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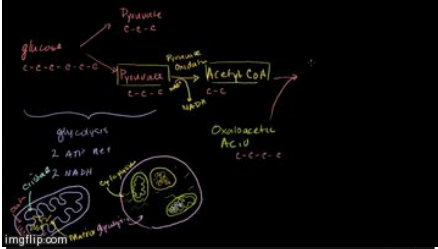
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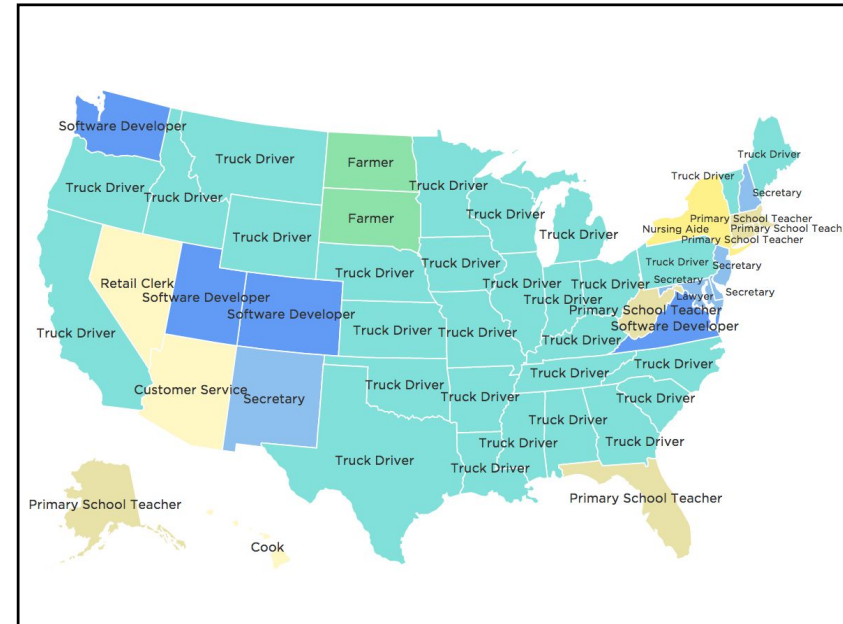
A small, white, self-driving car (Waymo Firefly) driving on a road, with a person visible inside.

On May 6, 2015, the first self-driving truck hit the American road in the state of Nevada.

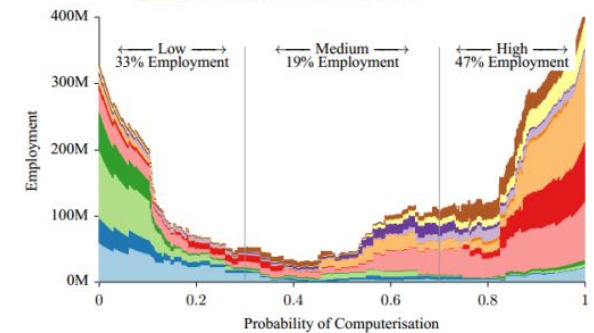


Self-driving trucks are no longer the future. They are the present. *They're here.*

"AU 010." License plates are rarely an object of attention, but this one's special--the funky number is the giveaway. That's why Daimler bigwig Wolfgang Bernhard and Nevada governor Brian Sandoval are sharing a stage, mugging for the phalanx of cameras, together holding the metal rectangle that will, in just a minute, be slapped onto the world's first officially recognized self-driving truck.



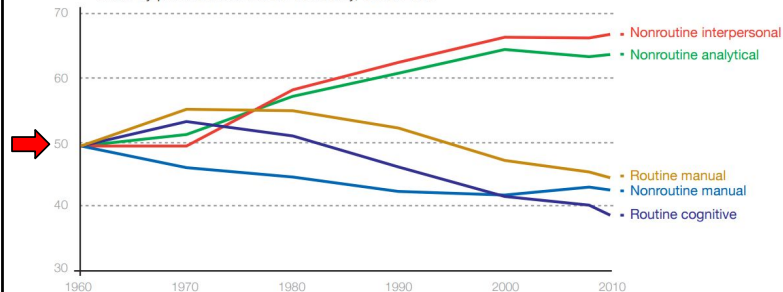
Vanishing jobs:



Carl Benedikt Frey & Michael A. Osborne. The Future of Employment: How Susceptible are Jobs to Computerisation? (2013)

What kinds of skills are in demand?

