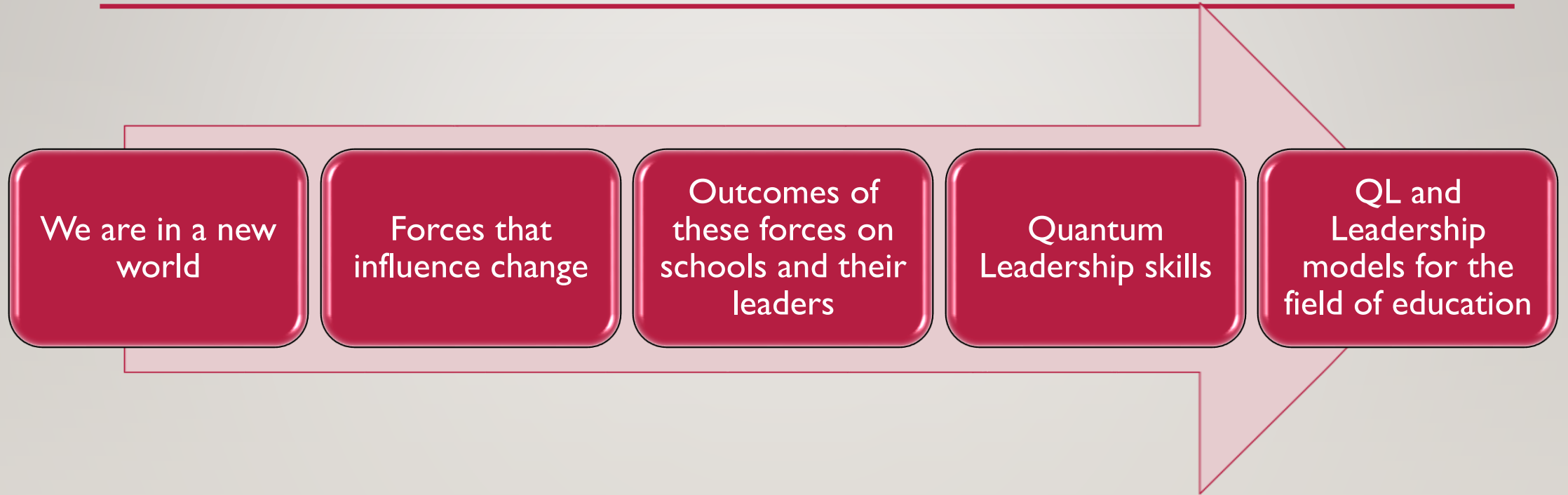


LEADING TO LEARN:

Strengthening School Leadership
And Management Styles With
Quantum Leadership Skills

PERLA US BERNARDO, PhD

TOPIC FLOW



WE LIVE IN A NEW WORLD USING OLD TOOLS...

Thomas Friedman, *The World is Flat*, 2008

THE WORLD IS CHANGING ... RAPIDLY

- Economic Globalization
- Shifting demographics
- Rapid pace of technology
- Impact of the environment

Sources: Bill Mulford, 2008; Lynn Karoly and Constantijn Panis, 2004

ECONOMIC GLOBALIZATION

- Multi-cultural, multi-faith, and multi-lingual world.
- Patterns of schooling, curricula, assessment methods, learning programs, student achievement data



SHIFTING DEMOGRAPHICS

likely to leave their school and the profession without concern when systems and schools are not responsive to their talents and needs (for variety, responsibility and influence),



Gen-X Teachers
1965-1981

People will expect and demand immediate responses, customised solutions and access to information

RAPID PACE OF TECHNOLOGY

Technology will enable customised learning to occur any time, any place.

Technologies will increasingly move control of learning from educational institutions and towards individual students

Less need to systematically acquire 'authorised' knowledge from, and sequenced and packaged by, experts.

Knowledge/ evidence will be increasingly constructed socially and in a non-linear fashion

IMPACT OF THE ENVIRONMENT



- How can we learn quickly how to be responsible citizens of the globe including being sustainable?
- What is the role of individuals within their community and their impact on, and stewardship of, the environment?
- How can we best encourage, develop and maintain sustainable leadership?

