

Primary Principals' Sabbatical Report

Term 1 of 2012

How can adaptive leadership help me build leadership capacity within our school to ensure that we are able to lead the change that is required to meet the needs of the 21st Century Learner?

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1. Words of thanks:

Heifetz, Grashow & Linsky (2009) use a metaphor of the dance floor to explain the functioning of an organisation. They say that organisational leaders will dance on the floor with their staff, but that it is imperative that they also stand on the balcony above and look down at the party. The big picture concept is not new, however it is important to share their analogy because this ten-week sabbatical allowed for a sustained period of “balcony thinking” and at the same time allowed my “dancing muscles” an opportunity to recuperate. It is important to extend my gratitude and say thank you to the following:

The Ministry of Education:

Linsky and Lawrence (cited in O’Sullivan & West-Burnham, 2011) outline six important criteria for educational leadership in these challenging times. My gratitude to the Ministry of Education for affording principals the opportunity to heed Linksy and Lawrence’s sixth criteria which reads “Take care of yourself, don’t just sacrifice your body for the cause”. The ten-week sabbatical not only enabled me to rejuvenate but it allowed for undistracted personal learning and reflection.

The Bailey Road School Board of Trustees:

Thank you for supporting me in my application for the sabbatical and for approving my ten-week absence.

Our Deputy Principal:

Thank you to Diane Facon for leading the school during my absence.

The Staff of Bailey Road School:

Thank you for supporting Diane Facon and for continuing to provide a good service to our learners.

The Schools that I visited:

Thank you to the principals and staff of the schools that I visited:

Hong Kong: Canadian International, Hong Kong International, King George 5th and West Island Schools

Auckland: Auckland Normal Intermediate and Hingaia Peninsula School

Christchurch: Bromley School and Discovery 1 School

Wellington: Island Bay School

Craig McDowell of Aspire2Lead Ltd:

Craig, in the words of Heifetz, Grashow and Linsky (2009) leadership is about experimenting, thank you for embarking on a different sabbatical style by coaching and mentoring me through the adaptive leadership concept. Thank you for setting up the visits, and for transporting me, to both Bromley and Discovery 1 Schools.

2. Methodology:

In conducting my sabbatical inquiry I:

1. read several books (see the reference),
2. read applicable sabbatical reports written by other principals (see the reference),
3. visited nine schools,
4. attended the 21st Century Learning Conference in Hong Kong (February 2012); 564 delegates from 109 schools across 22 countries,
5. attended the 5th Education Leaders' Forum in Wellington (late 2011), and
6. participated in an experimental coaching/mentoring programme with Craig McDowell of Aspire2Lead Ltd.

3. The Report:

Preface:

The purpose of my sabbatical was to conduct an inquiry into an approach to leadership called Adaptive Leadership. I choose adaptive leadership because, as we all know, in recent years there has been a lot of change in the world and this change has affected the education sector. I wanted to find a model or process that would help me, as a school leader, to ensure that our school keeps abreast as best we can. We often hear that the children we teach today are “digital natives”; they have grown up amidst rapid changes in technology and have spent their entire childhood in the digital age. With the introduction of the smart phone many of these technological tools have now been combined into one small very portable digital device that ensures that those who have them are constantly connected. Technological progress is not the only thing changing the face of 21st Century learning, children (digital natives) are wired differently and they “think and process information fundamentally differently from their predecessors” (Prensky, 2001). As part of my inquiry I wanted to find out how we as teachers can better meet the needs of the 21st Century Learner and then link this to the art of adaptive leadership. It soon became evident to me that my inquiry entitled “*How can adaptive leadership help me build leadership capacity within our school to ensure that we are able to lead the change that is required to meet the needs of the 21st Century Learner?*” should have been a mini-thesis. This was an ambitious and challenging inquiry that took more time than what I had originally intended, but it was a wonderful learning journey and once again I would like to thank everyone who made it possible.

Introduction:

“Schools need to change radically if they are to meet the needs of young people in the 21st Century!”
(Degenhardt & Duignan, 2010)

We are all aware that as we enter into the second decade of the 21st Century we are faced with an increasing number of challenges. These include the global financial crisis, a rise in unemployment, the increase in natural disasters, increasing instability in the middle east and of course the rapid growth of technology. The advances in technology have brought with them the rapid development of software and

more recently that of 'Applications' or 'Apps' for handheld devices. The New Zealand Curriculum's vision talks about 'connectedness', and it is so obvious that people are becoming adept at using social media sites to connect and organise themselves. One example of this would be the "Occupy Wall Street" protest movement against economic inequality, something that quickly reached our shores with the camping at Aoeta Square and the Parliament in 2011.

The education sector is not immune from these challenges as people and governments put pressure on us to fix the "ever widening tear in the social fabric" (Mackay, 2005 cited in Degenhardt, 2006). Schools are increasingly being held accountable for, not only student achievement, but also for social issues both in and outside of the school, bullying is an example. Not only does bullying take place in the 'face-to-face world' but it has also crossed over into the 'cyber world'. We see how children are making use of social media when they post video clips of bullying or fighting up onto YouTube. Even more disturbing for the profession is how students orchestrate events in class, video record the teacher's reaction and then post this to the World Wide Web. We are also fully aware of the benefits namely the easy access to knowledge or information via Internet search engines and the ability to talk about or share that knowledge on social media sites (Twitter, Facebook, YouTube and MySpace). The implication for us is that "schools no longer have a monopoly on learning" (Degenhardt, 2006). As educators we need to adapt to all of these challenges and John Dewey's statement of "If we teach today's students like we taught yesterday's, we rob them of tomorrow" rings loud and true. Dewey made that statement in his book "Schools of Tomorrow" written in 1915 a long time before the Internet yet we have often heard that schools still operate in the Industrial Model that they were created. The tomorrow that we are preparing our students for is uncertain and there is no one answer. We need to prepare our students through an interdisciplinary, integrated and authentic curriculum that facilitates the development of those competencies that will allow students to experiment, to find out and to synthesise their learning so as to solve potential problems. It is also important that we do not negate the importance of technology and the Internet; we must remember that digital natives expect a digitally oriented education. Schools must become adaptive organisations, and as leaders we need to adapt so that this can happen.

Adaptive Leadership

The main thrust of my learning about 'adaptive leadership' was to read a book called *The Practice of adaptive Leadership Tools and Tactics for Changing your Organisation and the World* written by Ronald Heifetz, Alexander Grashow and Marty Linksy and published in 2009. In addition to this, I was mentored through the theory and also met with two principals to listen how they had given effect to adaptive leadership within their schools.

