

Leading from the Middle to Liberate Learning

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Overview of the Day

- Leading Change
- System Leadership

with 20 min. break

Warm up



Form a group of 3-4 with the people near you

In 1 minute, introduce yourself:

- Name
- Role and Council
- Most exciting thing happening in your organization currently

Overview of the Day

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- System Leadership

Collapse





**DOMINATION
CONTROL**

**SOLIDARITY
FREEDOM**

Boss \neq Leader

Hierarchical Authority

Moral Authority

Arrogance

Humility

Commands

Inspires

Demands Compliance

Sets the Example

Pursues Personal Interest

Protects Collective Interest

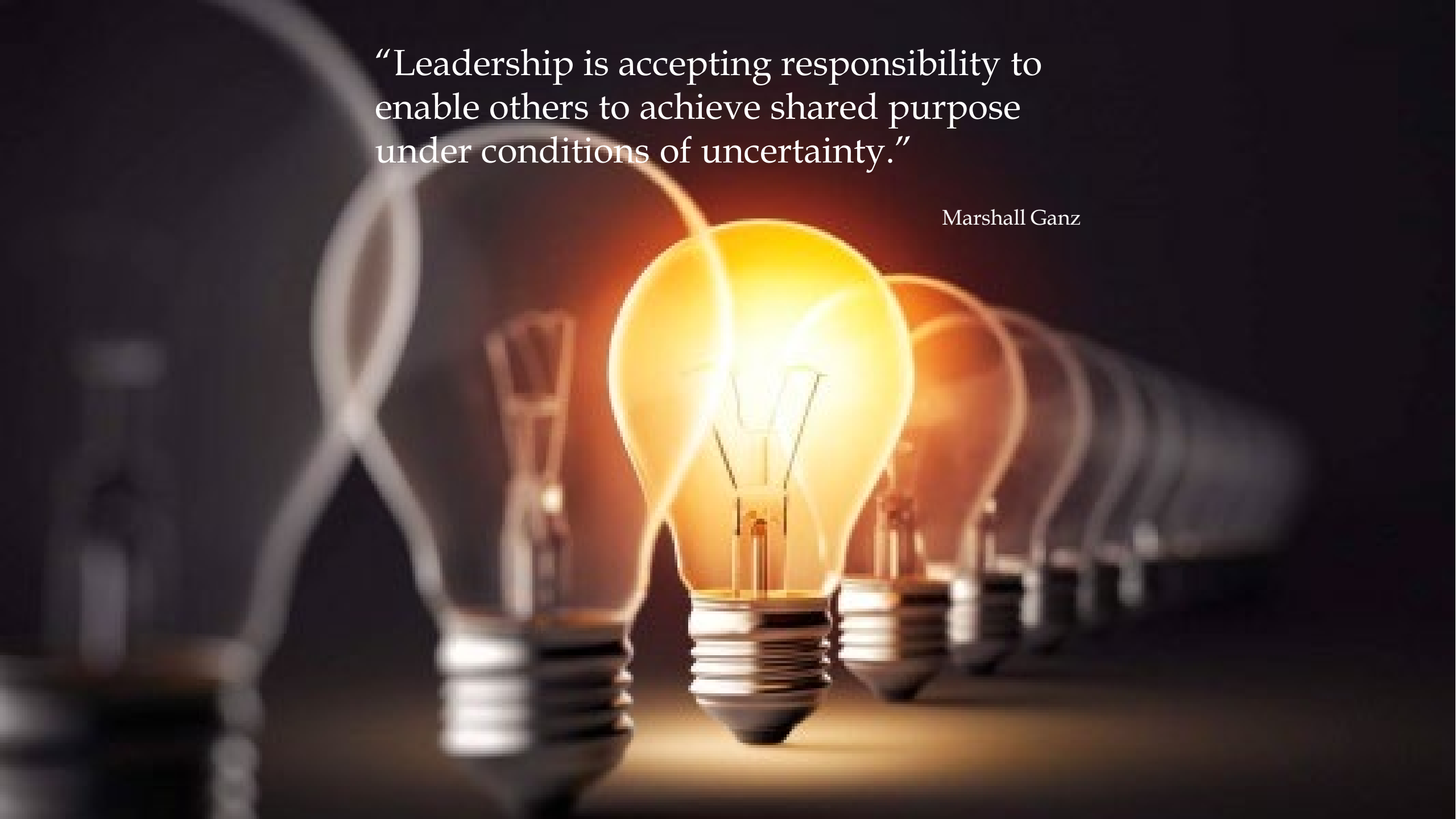
Silences dissidence

Learns from dissidence

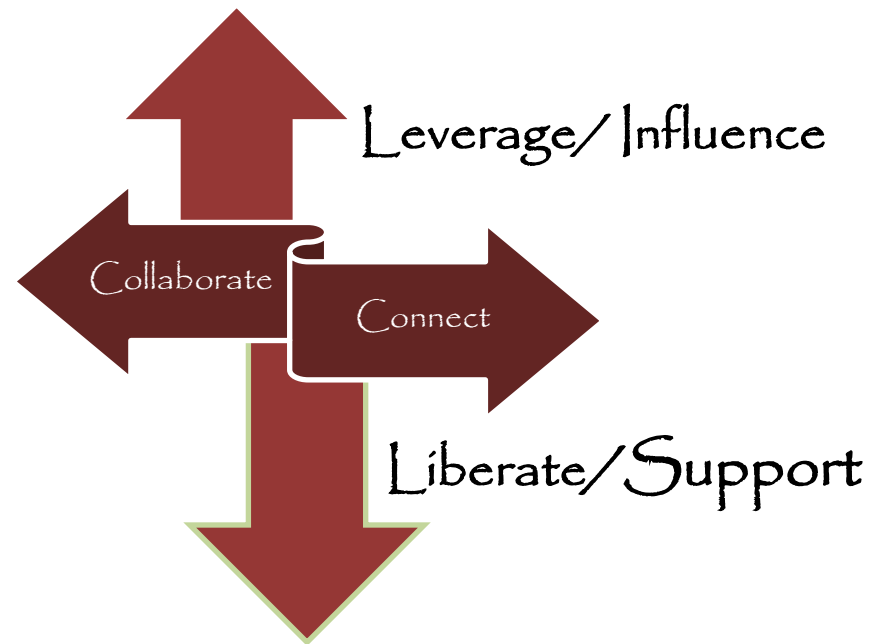


“Leadership is accepting responsibility to enable others to achieve shared purpose under conditions of uncertainty.”