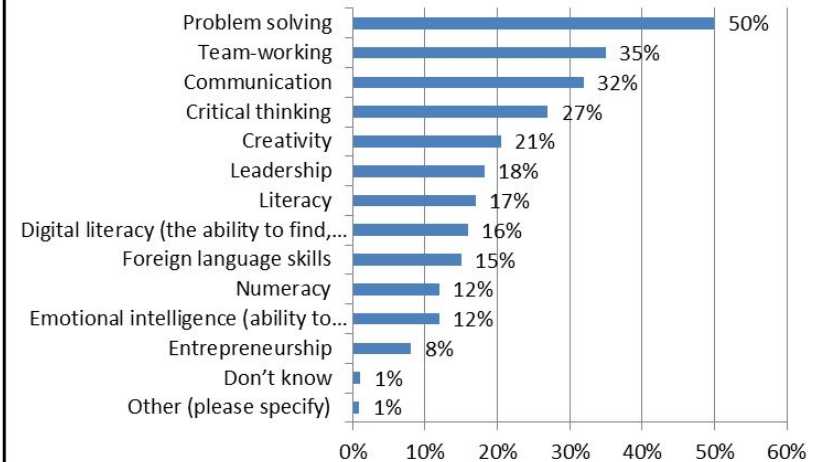
Exhibit 1: The labour market increasingly demands higher-order skills
Tasks by percentile for the US economy, 1960-2009



Note: The starting point of the chart has been indexed to 1960.
Adapted from Levy, Frank and Richard J. Murnane, "Dancing with robots: Human skills for computerized work," Third Way NEXT, 2013.
(<http://content.thirdway.org/publications/714/Dancing-With-Robots.pdf>) Data provided by David Autor at MIT and updated from the original 2003 study by Autor, Levy and Murnane.

Economist Intelligence Unit

The Economist



Agency: plan, set goals...

"Children who plan their own goals, set weekly schedules and evaluate their own work build up their frontal cortex and take more control over their lives."

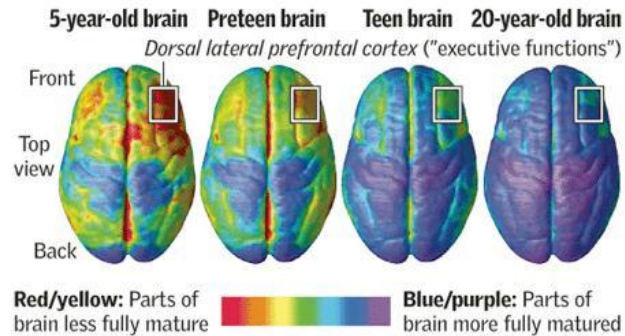
- Bruce Feiler

[How Kids Can Help Parents Manage Their Lives](#)



Judgment last to develop

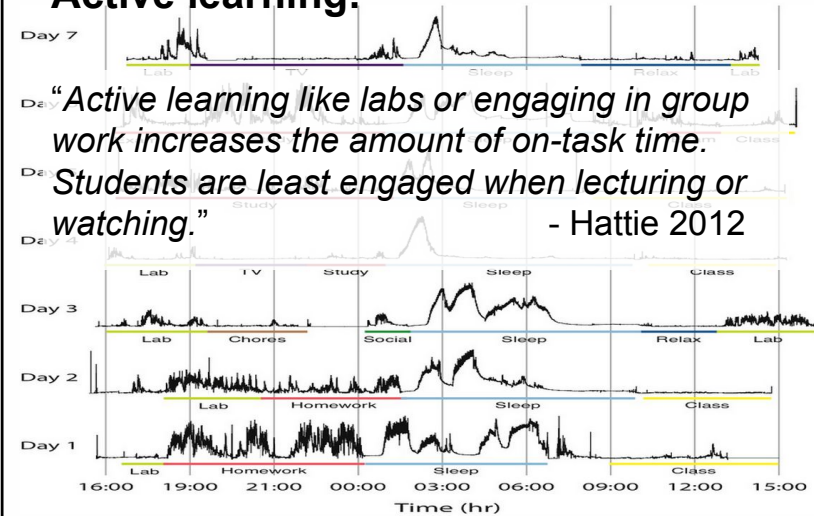
The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:



