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.

Session materials posted on cmstep.com/montessorileadership
What we’ll explore...

- Informational vs. transformational learning
- How adults learn in developmentally different ways
- The pillar practices that support transformational learning for adults

“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!
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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.
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)

“What is right/wrong here?”

“What will I be punished/rewarded?”

Socializing (other-focused)

“What will you like/value me?”

“What will you think I am a good person?”

Self-authoring (self-reflective)

“Am I staying true to my own personal integrity, standards, and values?”

Self-transforming (interconnected)

“How can other people’s thinking help me to develop and grow?”
I (Self-Authoring)

You (Socializing)

Me (Instrumental)

We (Self-Transforming)
### Growth Edge

<table>
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<tr>
<th>Instrumental (rule-based)</th>
<th>Socializing (other-focused)</th>
<th>Self-authoring (self-reflective)</th>
<th>Self-transforming (interconnected)</th>
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<td>Be open to possibility of new “right” solutions.</td>
<td>Generate own values and standards.</td>
<td>Open up to diverse and opposing views.</td>
<td>Accept that some differences cannot be resolved.</td>
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<td>Take on tasks that demand abstract thinking.</td>
<td>Accept conflicting viewpoints without seeing them as a threat to relationships.</td>
<td>Accept and learn from diverse problem-solving approaches.</td>
<td>Avoid insisting on absolutely flat, nonhierarchal approaches.</td>
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4 Vignettes

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

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Pillar Practices
Pillar Practices Support Growth

- Teaming
- Leadership Roles
- Collegial Inquiry
- Mentoring
Teaming

- Manages 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:
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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)
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?
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References


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