Marshall Ganz



Leading from the Middle





Learning Continuously

Forging Unity of Purpose

*Developing Collaborative
Capacity*





“There is no power for change
greater than a community
discovering what it cares about.”

Margaret J. Wheatley

Why Educate?



Children, youth and adults who:

- Know themselves
- Think and learn by themselves
- Take care of themselves and others
- Better the world



Learning to be
taught

≠

Learning to
learn

Schooling:

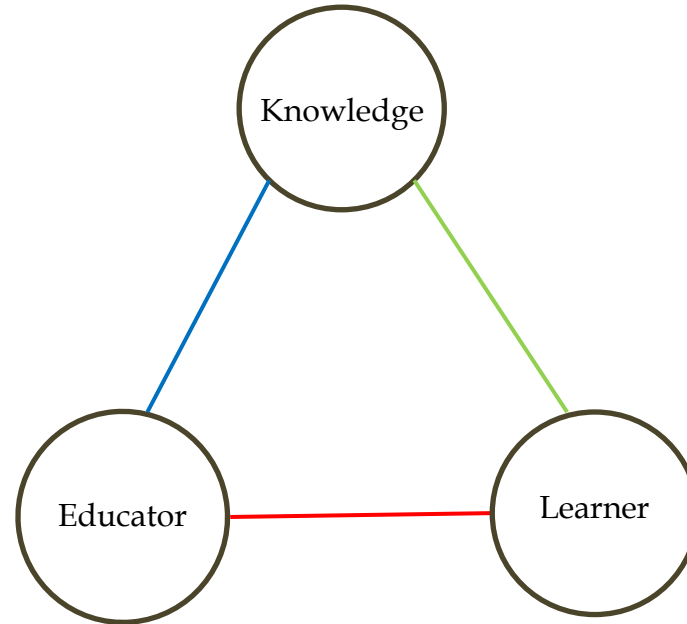
- Custody
- Control
- Sorting



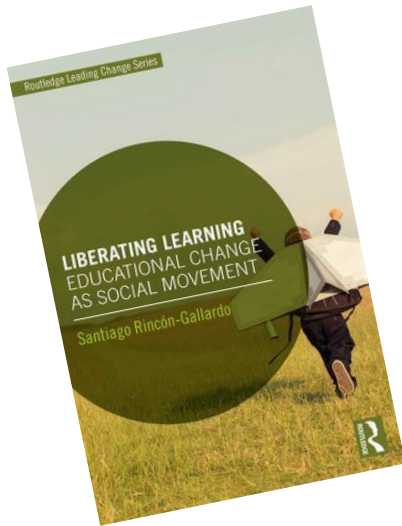
Learning is a
practice of freedom



The Pedagogical Core

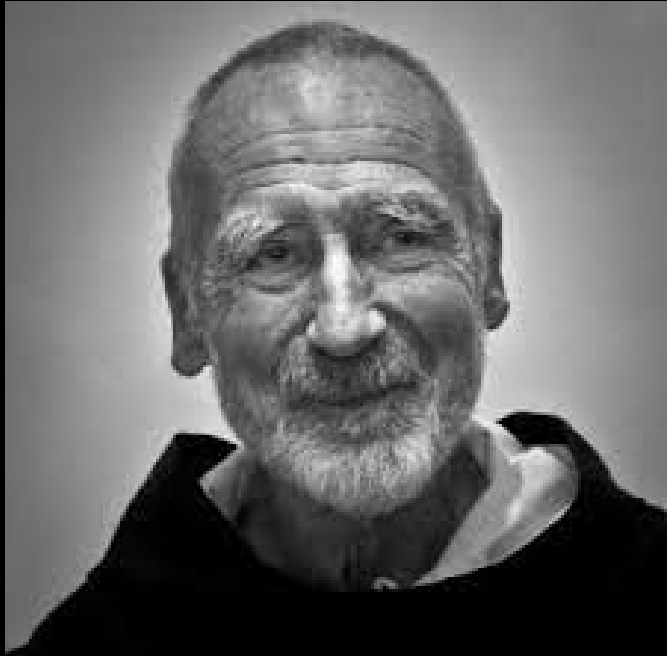


...where learning happens (or not)
... where wellbeing happens (or not)
... where equity happens (or not)
... where democracy happens (or not)



Think about and practice educational change as a social movement

	SCIENTIFIC MANAGEMENT	SOCIAL MOVEMENT
LEADERSHIP	hierarchical	networked, distributed
CORE VALUES	achievement efficiency control	learning efficacy democracy
CORE PRACTICES	prescription mandates external accountability	dialogue deliberation internal accountability
RELIES ON	external incentives resources	intrinsic motivation resourcefulness
STANCE ON CHANGE	incrementalism stability	radical innovation cultural renewal



“Ethics is how we behave
when we decide that we
belong together.”

David Steindl-Rast

Equity as Solidarity

~~Equity as Condescension~~

Equity as...