Sources: National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

Thomas McKay | The Denver Post

Active learning:



"Active learning like labs or engaging in group work increases the amount of on-task time."

Students are least engaged when lecturing or watching."

- Hattie 2012

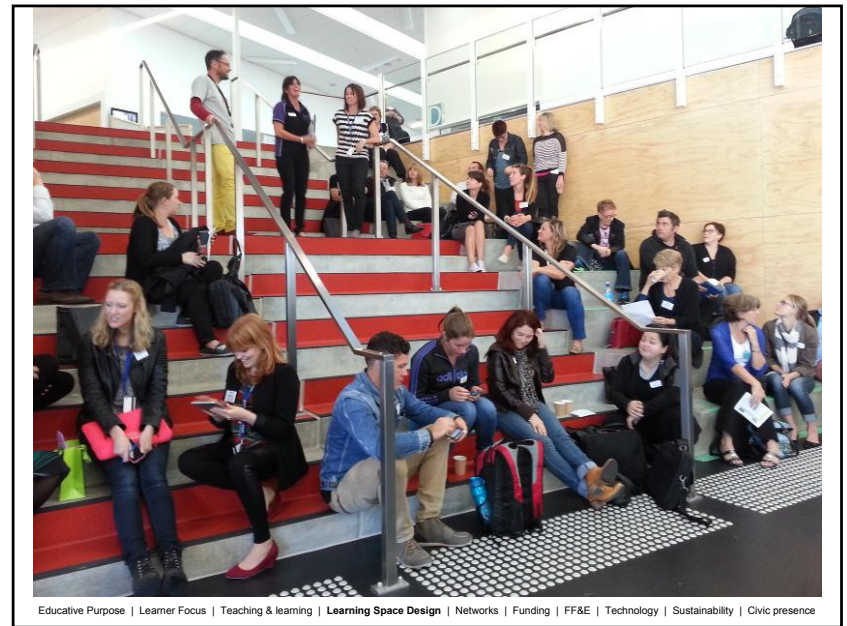
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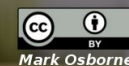


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“Well-designed primary schools boost children’s academic performance in reading, writing and maths. Differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a year.”



Mark Osborne

Barrett & Zhang (2015)

Image Credit: Public Domain on Pixabay.com

Research into ILEs:




- Positive effects on outcomes where teacher pedagogy is matched
- Fewer behavioural problems: decreased density leads to decreased aggression.
- Co-teaching: improvements in the practices of teaching, individual teacher development and the collective capacity of schools.
- Breakout zones: attached to the general learning area impact positively on learning. Those within corridors and separate from the classroom do not appear to be effective.
- Connections with the outdoors lead to improved cognitive, affective, interpersonal, social, physical and behavioural impacts.

(Darling-Hammond and Bransford 2005; Gifford, R., 2002, Dillon 2005, Barrett, P., Zhang, Y., Davies, F., & Barrett, L., 2015.)

Session Outline:

1. Innovative Learning Environments
2. **Leading Change Effectively**
3. Next Steps and Implications



HPCA |
Leading Change
Effectively

core
EDUCATION
Tātai Aho Rau

Mark Osborne
mark.osborne@core-ed.org

What's the difference between leadership & management?