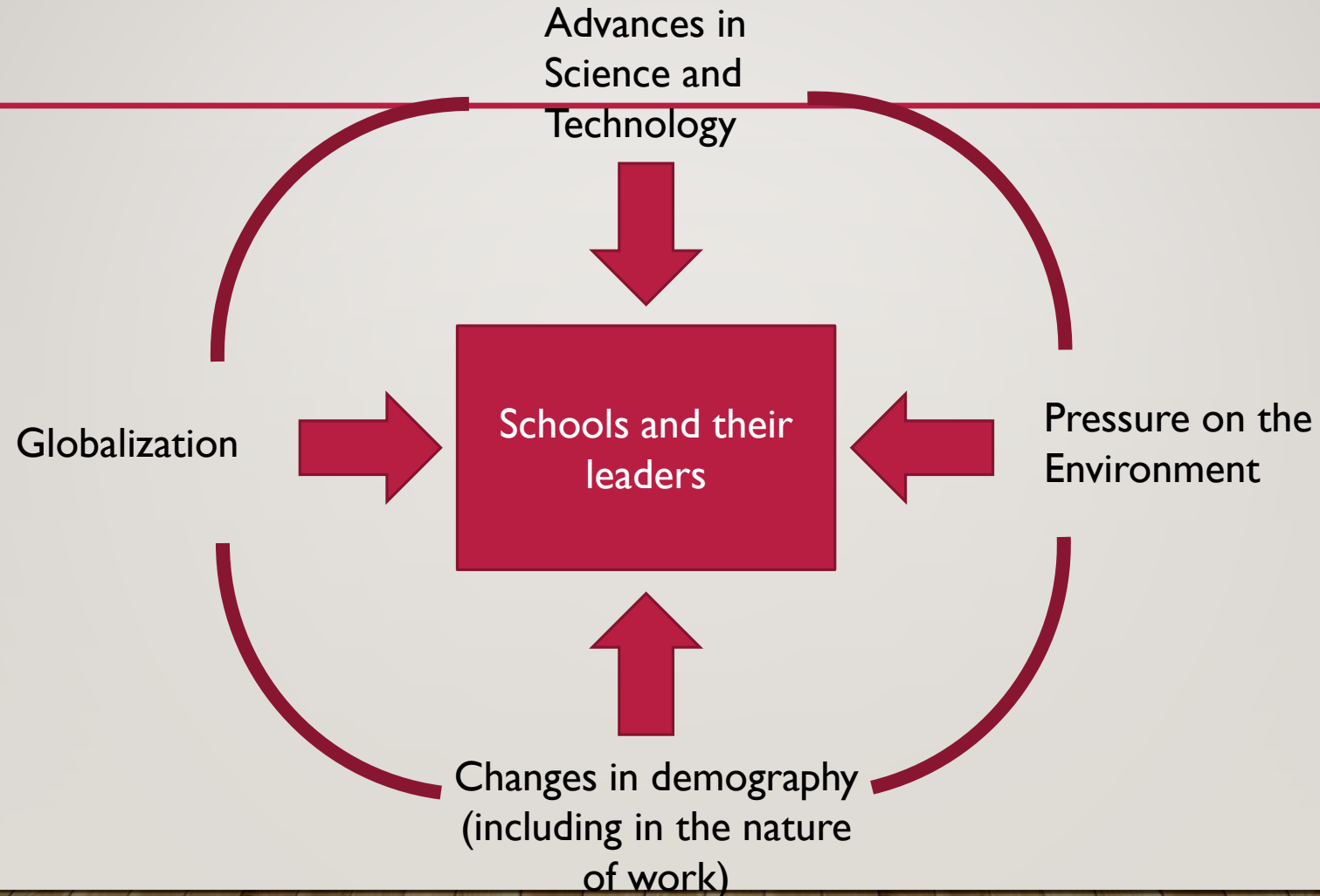


A CONVERSATION

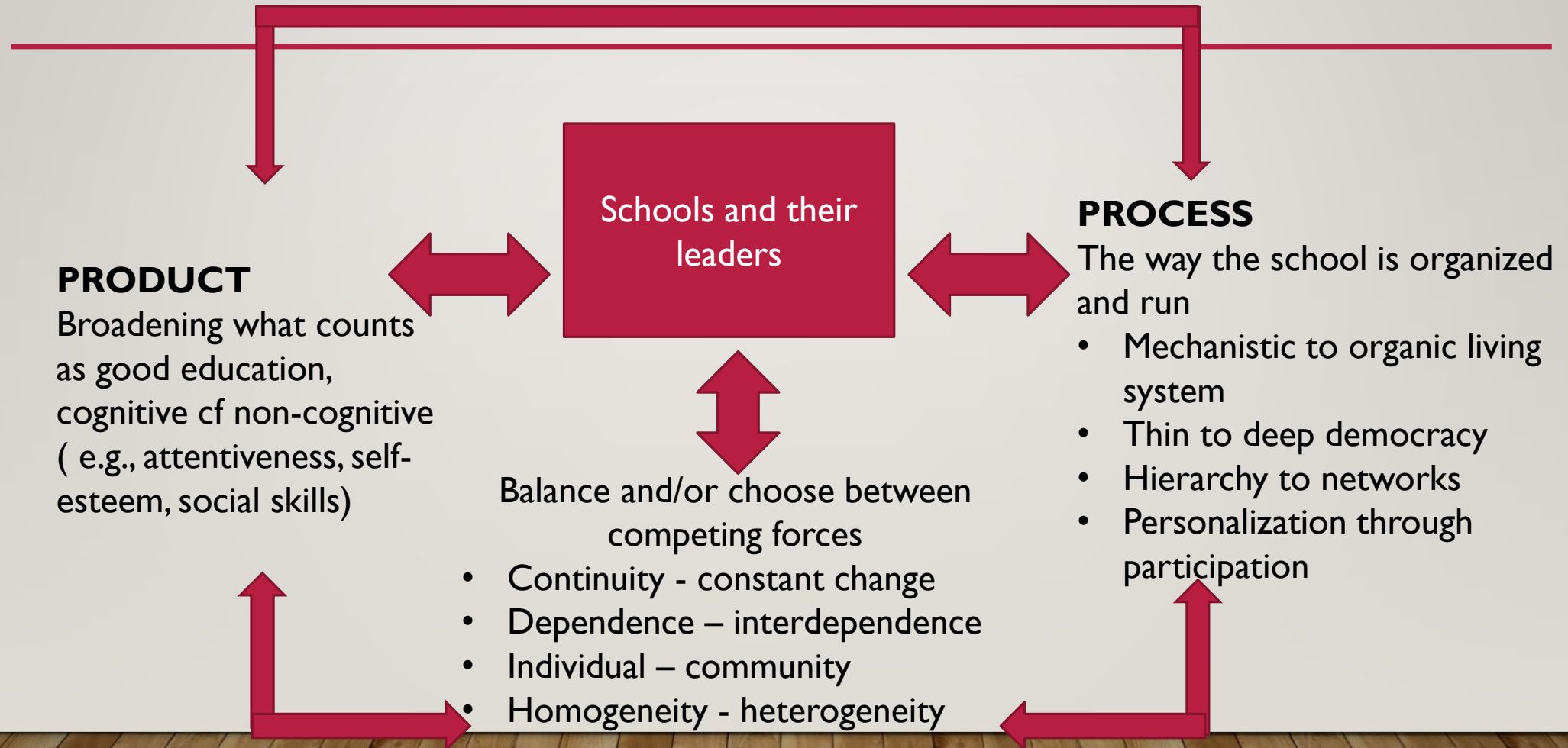
What are your top 3 most perplexing challenges at work?