Heifetz, Grashow and Linksy (2009), outline a comprehensive model and process for adaptive leadership. At the risk of over simplifying it adaptive leadership is about rallying people to take on the tough challenges and then to flourish. The authors draw an analogy between adaptive leadership and evolution emphasising that adaptation is the result of experimentation over time. Adaptive leadership is about:

- changing to ensure the capacity to thrive,
- building on the essentials from the past,
- conducting experiments in the search of a solution,

- relying on diversity,
- acknowledging that many people will experience loss,
- taking time and being persistent.

The first step in the adaptive leadership process is one that must not be overlooked and it is to determine whether the school is faced with a technical problem or an adaptive challenge. It is important to explain the difference between the two. Technical problems can be complex and important to address, they are relatively easily to identify and the solution is pretty much clear-cut. The solution to technical problems can be provided by people in authority (the experts) or by falling back on the school's values and ways of doing things. Adaptive challenges, on the other hand, require a change in "values, beliefs, habits and loyalties" (Linsky and Lawrence cited in O'Sullivan & West-Burnham, 2011) and entail new learning. Another way of identifying an adaptive challenge is to note how many technical fixes failed to solve the problem – too many and you have an adaptive challenge. Another way to identify adaptive challenges is to use the table below (page 20 in the book):

Distinguishing technical problems and adaptive challenges

<i>Kind of challenge</i>	<i>Problem definition</i>	<i>Solution</i>	<i>Locus of work</i>
<i>Technical</i>	<i>Clear</i>	<i>Clear</i>	<i>Authority</i>
<i>Technical & Adaptive</i>	<i>Clear</i>	<i>Requires learning</i>	<i>Authority & stakeholders</i>
<i>Adaptive</i>	<i>Requires learning</i>	<i>Requires learning</i>	<i>Stakeholders</i>

What might trying to distinguish between a technical problem and an adaptive challenge look like in a school environment? A familiar example could be that of a troublesome class. Students in the class often play up misbehaving both within the room and in the wider school or perhaps there is a high rate of absenteeism or a combination of both. The technical problem could be solved using the school's student management processes (e.g. holding a restorative conference, the awards system, removing key students, etc.) or by calling in those in authority, e.g. a Resource Teacher of Learning and Behaviour, or by seeking best practice elsewhere for example a Ministry of Education supported intervention. The possible adaptive challenge could be that the teacher's pedagogy and/or curriculum content is the true cause of the presenting behaviours. So in this case the adaptive challenge would be to have a courageous conversation with the teacher regarding the adaptations s/he would need to bring about to his/her practice. This will no doubt entail a sense of loss for the teacher, that loss could be the feeling competence. Adaptive leadership requires educational leaders to talk about the elephant in the room. Bartunek and Moch (cited in *The Journal of Applied Behavioural Science*, 1987) talk about three steps of organisational change and in order for second order change to be successful the errors or flaws in the present way of doing things must be pointed out, thus they support the process of addressing the adaptive challenge. However, in saying that both theories outline the importance of listening to the stories, legends, rites and values that underpin practices. These are important because they help to identify what the person/s stand/s to lose as a result of the intervention or change required to address the adaptive challenge. The authors point out that in facing change, people will feel a sense of loss and it is this loss that drives their reaction to the change.

Once it is established that the school is facing an adaptive challenge then Heifetz, Grashow and Linksy (2009) provide the following process to follow:

1. diagnose the system,
2. diagnose the challenge,
3. diagnose the political landscape,
4. develop the school into an adaptive organisation,
5. mobilise the system,
6. design effective interventions,
7. act politically, and
8. orchestrate conflict.

Diagnose the system: find out what really is going on and then gain a clear understanding of the school's structures, its culture and its habitual way of addressing dilemmas, problems or challenges. Be aware that schools fall primarily into two of the three organisational sectors, namely *not-for-profit* and *public* sectors. As a not-for-profit entity people in schools tend to value consensus decision-making, and as a public sector entity our jobs are relatively safe, as market place competition doesn't really affect most schools. This sense of security reduces the sense of urgency for change. Adaptive leadership requires an understanding of your school's culture and the knowledge of how that culture will facilitate or block change. Make it your purpose to find out about and know the folklore, rituals, group norms and meeting protocols.

Diagnose the challenge: remember that adaptive challenges are difficult because their solutions require people to change their ways as the challenge is complex and can't be dealt with using 'default ways'. It is important to figure out what in the old ways is worth saving, what ways need to be dropped and then collectively invent a new way. This is when it is important to tell the difference between a 'technical problem' and an 'adaptive challenge'. If you try and apply technical solution to an adaptive challenge you will fail. People have a tendency to look to those in authority to provide answers – but those in authoritative positions can't solve adaptive challenges with a mere instruction. Solutions lie in people and adaptive leaders must motivate them to seek out the solutions, this is why the process of teacher as inquirer is important. Heifetz, Grashow and Linsky (2009) state the importance of "listening (sic) to the Song Beneath the Words"; and this means leaders need to find out who the informal authorities are, the values that people hold and what people stand to lose. It is important to be aware of the four adaptive challenge archetypes, and these are (i) the gap between what people say they value and their actual behaviour; (ii) competing commitments; (iii) get people to share the unspeakable and (iv) understand that some people will naturally try and avoid the harder work that adaptive solutions require.

Diagnose the political landscape: understand that managing the politics is crucial to leading adaptive change. Schools are intricate organisations that have many interacting stakeholders. As you begin looking at an adaptive challenge you must identify the following for all of your stakeholders: (i) how will they be affected; (ii) what will each like the outcome to be; (iii) how much does each stakeholder care about the school and thus their engagement, (iv) what power and influence does each hold, (v) what values drive each stakeholder's decision making; (vi) what are their loyalties to the school, (vii) what do they fear to lose; and (viii) who of the stakeholders are in an alliance with who?

Develop your school into an adaptive organisation: to accomplish this leaders must foster the following five characteristics: (i) name the elephants in the room; (ii) emphasise the fact that the responsibility for the future of the organisation is shared; (iii) value and expect independent judgment; (iv) develop leadership capacity; and (v) ensure that self-reflection and continuous learning are the way things are done at the school.

Adaptive challenges cannot be solved by taking a course, hiring a consulting firm, or copying other companies' best practices. Instead people throughout the organization must open themselves to experimentation, giving up some old truths that have become irrelevant with changes in the business, social, or political landscape.