CONDESCENSION

SOLIDARITY

for those historically
marginalized

with those historically
marginalized

the minimum acceptable

the best possible

catching up with the *old*
game of schooling

take the lead with the *new*
game of learning

narrow achievement goals

holistic development

lack/ disadvantage

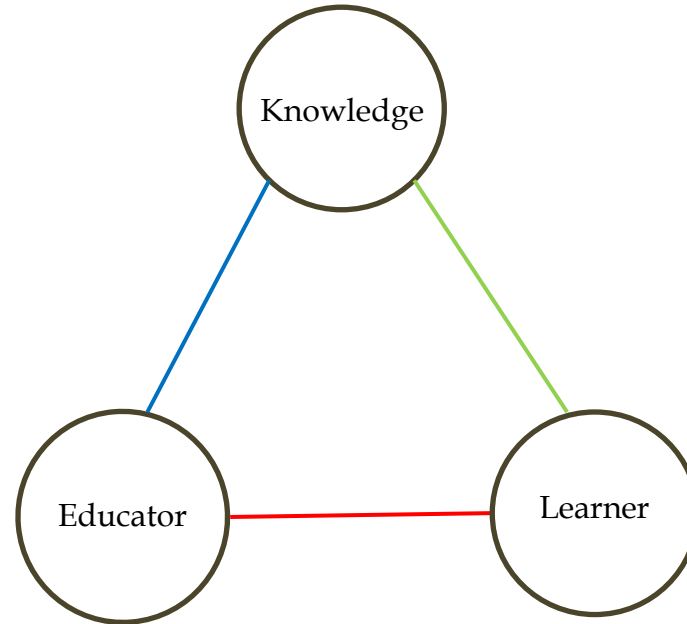
assets/ opportunities

diversity as nuisance

diversity as value



The Pedagogical Core



...where learning happens (or not)
... where wellbeing happens (or not)
... where equity happens (or not)
... where democracy happens (or not)

The influence of effective leaders
on the pedagogical core is
indirect, but intentional.

Effective pedagogy and leadership, in three lines

The most effective teachers learn alongside their students
(Hattie, 2012)

The most effective school leaders learn alongside their teachers
(Robinson, 2011)

The most effective education systems learn alongside their
schools (Johnson et al, 2015)





“A Lead Learner creates the conditions for everyone to learn while learning alongside them about what works and what doesn’t.”

Michael Fullan

And what do you mean by

Learning?

Día 2

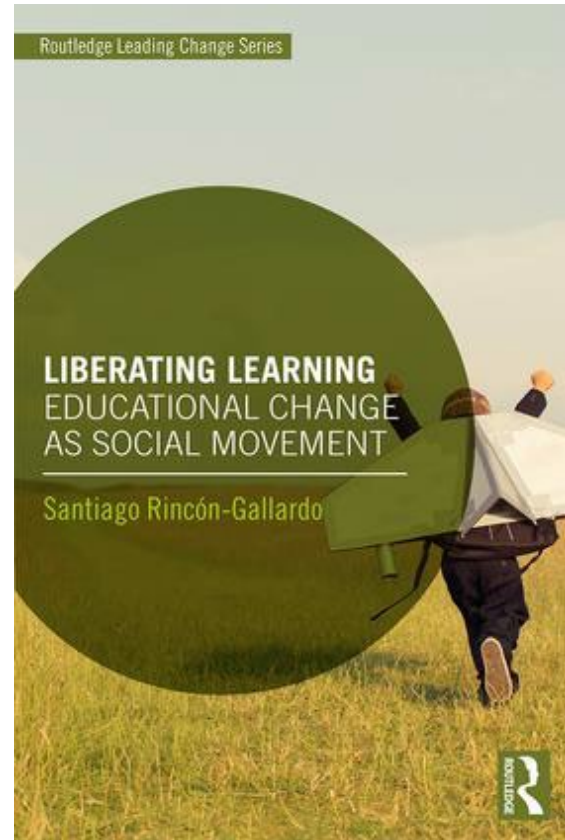




“Learning is the ability to consciously modify understandings, beliefs, and actions in response to evidence, experience, and reflection.”

Richard Elmore, 2019

“Learning is the process and the result of making sense of questions that matter to us”



To which version of learning will you dedicate your efforts?

Learning to be taught

≠

Learning to Learn

LEARNING

The ability to recall and repeat information and algorithms in a precise and appropriate manner.

The ability to consciously modify understandings, beliefs and behaviors in response to evidence, experience, and reflection.

**DOMINATION
CONTROL**



**SOLIDARITY
LIBERTAD**



Effective professional learning



“changes leader and teacher practice in ways that make a difference to the learning and wellbeing of their students.”