FORCES OF CHANGE

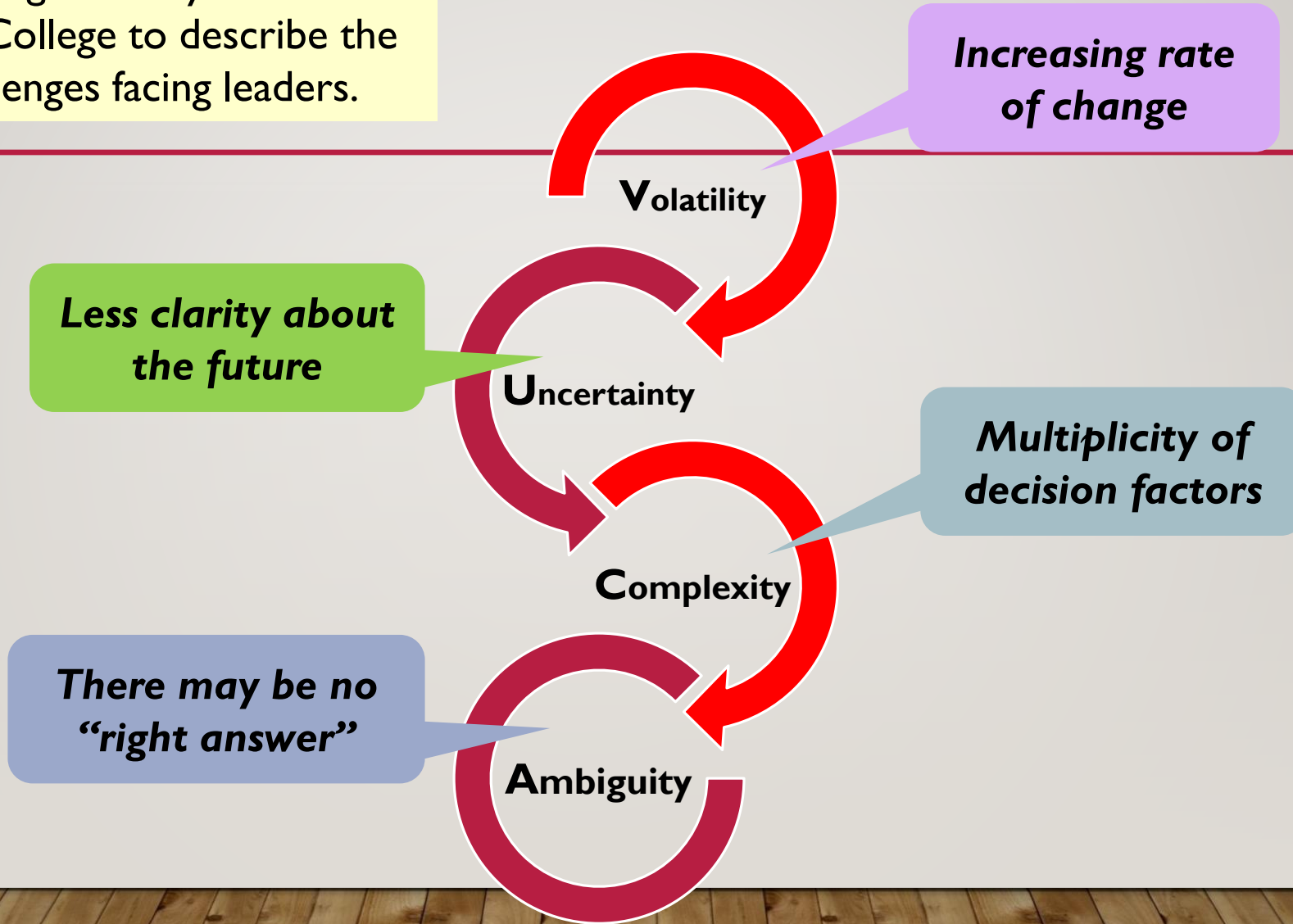


Outcomes of the forces of change for schools and their leaders ...