Heifetz, Grashow and Linsky (2009: p106)

The following learning mind-set must be established: (i) foster experimentation and grow from any mistakes made; (ii) before setting strategic direction get the perspectives of all the staff; (iii) encourage two-way conversation and time for reflective discussion; (iv) debrief "bad" events e.g. roll drop, a poorly organised trip, etc. for their lessons and don't use these as grounds for punishment; (v) through sabbaticals senior leaders must gain new perspectives and refresh themselves; (vi) bring together all 'departments' or staffing levels to get all the angles of the problem; (vii) schedule informal meetings where staff can reflect, and you can gather their different interpretations of current, past and future realities; (viii) ensure that the principal and deputy principal participate in external coaching sessions so that they can bounce ideas off someone outside the organisation; and (ix) that the strategic plan is viewed as 'today's best guess rather than a sacred text' it would be remiss not to refine it to match developments.

Mobilise the System: it is important to not respond quickly to challenges facing an organisation. As educational leaders we need to shift people away from what the authors call making technical, benign and individual interpretations to those interpretations that allow for adaptation, conflict and the systemic approach to addressing a challenge. The first step to accomplishing this would be to explain to the staff the difference between adaptive challenges and technical problems. It must be kept in mind that people will naturally lean towards technical, benign and individual interpretations and that it is the leader or leaders' responsibility to ask the questions that will edge them towards adaptive thinking. In doing this it is important to identify the staff's default interpretations by finding out:

1. who they seek to blame for the problem/s, and
2. who they expect to solve the problems/s.

From there it is important to either name the elephant (and this case the default interpretation) or use further questioning to surface the default interpretations.

Finally, in mobilising the system it is important for the educational leader/s to keep many possible solutions floating and then to allow groups or teams to experiment solving the issue with their ideas. Should the problem be one of underachieving children and thus apply to pedagogy, then once again I draw similarities to Reeves (2008) and to our New Zealand Curriculum and Registered Teacher Criteria that encourage teachers to become inquirers into their practice. Leaders mobilise their schools to becoming adaptive organisations encourage innovation by keeping many approaches alive rather than defaulting to one person's viewpoint or idea.

Design Effective Interventions: an effective intervention will help move people into action, but as leaders we must maintain flexibility in respect to the design of the intervention. Seven steps were given in the book on adaptive leadership, these are:

1. Get on the balcony: in other words keep looking at the big picture.
2. Determine the ripeness of the Issue in the System: once a sense of urgency to address the issue runs across the entire school or staff then the school is ready to receive an intervention. If it is not stall and ask questions that will generate the sense of urgency.
3. Ask, Who am I in this picture?: as leaders we need to become less predictable when introducing an intervention.
4. Think hard about your framing: leaders must communicate the intervention so that all are clear about it and how they can contribute to it. The language used must appeal to the school's values and purpose.
5. Hold steady: remember that the intervention is no longer yours; let the stakeholders work with the idea making it their own. Let it morph but always listen and plan your next steps so that the morphing intervention still addresses the adaptive challenge.
6. Analyse the factions that begin to emerge: as leader/s determine who is engaging and who is not, particularly in the senior leadership team as this represents the school as a whole.
7. Keep the work at the centre of people's attention: avoiding adaptive work is a natural response to coping with the perceived losses – loss brings with it fear understand this and treat it with respect. Also remember to get allies who will help you keep the work in the centre of attention. Watch and listen to your leadership team, if someone finds the intervention to be a headache this often means that someone in their team is challenging. This leader will need your support and you will need to think about acting politically.

Act Politically: ignoring human nature when leading adaptive change will reduce your chance of success and therefore Heifetz, Grashow and Linsky (2009) encourage leaders to be politically strategic. It is important to find allies, stay connected to those in the school that are in opposition to your initiative, manage those in authority (i.e. board of trustees and Ministry of Education), pay careful attention to those people who find it difficult to cope and finally react strategically to those who question or speak out against your intervention.

Orchestrate Conflict: when faced with conflict people tend (i) to do nothing, (ii) react by flight or fight and (iii) look to authority figures to solve the conflict. "If you want to generate progress on adaptive issues, you have to seek out, surface, nurture, and then carefully manage the conflict toward resolution, rather than see it as something to be eliminated or neutralized." (p. 151). Orchestrating conflict requires a lot of courage and therefore leaders must:

1. push their personal boundaries for tolerating conflict,
2. get closer to those that would oppose or generate the conflict ("Play with the bad guys"),
3. accept support from those people whose ideas they would normally reject,
4. change the way that they communicate to ensure conflicting ideas arise,

5. realise that their own competence has the potential to hurt the school in that if they do not hand the work over to others they do not grow them and allow for differing ideas. Instead we must gently push people out of their comfort zones.

Conclusion:

It is important to remember that adaptive leadership is about identifying adaptive challenges, and that as leaders we must not fall into the trap of merely doing what our key stakeholders expect us to do. If we do that which is expected of us, then we are merely authority figures. Adaptive leadership is about challenging some of the expectations that those in authority have of us, challenging people we work with by telling them what they need to hear and by pointing out the changes that need to be made. This will stir up emotions and the trick is to do this without pushing them completely over the edge and of course that leaders refrain from solving it for them. Practising adaptive leadership is dangerous because it means that as leaders we must agitate the status quo and motivate stepping into the unknown. It is these dangers that will cause people to push back at you.

There is a link between adaptive leadership and the New Zealand Curriculum. Our curriculum encourages teachers to inquire into their practice and to seek out pedagogical approaches that result in shifting student achievement. Adaptive leadership calls for experimentation as we discard practices that do not work in favour of seeking a better way. Douglas Reeves (2008) in his book *Reframing Teacher Leadership To Improve Your School*, reminds us that every teacher is a leader and a collective approach to solving challenges must be embraced. This also means that all teachers in a school must practice adaptive leadership. Douglas Reeves (2008) states that “educational leadership will be bridged not by a repetition of prior administrative leadership practices, but rather by a new approach that embraces leadership at every level”. There is nothing new about the concept that it is not just the principal (or even just the leadership team) that has all the knowledge and competencies to solve the challenges facing their schools.

Lessons from the 21st Century Learning Conference in Hong Kong:

In February 2012 I attended the 21st Century Learning Conference in Hong Kong. My visit entailed visits to four International Schools over two days, followed by the two-day conference. It was my first visit to Hong Kong and one of the things that that I noticed in Kowloon was the juxtaposition of the old and the new. On the one side of the road I saw an old building surrounded by bamboo scaffolding and on the other side was an ultra modern shopping centre with an escalator that went up several stories (I recall counting eight)! I thought it important to include this observation and the two photos because this represented my learning, namely that the modernisation of education (like the refurbishment of the old building) is reliant on the good practices of the past (bamboo scaffolding) while all around us we see the rise of brand new building with all their 21st Century bells and whistles.

The bamboo scaffolding, over five stories high and tied together with electric cable ties or strips of material!