Viviane Robinson

Effective collaboration

Enhances and deepens student learning

Strengthens the professional capacity of teachers and leaders

Contributes to the improvement of the larger system

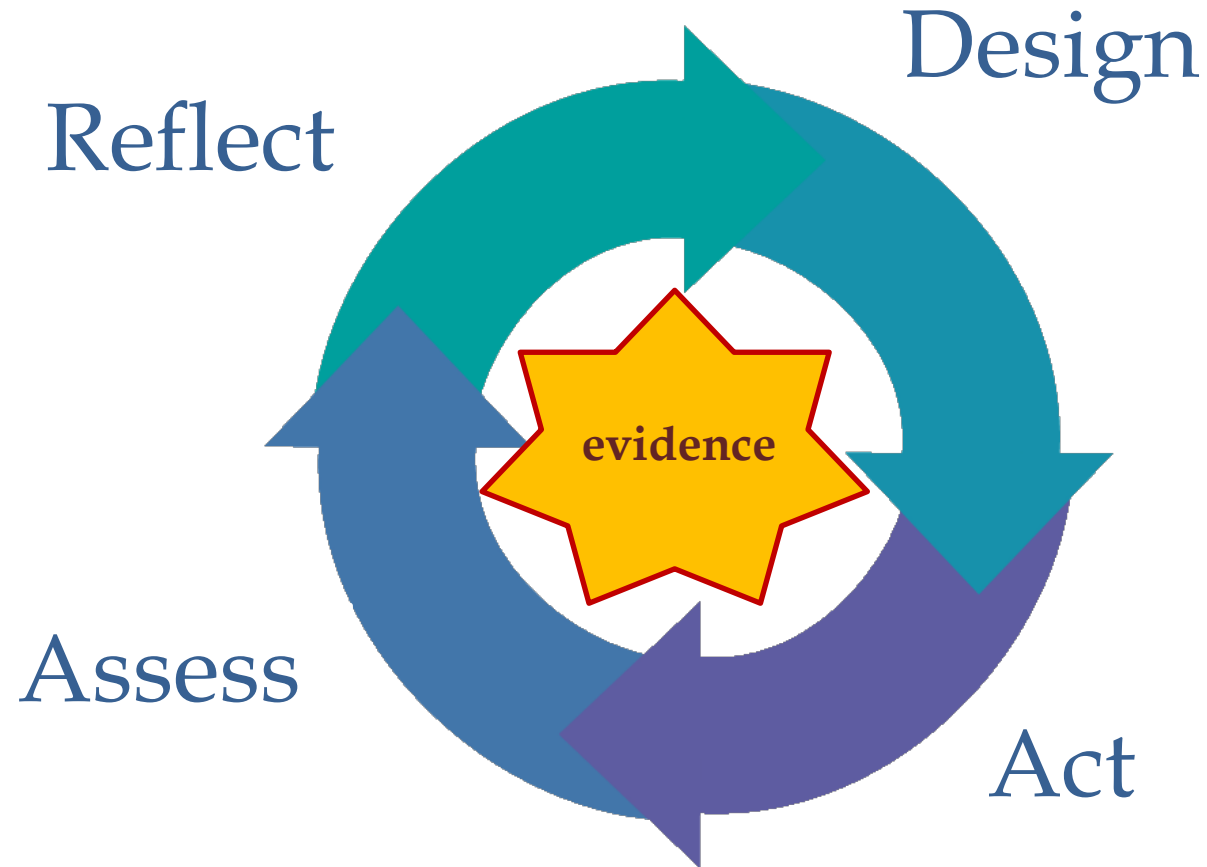


Change travels at *the speed of trust*



Stephen M. R. Covey, 2008

COLLABORATIVE INQUIRY CYCLES



How can we bring collaboration with our peers to a next level of openness and effectiveness?



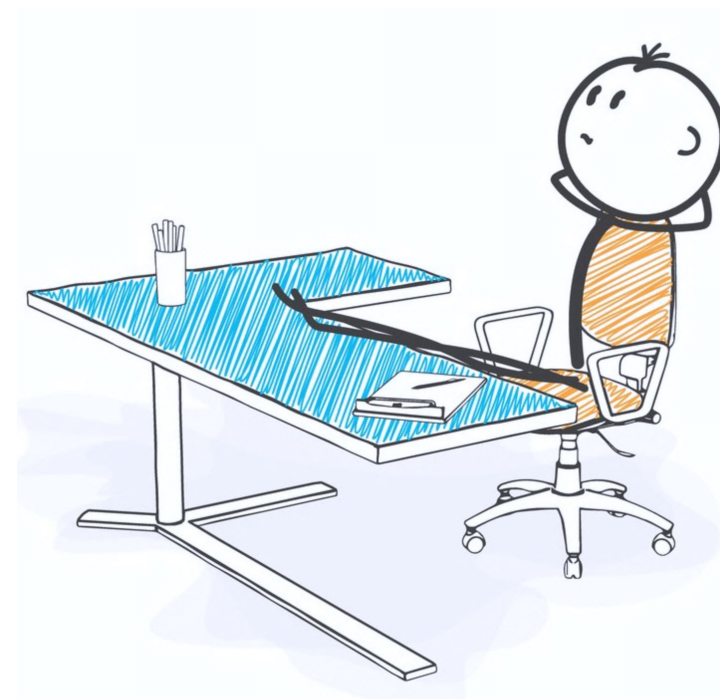
*Act, Learn, and Improve
Continuously*

*Clarify your WHY. Use it as
your compass*

*Develop your and your
group's capacity to
collaborate effectively*



Break



Overview of the Day

- Leading Change
- System Leadership

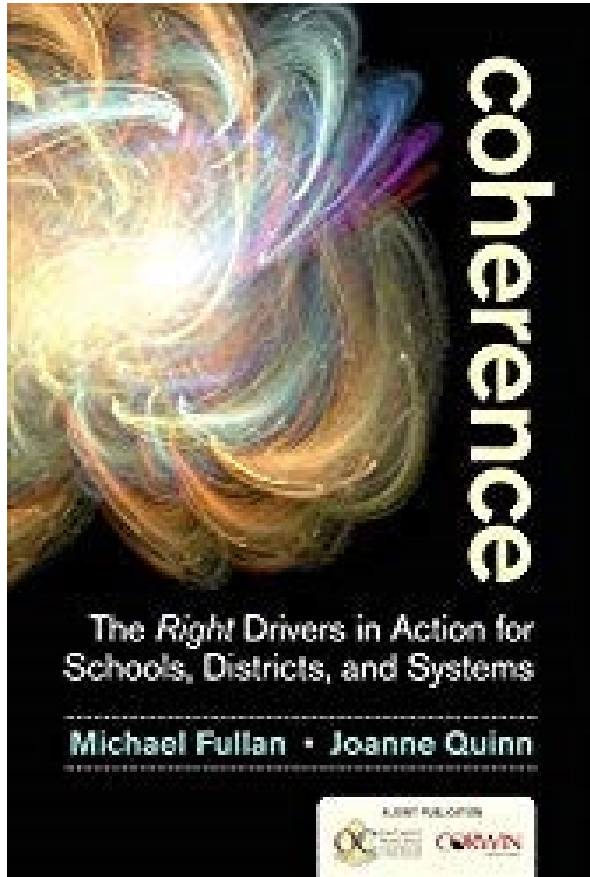


Keeping our and our children's power to learn alive

System Leadership

System leaders act consciously as agents of change in the system where they work, leveraging the resources and opportunities that it offers to advance their local agendas and exerting intentional positive influence on the system as a whole.