VUCA

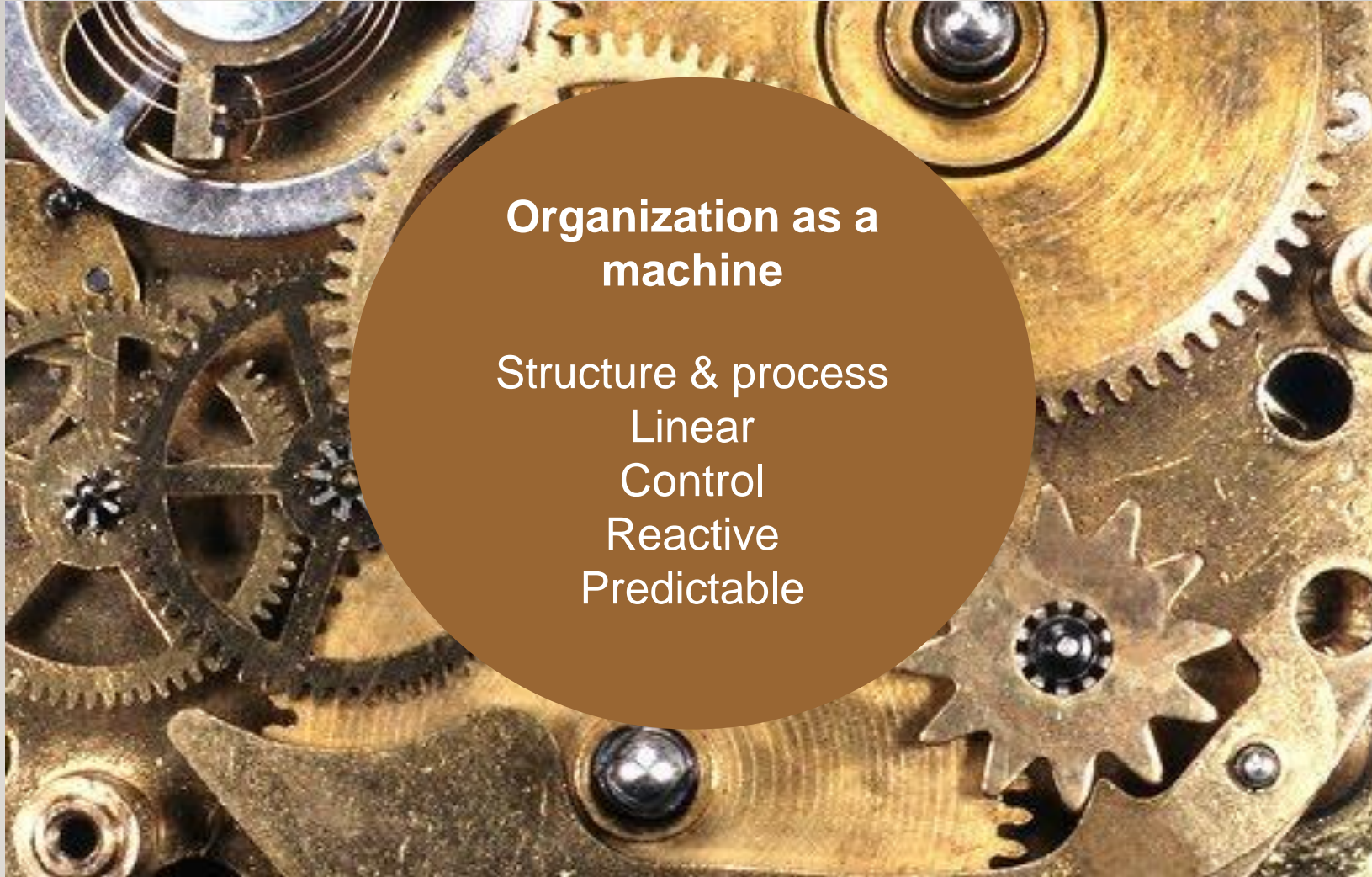
A term originated by a US Military College to describe the new challenges facing leaders.