The inside of the new Landmark Shopping Centre!



The adaptive challenge is thus to modernise education to meet the needs of the 21st Century Learner; how we do this with the old infrastructure (buildings) and old (yet in many cases still applicable) pedagogy combined with some teachers that will need to face loss in terms of their values and beliefs about education. This adaptive challenge will require some clever solutions while remembering that adaptive leadership calls on us to identify the best practice of the past, to discard that which is not working and to come up with an intervention that will see a new approach that will ensure that we thrive.

I begin outlining my learning by sharing pertinent information from three keynote addresses followed by a summary of the key observations while visiting the four International Schools.

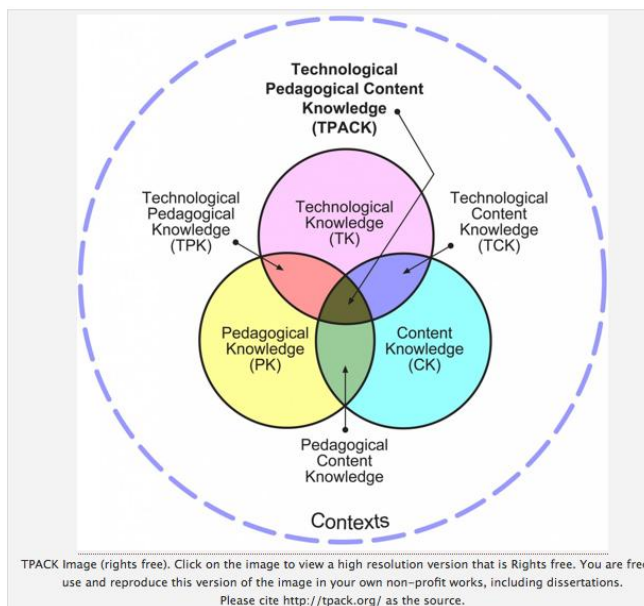
21st Century Learning:

I consider myself fortunate to have been able to listen to two presentations by Dr Punya Mishra. Dr Mishra is the Professor of Educational Psychology and Educational Technology at Michigan State University in the United States of America. Dr Mishra's message was that the world has experienced rapid growth particularly in the last century and to prove his point he outlined how it took millennia for humans to become an Agricultural Society and then centuries later we became an Industrial Society. It was during the Industrial age that schooling as we know it was established. Then in a relatively short time in comparison to the previous ages we became a Knowledge or Information Society and he pointed out that although we have only been in the Information Age for a short while we are now on the cusp of becoming a Conceptual Society. The message is clear change is becoming rapid. What does this have to do with education? We have often heard it said that schooling has not changed much since the Industrial Revolution and now that the world has become a market place of ideas, schooling currently prepares children for a world that we once knew.

We now live in a society where we have Internet-based social media entering our everyday lives. Examples of this include:

1. Chris Cairns' (ex-NZ cricketer) winning of the first Twitter based libel case to be heard in London, UK. In 2010 Lalit Modi made a comment on Twitter that caused Chris Cairns to take up a defamation claim.
2. In March/April 2012 we heard that Facebook would be listed on the New York Stock Exchange. Facebook does not produce a product it provides an Internet-based service that by July 2010 had half a billion users. Ten years ago who would have thought that an Internet-based 'service' would be listed on the stock exchange?

The world is experiencing rapid change and yet education, generally speaking, still prepares children for a world that we once knew. Dr Misha argued that 21st Century Learning should prepare learners or students at three levels. Firstly, at the Foundation Knowledge level that not only covers content but that guides children to become information literate and develops their cross-disciplinary knowledge. Secondly, at the Meta Knowledge level where we teach children to problem solve, to become critical thinkers and who can communicate and collaborate with each other. Thirdly, at the Humanistic Knowledge level in which we teach children the life and job skills that will be required while also developing their cultural competence so that they become ethically and emotionally aware.



To accomplish this Misha and Koehler (2006) developed the Technological Pedagogical and Content Knowledge (TPACK) model. The diagram on the left (Source: <http://tpack.org/>) explains that teachers require certain content knowledge about that which they are teaching. They then link their content knowledge to their pedagogical knowledge and are then able to teach the subject. In order to integrate modern technologies into their practice they need technological knowledge; in other words they need to know how to use the hardware and software. However, before

they even begin the journey of learning about the new technology they need to see its pedagogical advantages. Once these three knowledge areas are combined then teachers operate in a TPACK manner thus better enabling them to meet the needs of the 21st Century learner. So the adaptive challenge for educational leaders would be to sell the integration of 21st Century tools by highlighting their pedagogical benefits. Dr Mishra used professional learning and development in writing as an example stating that the session title should appeal to the core business of teachers – “How collaborative writing on a Wiki can help students to improve their expressive writing.” Once teachers are sold on the benefits they will then want to know more about Wikis and eventually they will use Wikis as often and as easily as they use the black or white board.

During the remainder of his presentation, Dr Mishra presented us with many possible adaptive challenges, and the following resonated with me.

1. Over time teachers managed to integrate the blackboard, the whiteboard, the text book, exercise books and pens into their practice, the adaptive challenge is now for educational leaders to explore how they can up-skill and/or motivate teachers to use 21st Century tools that include Wikis, Blogs, Social Media and the Apps that are being developed for hand-held devices into their pedagogical practice. An adaptive leadership consideration would be the fact that some teachers may experience loss, (i) because students use more technological tools and software with ease teachers have lost control over education, (ii) teachers will need to unlearn long held practices and relearn new ones as they integrate technology this will mean a loss of personal time, and (iii) a loss of the feeling of competence as they enter new territory.
2. Education needs to change so as to incorporate new technologies, in Denmark they are leading the way where students sitting their final school examinations have access to the Internet including all social media websites. (Source: <http://www.neowin.net/news/danish-students-allowed-use-of-internet-in-exams>).
3. If we want students to become engaged and passionate about learning where they collaboratively explore authentic ideas or concepts then we should give serious consideration to the architectural design of school buildings. Steve Jobs in his autobiography, talks about his dream for the design of the Pixar building. He wanted a large central atrium where everyone would work and the toilets would all be placed on the one side of the atrium. In doing this he believed that people would have to walk through past others listening and interacting with their work en route to the toilets. The classrooms of the future are being designed differently to accommodate more collaboration and interaction between students. I saw this at Stonefields School where they have 'learning hubs' and at Hingaia Peninsula School where they have 'learning studios'. This can also be done at schools with traditional designs at Auckland Normal Intermediate School they have transformed their technology block into one that allows for collaboration and interaction between the specialist areas.
4. As Dr Mishra outlined in his presentation, if he had a magical wand he would change the current system of year levels or grades in schooling. He called this process of progressing through year levels as the lockstep model of education. He argued that the lockstep model assumes that everybody develops at the same pace, and at the same pace within different fields or curriculum areas. Obviously adapting this model would have serious implications for our national standards. However, there are ways around it; for example at both Hingaia Peninsula School and Stonefields School they currently have multiple year levels in their hubs or studios, however as these schools begin to grow they will need to consider how they can keep the practice.
5. We need to begin looking at fostering transdisciplinary learning! We are beginning to see a rise in the number of careers that require expertise in two or more interconnecting fields, examples

include Database Administrator, IT Consultant, Cardio Technicians, Sports medicine physician, etc.