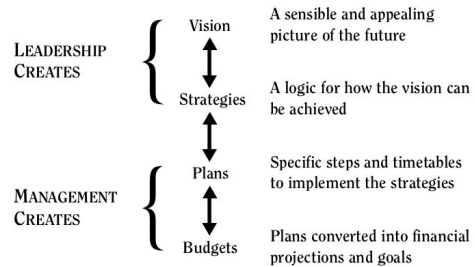
Management keeps a complicated system running smoothly:

- Planning & budgeting
- Organising & staffing
- Controlling & problem-solving

Leadership produces change (which can be extremely useful):

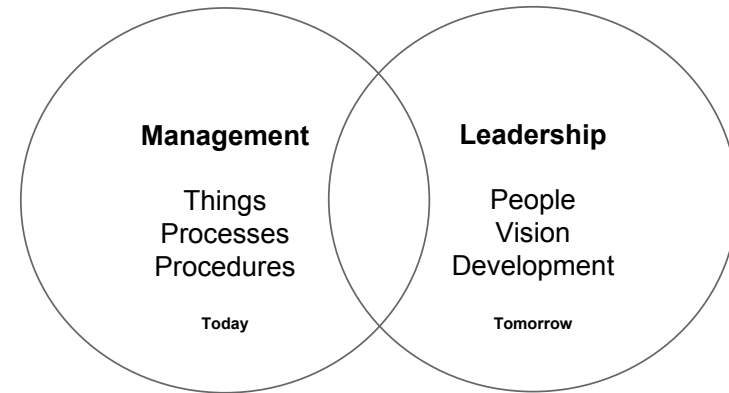
- Establishing direction
- Aligning people
- Motivating & inspiring

The Relationship of Vision, Strategies, Plans, and Budgets



Kotter, John 'Leading Change' (1996)

What's the difference between leadership & management?



Leadership for a slow-moving world?

- 'Lone Ranger' boss
- Sequential and orderly
- Consult, consider, make decisions alone

Leadership for a fast-moving world?

- Connected, empowered teams
- Networked, complex
- Pool information then make decisions together

Change readiness occurs when people believe:

- That change is needed,
- The proposed change is appropriate for the challenge at hand, and
- The organisation has the capacity to implement the change.

Armenakis et al. (1993)



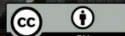
Change readiness:

“The cognitive precursor to the behaviors of either resistance to, or support for, a change effort.”

Armenakis et al. (1993) Backer (1995) Jansen (2000) Madsen, John, & Miller (2006) Rafferty & Simons (2006) Bouckennooghe, Devos, & Van den Broeck (2009)



“We constantly assess the risk associated with change, but rarely assess the risk of remaining with the status quo.”



Mark Osborne

Image Credit: Public Domain on Pixabay.com

Martin Luther King said 'I have a dream', he did not say...



Mark Osborne

Image Credit: moertl on Flickr

Change narratives:

"We've done well historically, but our results have been slipping. We can turn this around and get back to where we were before."

"We're performing below where we need to be. Dramatic change is needed; incremental change is not enough. But we have the staff, students, community and resources to do it."

- Impact on the organisation
- Impact on society (making a better society or community),
- Impact on stakeholders (better outcomes, opportunities, well-being),
- Impact on the team (sense of belonging, caring environment),
- Impact on "me" personally (career development, job satisfaction, well-being).

Psychological Proximity

Aiken, C., & Keller, S. (2009)

Change narratives:

- Society: "more agentic, life-long learners"
- Organisation: "better quality facilities"
- Stakeholders: "happier, more engaged learners"
- Team: "more consistent, higher quality teaching"
- 'Me': "personal development, job satisfaction"

