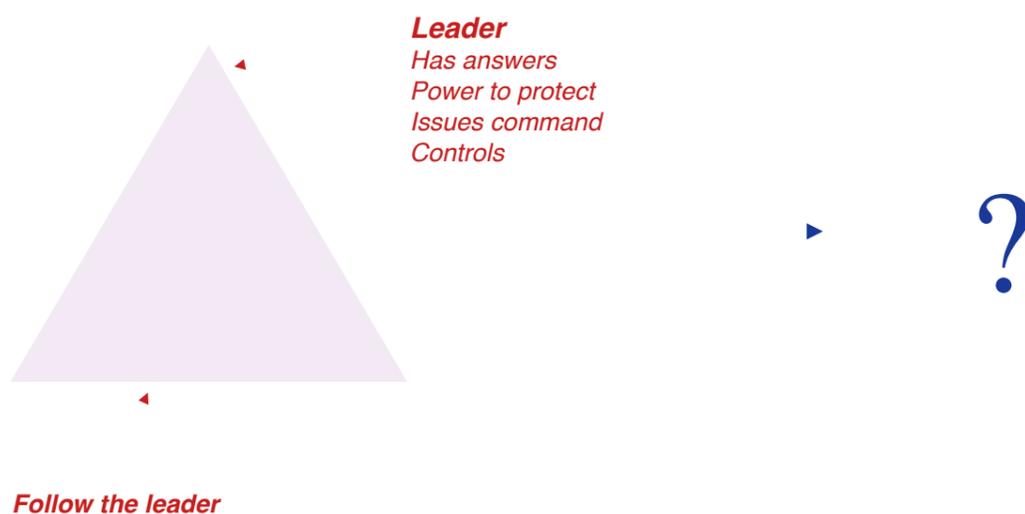
## Values & Beliefs underpinning collaborative / transformative leadership

- Leadership has **multiple functions**-the **highest function** of leadership is to **release the creative energies of the people** in the system and to **manage the processes** for giving that energy direction **towards mutually beneficial goals**. *Malcolm Knowles*
- People **feel a commitment to a decision** in proportion to the extent to which they feel **they have participated in making it**.
- **Effective leadership values diverse perspectives** and believes that the richest view is that which is built from the perspectives of all.

© Julia Atkin, 2004

## Models of Leadership

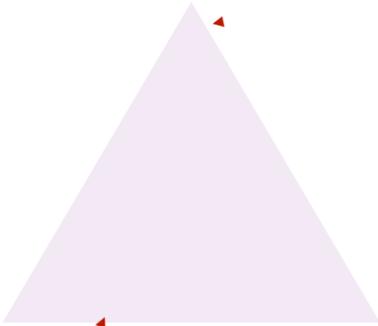
### Hierarchical



© Julia Atkin, 2004

## MODELS OF LEADERSHIP

**Hierarchical**



**Leader**  
Has answers  
Power to protect  
Issues command  
Controls

**Collaborative/Transformative**



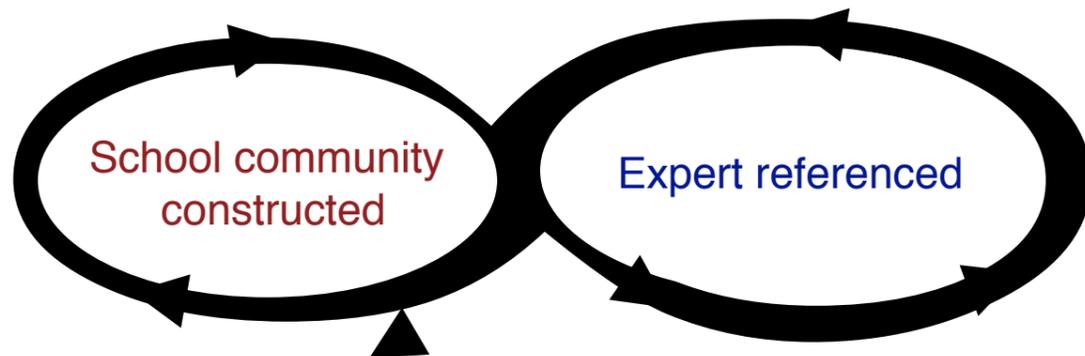
**Follo** *The centre determines the direction ...the anointed leader, eg Principal, has the ultimate accountability to ensure direction from the centre is enacted.*

- **framing** and **coordinating**
- developing sense of **partnership** through **shared vision, understanding**
- engaging in **co-creating**
- **inviting** ideas & feedback from the field
- gaining & giving considered response
- keeping the vision - ensuring the values and beliefs are realised

© Julia Atkin, 2008

<p><b>Transmissive</b></p> <p><b>Instructive</b> Instrumental Training Teaching Communication of message Behavioural change One size fits all Control from the centre Product oriented 'Problem-solving' Rigid Factual knowledge &amp; skills</p> <p><b>Imposed</b> Top down Hierarchy Expert-led Pre-determined outcomes Externally inspected &amp; evaluated</p> <p>Language - deficit, managerialism</p>	<p>vs</p> <p>vs</p>	<p><b>Transformative</b></p> <p><b>Constructive</b> Instrumental/intrinsic Education Learning Construction of Meaning Mutual transformation Local - global 'Glocal' Local ownership Process &amp; product oriented 'Problem reframing' Responsive and dynamic Conceptual understanding - capacity building</p> <p><b>Participative</b> Bottom-up &amp; top-down Heterarchy Everyone may be an expert Open-ended enquiry Internally evaluated <b>plus</b> external support Language of appreciation &amp; co-operation</p>
---	---------------------	---

## Co-construction



© Julia Atkin, 2008

*If you want to build a ship,  
don't drum up the people  
to gather wood, divide the work  
and give orders.*

*Instead, teach them to yearn  
for the vast and endless sea.*

**Antoine de Saint Exupery**

© Julia Atkin, 2004