Social Media and the impact on education:

Another key piece of learning that has an adaptive leadership element was acquired at a workshop for principals entitled “Social media engagement and your organisation” presented by Peter Sutton. Peter is an ex-principal, an ex-numeracy consultant for the New South Wales Department of Education and is now a social and business strategist for Kai Ming Consulting in New South Wales, Australia. The content that follows was obtained from his presentation.

One of the biggest shifts since the Industrial Revolution has got to be Social Media and I recommend that the reader visit YouTube to watch a clip called “Social Media Revolution Socialnomics 2011”. Erik Qualman (2009) explains Socialnomics as “the ability of social media to generate exponential returns for individuals and businesses”. Socialnomics is beginning to have an impact on schools whether these are private, high or low deciles. Whether principals, board of trustees and school staff know it or not people are having conversations about schools in two environments, firstly in the face-to-face world and secondly in the online world. In the online world these conversations are being held on social media websites such as Twitter, Facebook, Blogs, Linked in, YouTube, Vimeo and even ‘Rate my Teacher.com’. Social media is not a fad, and because of the increase in ownership of mobile devices such as smart phones and tablets, it is a fundamental shift in the way that we communicate. The statistics show that in 2008 of the 18 to 29 year old people surveyed, 67% used social network sites and in 2010 this had risen to 86%. In 2008, 25% of 30 to 49 year olds surveyed used social media sites and by 2010 this had risen to 61%. It is argued that because 50% of the world’s population is under 20 years of age and because 78% of consumers trust peer recommendations (word of mouth) rather than advertisements that we need to sit up and pay attention to social media. People in the 18 to 49 year old bracket are the ones that are (or will be) closely aligned to schools because they will have children attending these organisations. Thus the important question to ask is “are schools reading (‘listening’) to what is being said about them on social media sites?”

As school leaders we need to be aware of the exponential rise and importance of social media, it is beginning to push into the realm of schools. We are all aware of the power of the word of mouth message, and to quote Peter Sutton ‘social media is word of mouth on steroids’. So what adaptive leadership challenges would social media have for us as educational leaders? In addressing the adaptive challenge that social media presents schools we have one of two courses of action available to us; (i) the lock and block response which Heifetz, Grashow and Linsky (2009) would term as hunker down, or (ii) the proactive embracement of social media which Heifetz, Grashow and Linsky (2009) would call an adaptive approach to this challenge. Some ideas as to where to start include the following:

- conduct a readiness scan in respect to social media and your school,
- acknowledge the fact that prospective parents and staff will follow your school on social media sites to determine whether to send their children there or whether they want to work at the school, so become strategic in how your school will use social media to promote itself,
- become strategic in how your school responds to and deals with negative social media stories,

- monitor online activity in terms of what is being said about your school, i.e. be aware of your online footprint, sites such as 'Reputation.com' could help you,
- consider the education implications (curriculum content, social media as a teaching and learning tool, etc.),
- determine policy in respect to where the line between the profession and that of social media is (e.g. policy around teachers having students as friends on Facebook).
- schools should claim official pages on social media sites especially the big ones, Facebook and Twitter by stating "This is the official page of School."
- try to remove the 'unofficial pages' by asking students and or parents to take them down,
- how schools can use social media for internal and external communication, and finally
- structure for change – remembering that it is 80% strategy and 20% tools.

'Shaping citizenship and safety in digital spaces':

Robyn Treyvaud gave the opening address at the 21st Century Learning Conference in Hong Kong; she is the founder of CyberSafeKids and the Director of the Global Education Internet Keep Safe Coalition.

In creating a sense of urgency that we educate students about digital citizenship or cyber safety, Robyn provided some interesting statistics for example, of the students surveyed in Australia 93% use Facebook; 46% of these do not tell their parents and 75% do not talk to their teachers about their social network activity. An interesting question to ask would be "Why does this disconnect exist?" Could it be that it exists because today's students, who are digital natives, are not receiving a digital education at school and therefore think that their teachers will not understand? Smartphones, tablets/pads, computers, the Internet and social networking sites represent their world and the education sector is dragging its heels in adapting these tools in order to enhance teaching and learning.

Robyn Treyvaud stated that big businesses spend a lot of money on creating and maintaining their brands, and she argued that in having a Facebook or Twitter account we all broadcast our individual brands. It is important to teach students (and their families for that matter) to be critical of what they post on any social networking site because the digital footprint that they leave lasts forever. Emotions and allegations can be released easily and quickly when we are online and these comments can damage your personal brand. We are all aware of the possible online sexual, bullying and fraud threats that face children. Online safety in 'Cyberia' is a concern; consider the fact that 54% of 18 to 29 year olds have at some time or the other shared their online password/s with someone (source: <http://www.livescience.com/8764-youth-online-passwords-freely.html>). In order for children to be safe in and around water we teach them to swim, it is also our responsibility to teach students about digital citizenship. There are many resources (many online) that can be accessed to assist schools in teaching effective digital citizenship or cyber safety programmes.

International School Visits:

I participated in a two-day visit (15 & 16 Feb '12) to four of Hong Kong's International Schools to observe their 1:1 programmes. These schools were:

1. Hong Kong International (private),
2. Canadian International (private),
3. King George the 5th (private), and
4. Island Bay (state integrated).

The four schools are at different stages in their 1:1 journey with the Canadian International School having instituted their 1:1 programme five years ago (currently in their sixth) and the other three schools followed. I would like to try and link what I observed and heard into the Adaptive Leadership Framework however it must be remembered that because our visit at each school only lasted for two-hours, and that there were about thirty of us visiting I could not gather all the required data. Broadly speaking the adaptive leadership framework is about:

- changing to ensure the capacity to thrive,
- building on the essentials from the past,
- conducting experiments in the search of a solution,
- relying on diversity,
- acknowledging that many people will experience loss,
- taking time and being persistent.

Change to ensure the capacity to thrive?