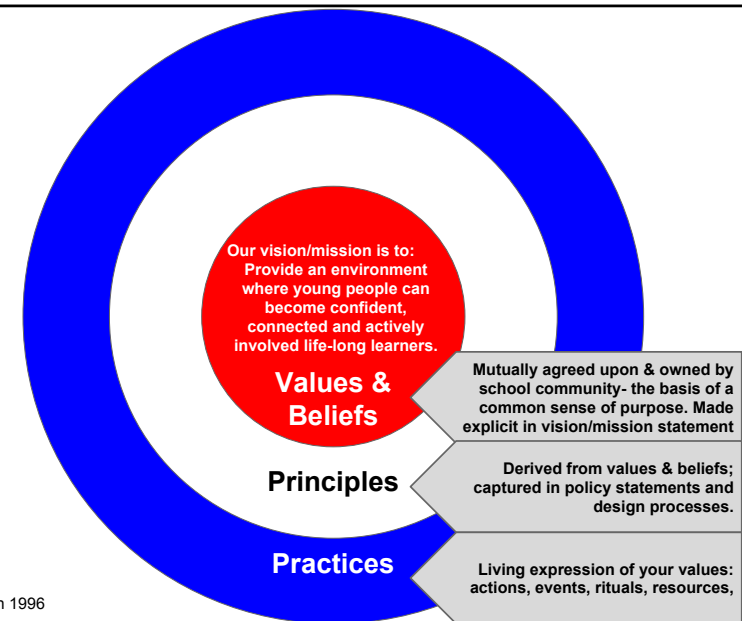
Aiken, C., & Keller, S. (2009).
The inconvenient truth about change management.
McKinsey Quarterly, 1–18.

"It's not hard to make decisions

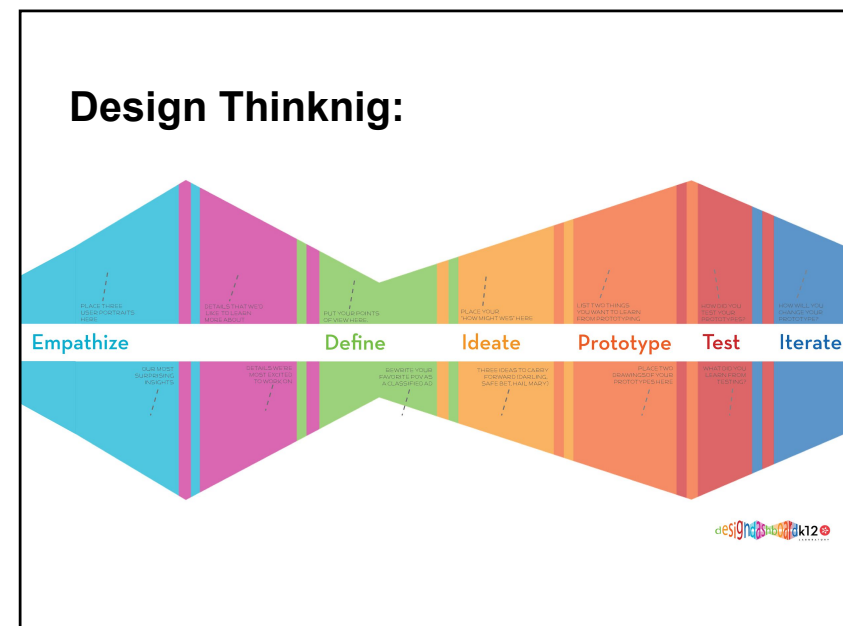
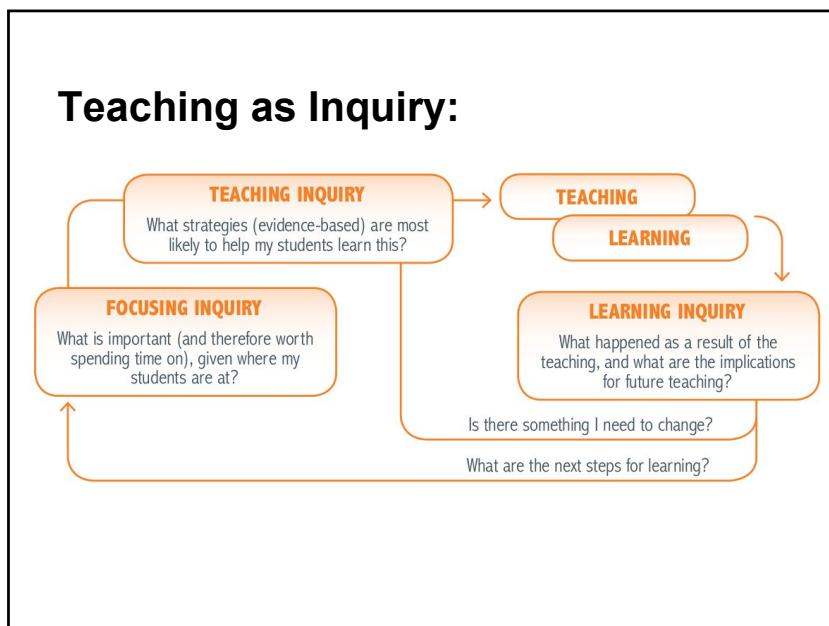