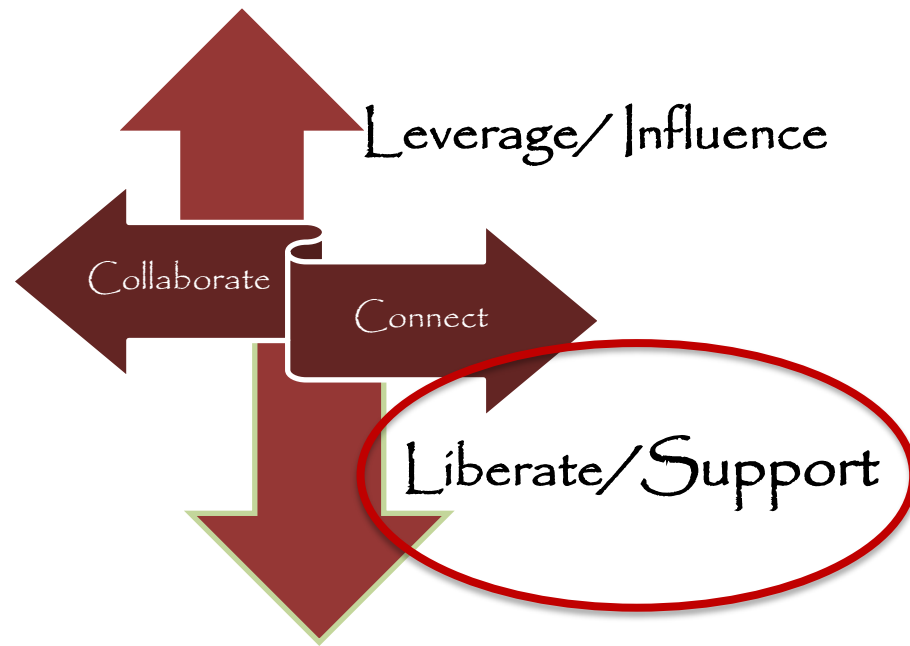




*Coherence is shared depth
of understanding about the
nature of the work*

- Michael Fullan & Joanne Quinn

Leading from the Middle



A change strategy will be more effective the more it is grounded on a clear, robust, and actionable understanding of *how and why people learn* to do things differently

Think of something you're very good at

- How did you learn it?
- How did you get good at it?
- What supports or conditions were helpful?