The four schools wanted to ensure that they were better able to meet the needs of their learners by integrating individual use of laptops into the school programme.

Building on the essentials from the past.

All four schools have offered the International Baccalaureate programme for a number of years and the challenge was to combine this good inquiry based programme with digital learning and tools.

Conducting experiments in the search of a solution.

Initial experiments included:

- use of hardware purchased by the school - Computer Suite
- use of hardware purchased by the school – Mobile cabinets and laptops

Eventually the shift towards expecting that parents purchase laptops for all students in Years 4 upwards occurred and the terminology 1:1 schools was born. During both phases there was the experimentation as to how laptops could be integrated into curriculum delivery. At all four schools they have adapted Moodle to assist them in the formulation of Electronic Portfolios, timetabling, attendance registers, and tracking of achievement. They also make use of Drop Boxes so that students can deliver their work once completed.

Relying on diversity.

Teachers are encouraged to experiment in adapting digital sources for educational purposes. I saw some interesting ideas:

1. in a senior high school class students were watching the orbit of satellites around the Earth in real time, with a list of focus questions that were being asked and discussed,
2. in a Year 7 or 8 science class students were using their laptops to watch a YouTube explanation on the break up of Pangaea as a result of shift in tectonic plates,

3. in a mathematics class of Year 8s requiring remedial intervention students had their laptops open were either working form online exercises, watching explanations about fractions or being exposed to problem solving activities.

At the Canadian international school a Year 6 teacher was experimenting with a new concept in furniture see photo.

The chair has a base on wheels, the base is concaved and serves as storage place. The desktop swivels so that the child can either place his/her laptop or books on top or push it to the side to have an 'open chair'.

At the Hong Kong International School junior teachers (one of which is a Kiwi) are experimenting with the use of iPads and selected Applications in inquiry learning.



Acknowledging that many people will experience loss

Our visits took the form of an introductory chat in relation to each school's journey followed by classroom walkthroughs. This meant that I did not get a lot of time to talk to individual teachers to establish their "loses". However, I do know that it took the team of junior teachers at Hong Kong International School many hours to find appropriate Apps that could be adapted to their inquiry learning programmes, so their loss would have been that of personal time. From the introductory chats I learnt that it took quite a lot of work to address perceived loses that the parent community held in respect to children carrying expensive laptops around at school. One of the schools was a dual platform school and after their experiment phase have decided to go Mac based and this has brought loss in terms of some teachers having to unlearn PC based software and relearn Mac based versions.

Taking time and being persistent.

At all four schools their decision to insist that parents purchase laptops so that children can participate in the 1:1 curriculum delivery meant that the school's administrators had to be strategic in the implementation of the programme. They had to be persistent with not only the teachers but the parents as well. As already mentioned it took the Canadian School five years to get where they are currently and the process takes time.

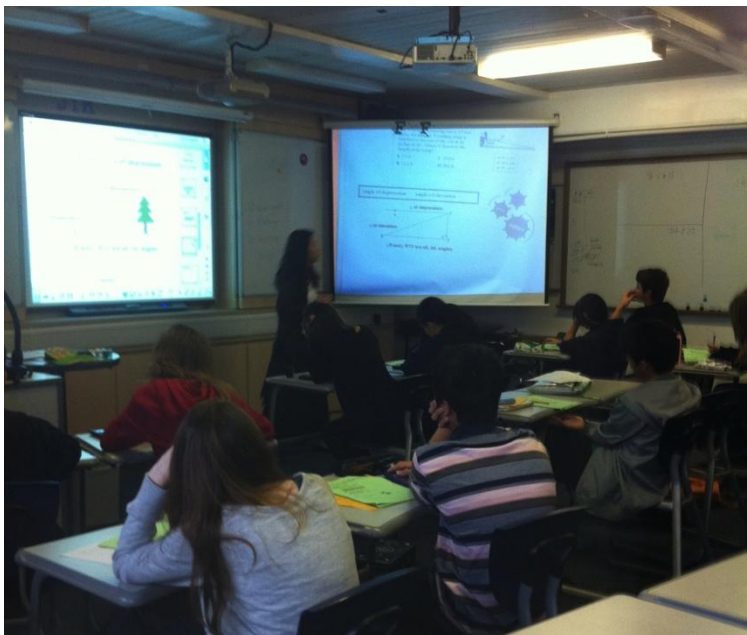
In closing I thought that it a good idea to share some photos that depict the other experiments or interventions in place to address the adaptive challenges I saw.



Hong Kong with its limited land and dense population has meant that most schools do not have grassed playing fields. This photo was taken at the Canadian International School and shows how rooftop space has been converted to an artificial playing surface.



The picture to the right shows how the staff at the Hong Kong International School have enlisted student expertise to assist in solving software issues. Seeking support from *The Student Digital Leadership Team* is seen by many students as a quicker and less threatening way to get their concerns solved and/or to find out how to use the software. The members of the team see this experience as a form of on the job training that further develops both their ability.



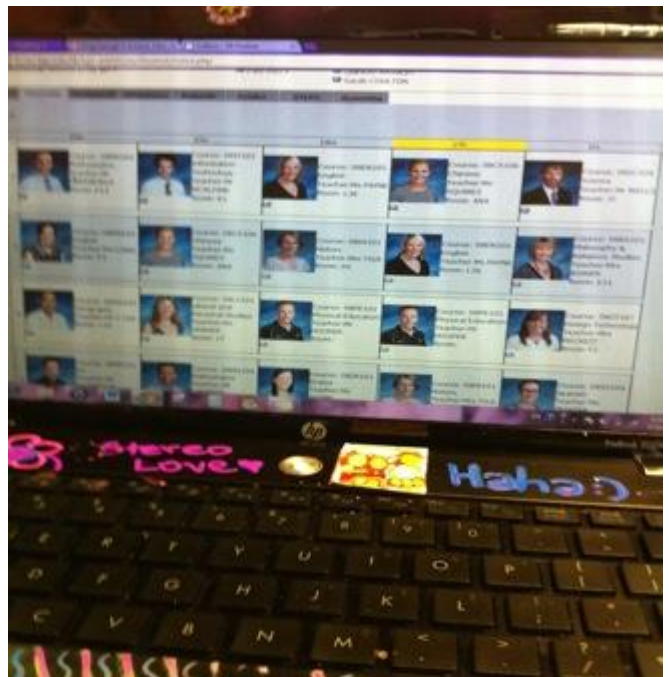
This teacher at the Hong Kong International School made use of both the interactive whiteboard as well as the data projector during the maths lesson that we popped our heads into.