Roy E. Disney

Image Credit: NASA on Wikimedia Commons



From Atkin 1996



What is change?

Figure 6: Characteristics of first and second order changes

First order change	Second order change
An extension of the past	A break with the past
Within existing paradigms	Outside of existing paradigms
Consistent with prevailing values and norms	Conflicted with prevailing values and norms
Focused	Emergent
Bounded	Unbounded
Incremental	Complex
Linear	Nonlinear
Marginal	A disturbance to every element of a system
Implemented with existing knowledge & skills	Requires new knowledge and skills to implement
Problem- and solution-oriented	Neither problem- nor solution-oriented
Implemented by experts	Implemented by stakeholders

Waters, Tim et al 'School District Leadership that Works (2006); Image source: Public Domain on Wikimedia Commons

“Leading adaptive change is difficult because it is about the distribution of loss”

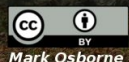


Mark Osborne

Marty Linsky

Image Credit: aussiegall on Flickr

“What people resist is not change per se, but loss.”



Mark Osborne

Ron Heifetz

Image Credit: Public Domain on Pixabay.com

“Adaptive change will disrupt cooperation, a sense of well being, and cohesion. [It] may confront group identities, change working relationships, challenge expertise and competencies, and throw people into stages of 'conscious incompetence' ”



Mark Osborne

Ron Heifetz

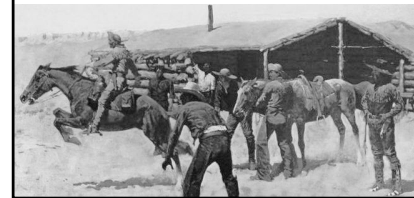
Image Credit: Public Domain on Pixabay.com



Are these kinds of support best for first- or second-order change?

Procedures, manuals, cheat sheets, how-tos, role models, video guides, role models.

Emotional support, space to talk, opportunities to contribute, listening, reassurance, tolerable levels of stress.



“The single biggest failure of leadership is to treat adaptive challenges like technical problems”



Mark Osborne

Ron Heifetz

Image Credit: Public Domain on Pixabay.com

Session Outline:

1. Innovative Learning Environments
2. Leading Change Effectively
3. **Next Steps and Implications**



Key elements:

Design Process:

- Values and beliefs
- Participation
- Preparation for pedagogical change
- Change readiness

Implementation and transition:

- Professional learning and development
- Problem-solving and innovation
- Collaborative Practice

Sustainability / re-evaluation:

- Visioning
- Values and beliefs
- Espoused theory and theory in use

Consolidation:

- Maintaining changes in pedagogy
- Continuous improvement
- Knowledge building

Blackmore, Jill. *Innovative Learning Environments* (2011)

Spectrum of Public Participation

Increasing Level of Public Impact

	Inform	Consult	Involve	Collaborate	Empower
Public participation goal	To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Four conditions required for mindset change:



A purpose to believe in	Skills required for change
Reinforcement systems	Consistent role models

Lawson, Emily & Price, Colin. *The psychology of change management*