Share your chosen
experience with 1-2
people next to you



Key conditions for powerful learning

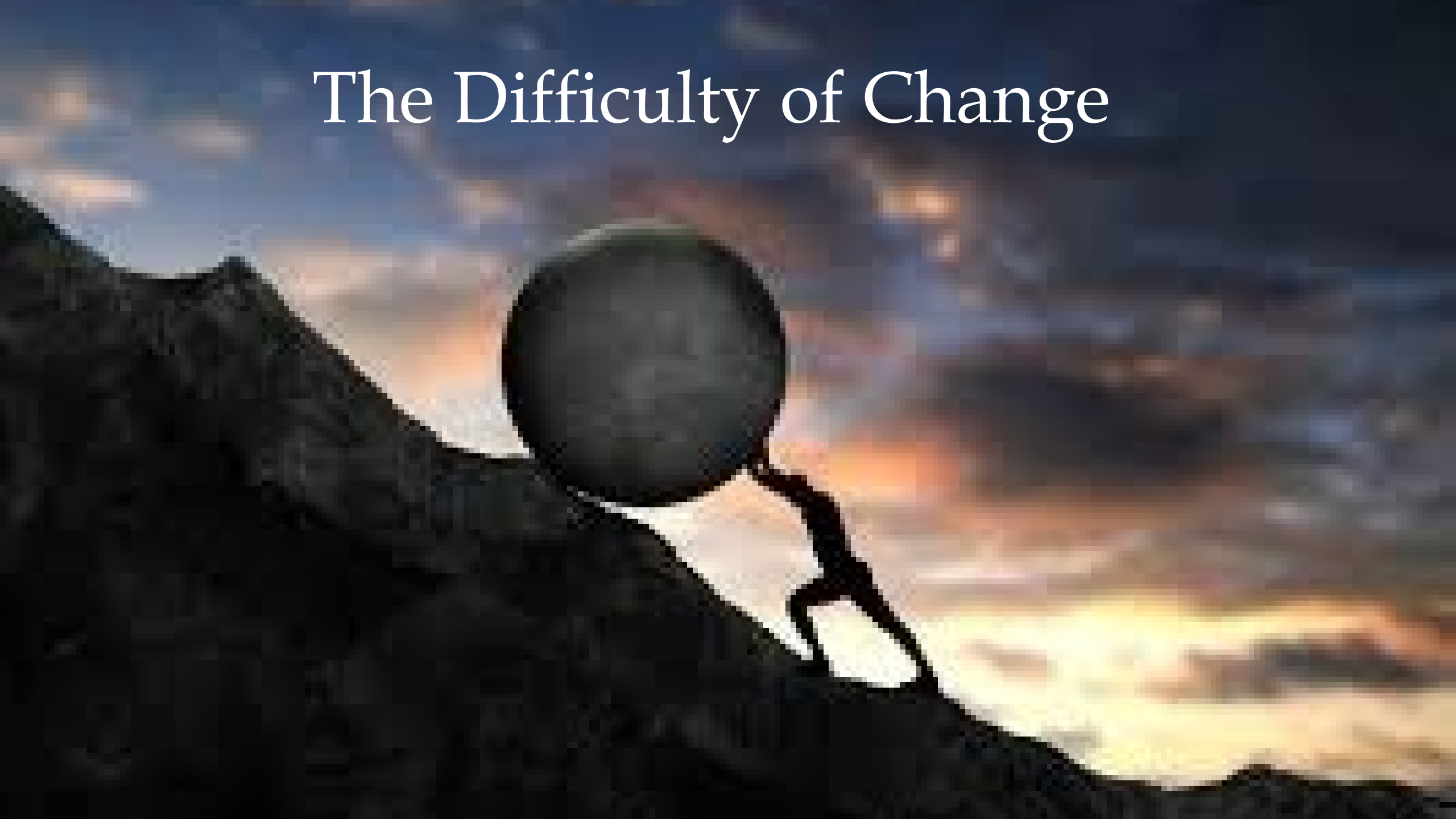
Día 2

- Interest
- Exposure
- Practice
- Feedback
- Reflection
- Collaboration

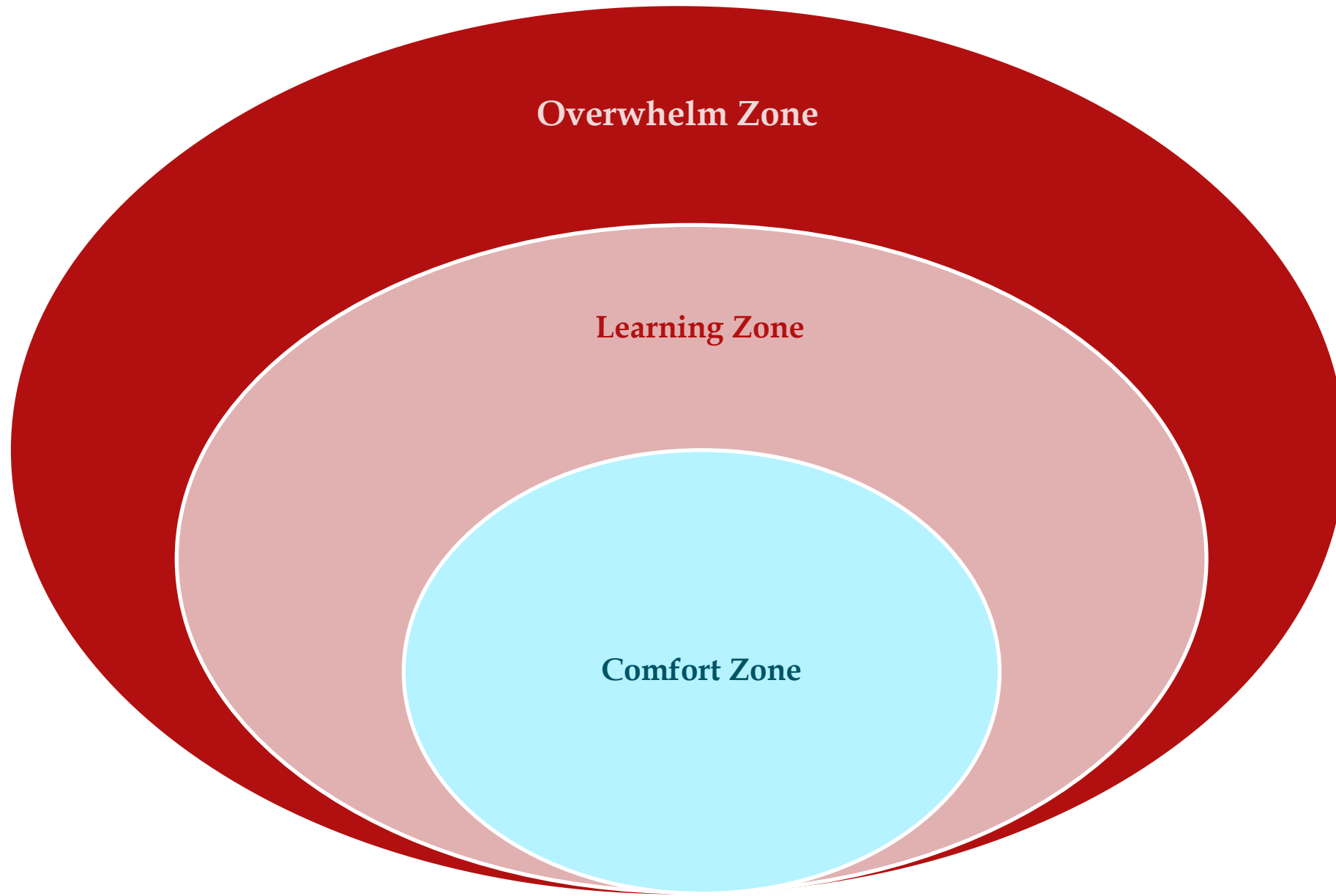


Which of these conditions am I creating and leveraging for the learning and growth of those I lead?

The Difficulty of Change



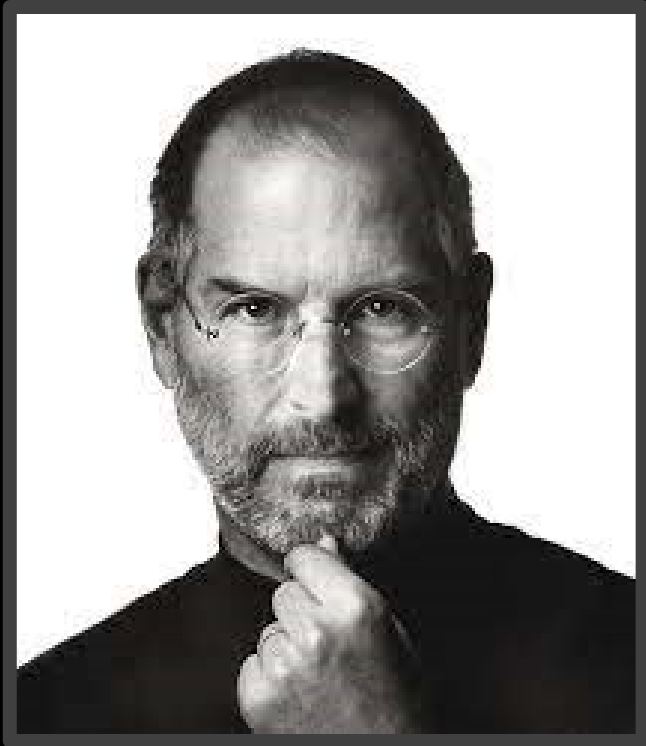
Change Zones



Overwhelm Zone

Learning Zone

Comfort Zone



“Management is about persuading people to do things they do not want to do, while **leadership** is about inspiring people to do things they never thought they could..”

Steve Jobs

What motivates us as humans?

