Developing Leaders, Building Networks, Changing Schools through System Leadership

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“A system can only see what it can see. It cannot see what it can’t see. Nor can it see that it cannot see what it can’t see.”

Niklas Luhman
(1927-1998)
School in a field of tension

yesterday  
PAST

today  
society

School as sanctuary of reproduction

school

qualification
socialisation
subjectification

schooL

PAST

transformation

school as scene of transformation

FUTURE

individual

tomorrow
qualification

equipping people with knowledge, skills and dispositions

Dimensions of School Education
Skills have become the currency of 21st century economies

...Skills change lives...
- because skills have an increasing impact on labour market outcomes and social participation

...and drive economies
- because failure to ensure a good skills match has both short-term consequences (skills shortages) and longer-term effects on economic growth and equality of opportunities

Andreas Schleicher (OECD)

Learning in the 21st century - Policy lessons from around the world

The kind of things that are easy to test and teach are disappearing the fastest
Dimensions of School Education

**qualification**

- equipping people with knowledge, skills and dispositions

**socialisation**

- insertion of “newcomers” into existing orders – *(newcomers can be both children and people who move from one country or one culture to another)*
„If we don’t reach the points soon we’ll be lost.“
Dimensions of School Education

qualification

- equipping people with knowledge, skills and dispositions

socialisation

- insertion of “newcomers” into existing orders –
  (newcomers can be both children and people who move from
  one country or one culture to another)

subjectification

- agency & human freedom –
  becoming the person one can potentially be

Biesta (206, 2010)
Leadership is the capacity to constantly make situative judgements what is educationally desirable and balance these different dimensions

Biesta (2012, 7)
Leaders shape culture, but...

...culture change requires more than one person or a small team

Changing schools through system leadership
„In the end it will be teachers who change the world of schools and classrooms by their understanding.“

Lawrence Stenhouse
Stimulate collaborative learning

Enhance professional learning

Professional learning communities
3 necessary elements for a school culture stimulating teachers to improve their instruction – and learning

A culture of excellent instruction

Shared norms and values

A culture of trust

Seashore Louis/Wahlstrom: Principals as Cultural Leaders
Kappanmagazine, 52/2011, 54f
Teacher Leadership is a central strategy in Austria’s lower secondary school reform. Among others, the new role of “Lerndesigner” positions teachers in each school as teacher leaders with specific expertise in teaching and learning related to the new mandate and the reform goals of equity and excellence.
Teacher leadership is visible in a teacher’s informal and formal role-taking and role-making. Teachers who act informally or formally as teacher leaders take on four roles:

**As teachers** they are oriented consistently to the achievement of their students

**As role models** they inspire colleagues and have a positive influence on others’ development

**As ambassadors** they communicate the vision and goals of their school internally and externally

**What is teacher leadership?**

**As professionals** they continually develop their own practice in relation to current external and experiential knowledge with a focus on effectiveness
Teacher leaders need to be skilled in switching contexts and roles when they communicate with others. One way to foster awareness of contexts and roles is to regularly ask the question, “What hat am I wearing right now?” or “Am I working in the system right now or am I working on it?” This last question helps to frame the role.

as a TEACHER working *IN* the system

as a TEAM MEMBER working *WITH* the system

as a TEACHER LEADER working *ON* the system
Leadership is ...  

... like beauty – it’s hard to define but you know it when you see it.  

Warren Bennis

... the art of getting people to do what they don’t want to do and have them enjoy the experience.  

Major General Lewis MacKenzie

... the capacity of a human community to shape its future and specifically to sustain the significant processes of change required to do so.  

Peter Senge et al.
Relationship between Management and Leadership

Leadership
- discovering new possibilities with the capacity to realize them or make them realized
- creating a new paradigm
- working on the system
  - enticing and empowering staff to achieve top performances
- dignity for the human being (trust)
- attitude of „serving“

Management
- creative problem solving
- working within a paradigm
  - working within the system
    - getting „things“ and people into motion, methods, techniques, control
    - the human being as support (aid)
      - attitude of „doing“
Connect leadership with learning

student learning

**strong learning context**

professional learning

**strong learning context**

systems learning

**strong learning context**

Carpe Vitam „Leadership for Learning“ Project
<table>
<thead>
<tr>
<th>breaking the myth that learning is the result of teaching</th>
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<tbody>
<tr>
<td>letting go of the assumption that what is taught is learned</td>
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<tr>
<td>seeing what occurs</td>
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<tr>
<td>sensing what emerges</td>
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<tr>
<th>recognizing the events as an experiential stream</th>
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**Being mindful of learning**

<table>
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<tr>
<th>recognizing each experience as unique and non-recurring</th>
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Why can’t they* change?

* teachers, policy makers, teacher educators and oftentimes parents

“This requires an openness ... and a willingness to seek a better alternative to what the teacher is currently doing ...
Adopting any innovations means discontinuing the use of familiar learning.” (p. 252)
Leading from the emerging future
DOWNLOADING

Patterns of the past

suspending

Seeing with fresh eyes

redirecting

Sensing from the field

letting go

Presencing

Connecting to Source

What is my Self?

OPEN MIND

OPEN HEART

OPEN WILL

PERFORMING

Achieve results through practices, infrastructure

embodying

Prototyping
Co-create strategic microcosmos

enacting

Crystallizing Vision and intention

letting-come

letting-come

letting-go

Sensing from the field

redirecting

Seeing with fresh eyes

suspending

What is my Work?

Scharmer 2009
“If the teacher’s lens can be changed to seeing learning through the eyes of students, this would be an excellent beginning ....“

(p. 252)
How do we know what students learn?
“Learning is the most personal thing in the world. It is as unique as a face or a fingerprint. Even more individual than one’s love life.”

Heinz von Förster (1999)
„The trouble with learnin’ is that it’s always about somethin’ that you don’t know!”

Dennis the Menace
means breaking the myth that learning is the result of teaching

letting go of the assumption that what is taught is learned.

Being mindful of teaching and learning are two sides of a coin
Beyond the reach of teaching?
Learning as Experience

“Even a minor event in the life of a child is an event of that child's world and thus a world event.”

Gaston Bachelard
1884-1962