I did not see any teacher desks in the classrooms that we visited. Instead each teacher had a technical station where they:

1. hook their laptop up to the data projector or interactive whiteboard,
2. hook their laptop up to the sound system in the classroom,
3. use the document reader (seen in the photo) to project from a hardcopy source onto the screen/whiteboard, and
4. of course the remote controls to drive this all.

This photo below shows a student at Hong Kong International School with her/his novel on his/her lap and while completing a graphic organiser (supplied by the teacher) in respect to one of the central characters in the story. I added this photo in because it has a link to my earlier analogy of the juxtaposition of the old and the new that I talked about earlier in this report. Another example of paper meeting digital from King George V follows on the next page where you will see a boy completing an online mathematical problem.



A high school student at King George V was showing me how she is able to access her timetable in the same place where she is able to gain access to her e-portfolio and academic performance. The timetable is seen in the photo on the right; each column represents a day of the week and there are four periods in a day. The timetable gives the teacher's photo, his/her name, the curriculum area being taught, and the venue and time for the lesson.

The final photo has the potential to orchestrate conflict. It was taken at West Island School where a primary teacher had his students working in pairs. One performed a forward roll and the other used the on-board camera to film it. The video clip was then played back and the two students collaboratively conducted their own formative assessment of the forward roll using the list of success criteria. Once students were happy with their forward roll they then went to the front of the gym where a teacher aid using a software product called “Dartfish” to film the forward roll. Dartfish enables the play back in slow motion so that a



clear evaluation can be made. Student then upload the Dartfish clip to their electronic portfolios and compile a self-evaluation alongside that of the teacher’s. The video clip becomes a permanent record of the exercise and students are able to show this to their parents and talk about it during student-led conferences.

New Zealand School Visits:

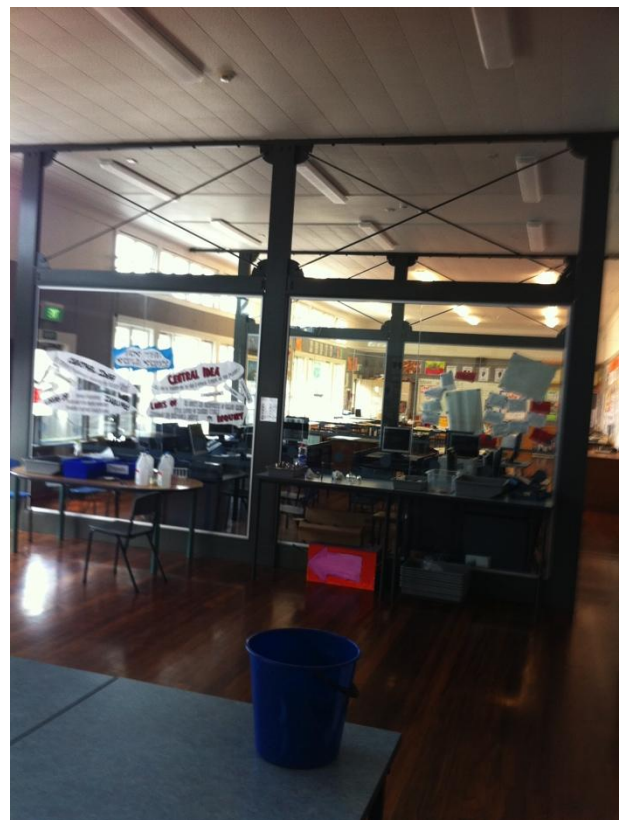
During the sabbatical I visited several schools I asked to talk about and see any initiatives that the leaders considered to be adaptive to 21st Century Learning. In this report I list each schools’ adaptive challenge, what they wanted to conserve from their previous practice, what needed to be discarded from teacher practice, the possible stakeholder losses that needed to be managed and finally the experiments that they ran before accomplishing the adaptive intervention. These five points do not cover all the steps in the adaptive leadership process, but I feel that they are the most pertinent.

<u>Auckland Normal Intermediate</u>	
Adaptive Challenges:	As a leadership team to model collaboration by switching to an open office. To purposefully link the Specialist Programme into the integration of the International Baccalaureate Primary Years Programme (IB PYP) and to create collaborative teaching spaces.
What to conserve from past practice?	Leadership team to continue working in a collaborative manner. The concept of Technology & The Arts specialists and the subject specific curriculum.
What to discard from past practice?	Individual offices / spaces / storage The stand-alone nature of the Technology and The Arts programmes.
Possible Stakeholder	Comfort – Leaders no longer have their independent space. Specialist Teachers not being able to deliver a specialist programme independently of the inquiry process.

<p>Loss:</p>	<p>Autonomy – Leaders no longer have their independent space. Specialist Teachers now having to plan collaboratively, teaching skills on a need to know basis linked to student inquiry.</p> <p>Time – Specialist Teachers having to plan and adapt programmes that meet student inquiry and fit into the IB transdisciplinary themes.</p> <p>Independence – leaders may experience a loss of independence by having to share one large office.</p>
<p>Experiment/s:</p>	<p>10-Year Property Plan and 5-Year Agreements: re-shape certain building into an open plan office for Principal and three Deputies. A withdrawal room for private meetings and calls provided. In the centre of the room a 'board table' for collaborative discussions / planning.</p> <p>Property modification of Technology and The Arts specialist teaching spaces to allow for collaboration between the rooms. Linking the specialist programmes in with the IB PYP.</p> <p>Creation of a variable teaching space as a trial area.</p> <p>Sample photos of the property modification follow on the next page.</p>



Walls removed, rooms opened with large glass sliding doors. structural beams inserted.



Three classrooms opened up, one are for Art, Structural beams demarcate an area for several computers.



Board funded creation of a variable teaching space for three classes. Large open plan areas with withdrawal spaces of glass sliding doors. The doors have a frosted line for safety and inserted in these lines are the IB PYP skills, e.g. "Open-minded", "Thinkers"

<u>Hingaia Peninsula School</u>	
Adaptive Challenges:	To establish and open a new school that is architecturally and pedagogically different to traditional schools so as to meet the needs of the 21 st Century Learner.
What to conserve from past practice?	Collaboration in relation to leadership and/or teacher planning. Best pedagogical practice that fits in with the new philosophy. Enthusiasm
What to discard from past practice?	Opening a new school makes determining what needs to be discarded from past practice easier as the foundation staff come expecting knowing what did not work for them in the past. Single cell rooms and classes of students in one year level. Teacher desks. The traditional way in which teaching spaces were used and traditional pedagogy; i.e. students managing their own learning.
Possible Stakeholder Loss:	Competence – opening a new school and embarking on a totally different approach could cause loss in teacher's sense of competence. Comfort & Autonomy – Leaders & teachers no longer have their independent space. (Open-plan Leaders' Office, variable teaching space shared by three teachers and classes.)
Experiment/s:	Staffroom reflects the 21 st Century approach to classroom furniture, see photo. Rigorous collaborative discussion about school pedagogy and systems and then

implementing these.
Change in terminology to reflect 21st Century approach and practice: classroom to 'studios'; teachers to 'learning advisors'



This is a photo of the entrance to one of the learning studios at Hingaia Peninsula School.