- Purpose
- Mastery
- Autonomy
- Connectedness

Pink, D. (2009) & Deci, R (2020)



A row of matches is shown against a dark background. The match on the far left is lit, with a bright yellow and orange flame rising from its tip. The other matches are unlit and stand in a line to the right of the lit one. The lighting is dramatic, highlighting the texture of the match heads and the intensity of the flame.

Positive contagion

People adopt change when:

- It is intrinsically motivating
- They take part in its evolution
- They develop ownership along others

Fullan, 2020

How to Stimulate Change



Mandate



Experiences that
pull towards change



Explanation

Experiences that
make the status quo
intolerable



Evidence

Examining impact
and existing
practice



Exhortation

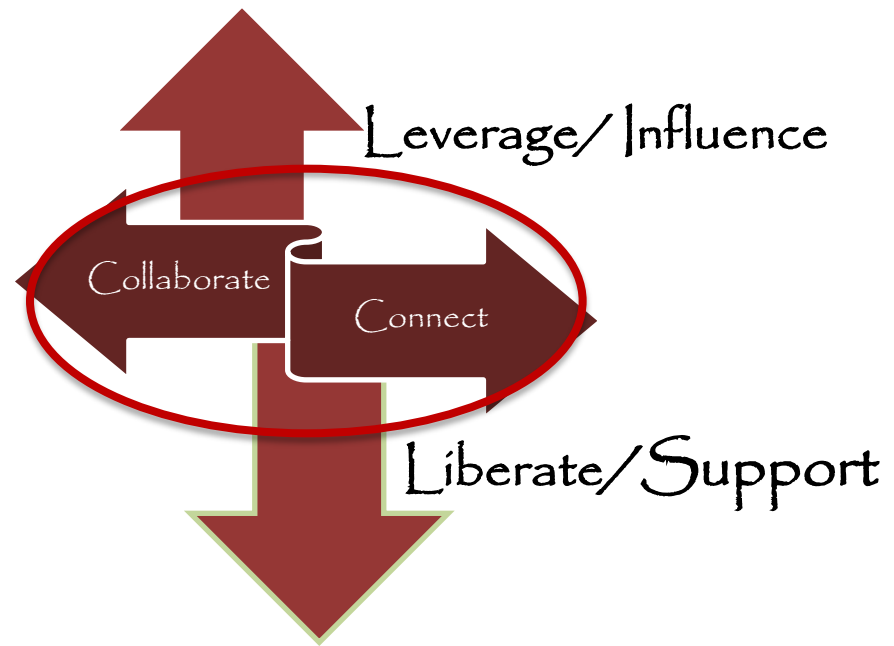


Liberate/Support

- What are the 2-3 most important things you could do to (further) unleash creativity and learning in your organization?
- What are the most important obstacles or difficulties to liberating learning faced by those you lead? What can you do to change what gets in the way?



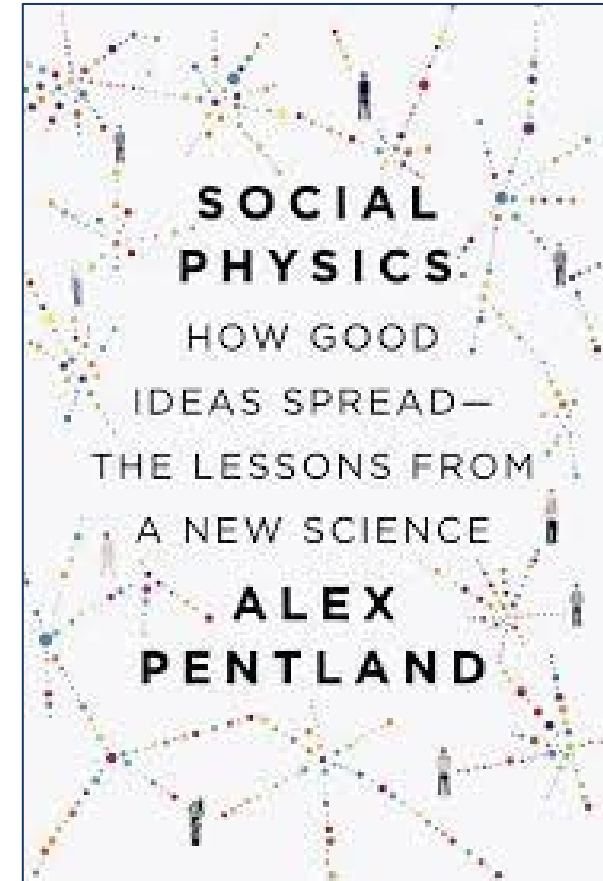
Leading from the Middle



Intense Interaction Internally, Frequent Connection Outwards

The groups and organizations that produce the best results combine *engagement* (very frequent interaction inwards) and *exploration* (constant connections outwards).

-Pentland, 2014



Taxonomy of Professional Collaboration

- Storytelling and Scanning
- Aid and Assistance
- Sharing
- Joint-Work

Connect with peers to



- Help others
- Learn and get support from others
- Tackle problems shared in common