Each studio is equivalent to the size of three conventional classrooms and will have three teachers with joint collaborative responsibility for 75 children.

Studios have:

- **a resource room** (we try not to use teacher as it implies ownership)
- **a performance room** (with the green screen)
- **red room** (for intrapersonal learning)
- **orange room** (for interpersonal learning)
- **project room** (with lino and sinks)
- **studio space** (large common space)



At Hingaia they try not to use curriculum area labels on the rooms so that the students are aware that the project room can be used for a variety of projects and not just for visual art, etc.

The term "studio" was derived from the word "atelier" which was akin to an artist's workshop/studio where students learned from and with the 'master' and each other and collaborated on works. The words "collaborative, creative and agile" drove most of our thinking and decision making around the set up of the studios as these words described the environment, studio concept and the pedagogy they wanted to develop.



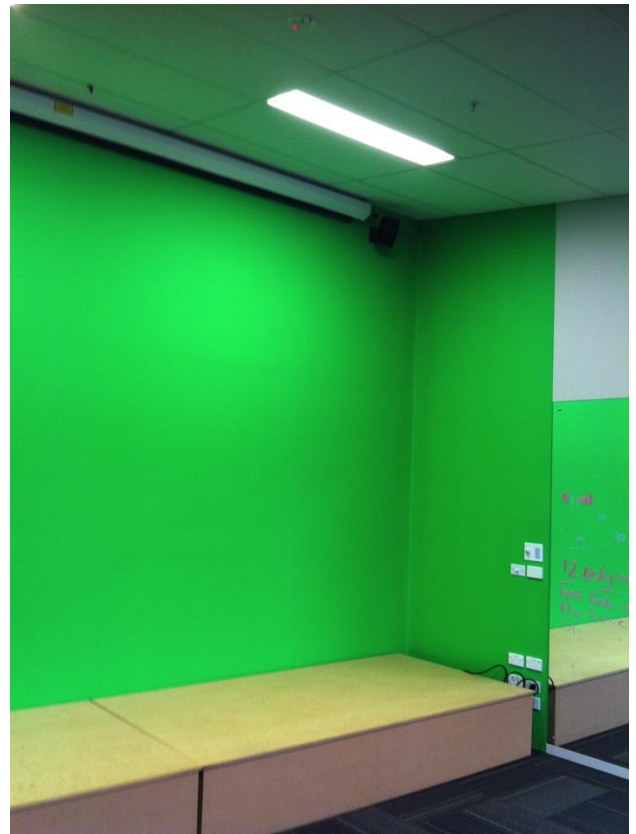
The photo on the left shows the main studio. At the far end on the left is the teacher resource (teacher shared work and storage room that is also used by students as well as for withdrawal teaching).



The photo on above shows the collaborative working space (interpersonal learning room).



This photo was taken from the teacher resource room looking towards the orange room. In the far left-hand corner of the photo is the project room with its vinyl floor and basins.



The Performance Room: for music, dance, drama and video filming.



Each learning studio has two 'teaching stations'.

According to Shaun Wood (in photo) who is the Future Focus Leader at Hingaia Peninsula School it was a deliberate and joint decision to only have two stations despite there being three teachers in the studio. The reason behind this decision is simple, i.e. to encourage teacher collaboration and the joint ownership of the entire space.

<u>Discovery 1 School</u>	
Adaptive Challenges:	Discovery 1 School had to relocate as a result of the Christchurch earthquake. Their adaptive challenge was to re-build the school's special character in a temporary building outside the Christchurch CBD. They would also like to be a part of the Christchurch re-build to ensure that their special character school can continue.
What to conserve from past practice?	Allowing for individual student inquiry (discovery) learning as they self-manage their learning.
What to discard from past practice?	The school was forced to discard its 10-year access to the city as their unique learning environment, they no longer have access to the city's resources such as the central library, museum, art gallery, Science Alive, arts centre and Hagley Park; all of which were integrated into their unique approach.
Possible Stakeholder Loss:	Discovery 1 School experienced huge loss! As a result of the February earthquake their central city building that housed the school for more than 10 years, is no longer their home. They experienced huge change having to move to leased land and temporary school buildings in suburban Christchurch.
Experiment/s:	Finding access to authentic learning environments to replace that which has been lost as a result of no longer being house in the Christchurch CBD. Retaining the special character of the school outside of its original environment and in temporary accommodation. Assisting staff and students to work through the loss.

<u>Bromley School</u>	
Adaptive Challenges:	The principal noticed that the library as a venue together with its contents was an under utilised resource. Using this observation combined with the school's mission statement (to foster a love of reading through inquiry) he tabled a proposal to transform the library into an Inquiry Centre. His vision is to hook children into reading through inquiry. The idea was also shared with the community and as stakeholders they were asked to share their ideas.
What to conserve from past practice?	Books – collection of fiction and non-fiction distributed to reading corners in the classrooms. To continue fostering a love for reading through inquiry. Continue to encourage child-centred learning.
What to discard from past practice?	Lack of use of books. Using the library merely as a venue for taking out and changing books and silent reading. The lack of purpose for library visits, i.e. limited teaching of inquiry skills.
Possible Stakeholder	The response from the consultation with the community indicated that the plan should go ahead. Staff were excited about the new challenge as the school has an adaptive culture. The6 are aware that when the current Yr. 6 's were new

Loss:	entrants Google / Facebook / Twitter were either only starting up or in their infancy years. The staff know that over the last 5 years there has been drastic change and that rapid change will continue.
Experiment/s:	<p>Staff were asked to put their hands up to work on the transformation team. The principal wants the initiative to be sustainable and in order for this to happen others must drive it. Student voice in terms of inquiry design for school property. Half of books retained in library.</p> <p>“Don’t know where we are going, the good thing about adaptive leadership is that it is okay to run experiments.” (Principal - Scot Kinley)</p>

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4th Annual 21st Century Learning Conference Hong Kong: Leading & Learning in Digital Schools hosted by Hong Kong International School (16 - 18th February 2012) ~ **The Official Conference Report can be accessed at the following URL:**

<http://hk21cl.squarespace.com/storage/Low%20Resolution%20-%20Final.pdf>