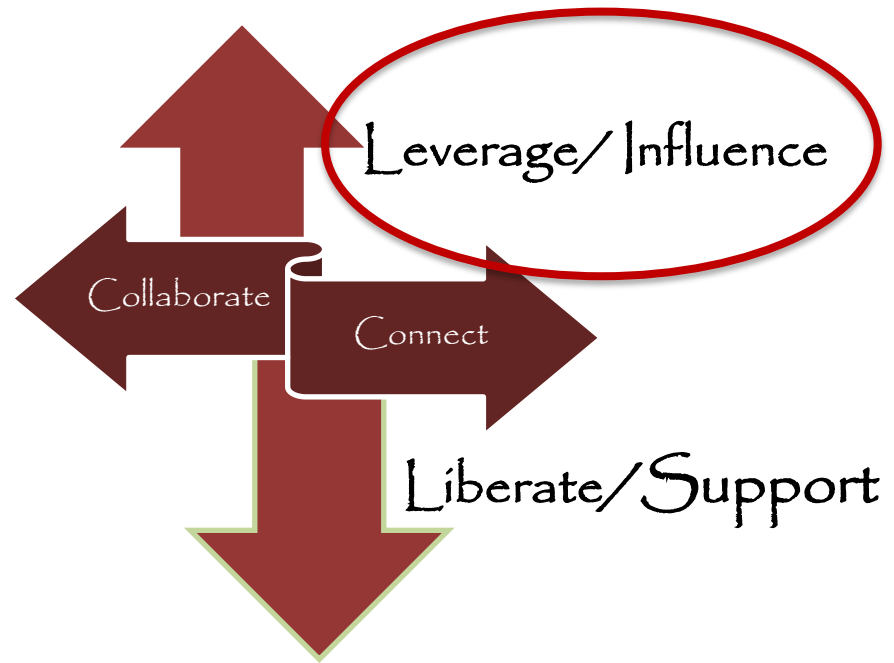


Collaborate/Connect

- What talents and accomplishments in your organization make you most proud? How can you put these in the service of others?
- What do you and your organization need help with? How can you leverage the expertise of others to get better internally?
- What are the most important challenges you share in common with other organizations? How can you coordinate efforts to address such challenges?



Leading from the Middle



Your role is *not to implement* policy,
but to *leverage* it



How can we *leverage*
and *influence* the new
policies to get closer to
our aspirations for our
students?

Systemness

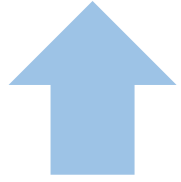
Your role as a leader is not just to work for your organization, but to influence the system as a whole



Some ways to influence upward



- Become the change you want to see in the system
- Amplify the visibility of your work
- Join networks, committees, advisory groups, to shape and influence policy
- Organize to change what gets in the way
- Actively search for allies in the system
- Take institutional power and change its logic



Leverage/Influence

- What are the most important opportunities afforded to us by the current education policy environment? How can we leverage them to advance our own improvement agenda?
- What are the 1-2 most impactful things you could do to influence positive change in the system where you work?

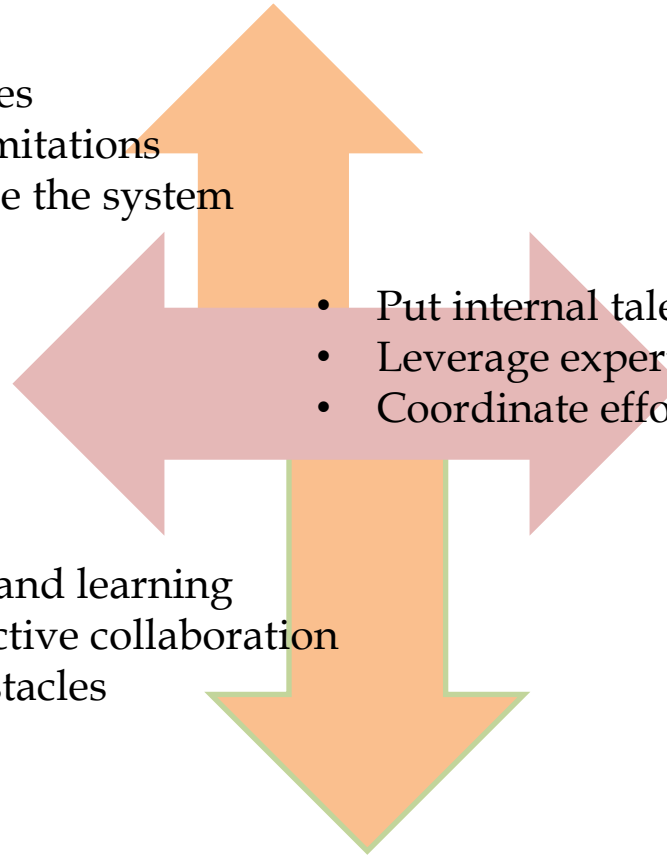


Leading from the Middle

- Leverage opportunities
- Identify and shape limitations
- Intentionally influence the system

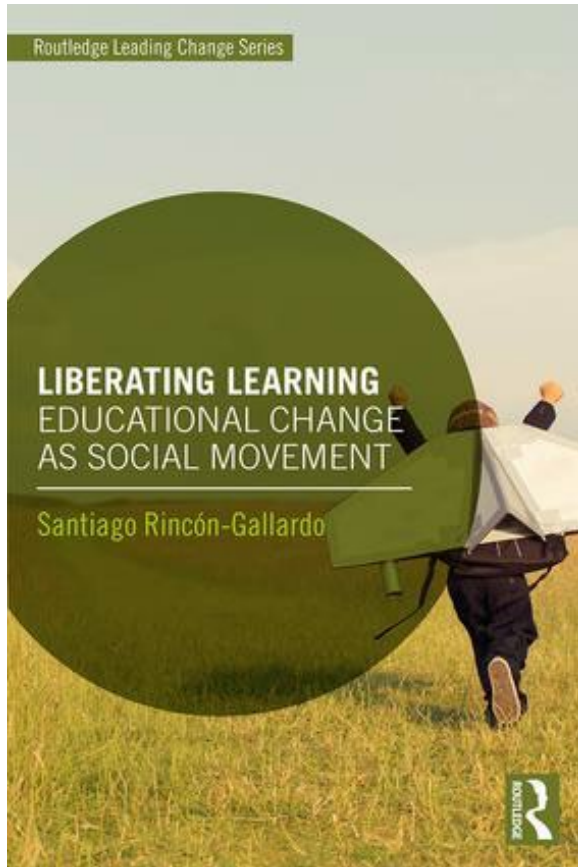
- Put internal talent in the service of others
- Leverage expertise and talent of others to improve internally
- Coordinate efforts to tackle shared problems

- Unleash local creativity and learning
- Develop cultures of effective collaboration
- Identify and remove obstacles



*We don't have to wait for some grand utopian future.
The future is an infinite succession of presents,
and to live now as we think human beings should live,
in defiance of all that is bad around us,
is itself a marvelous victory.*

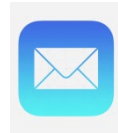
Howard Zinn



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