**NEW
PARADIGM
AHEAD**

NEWTONIAN PARADIGM



**Organization as a
machine**

Structure & process

Linear

Control

Reactive

Predictable

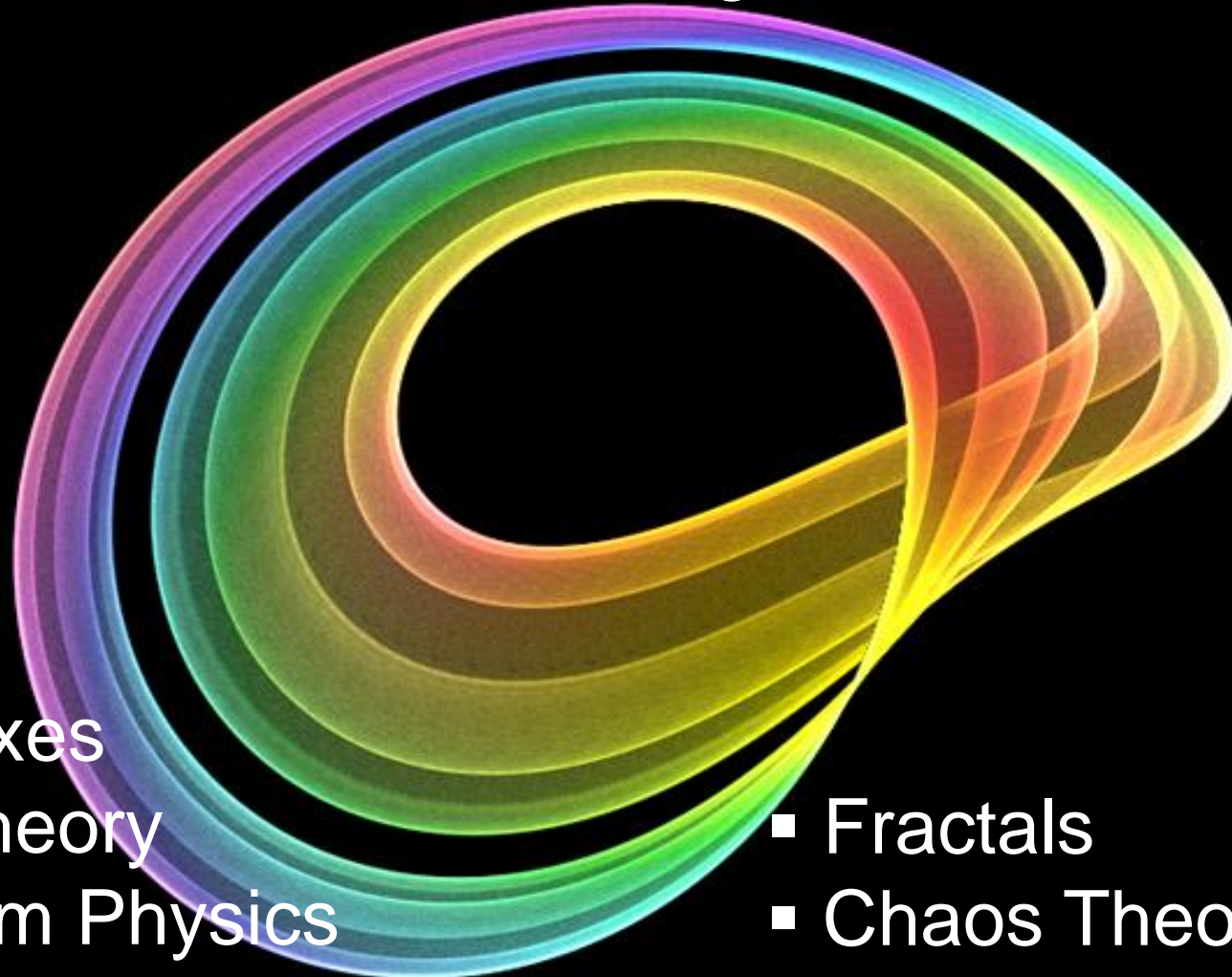
QUANTUM PARADIGM



**Organization as
living system**

**Self-organization
Complex
Care
Responsive
Unpredictable**

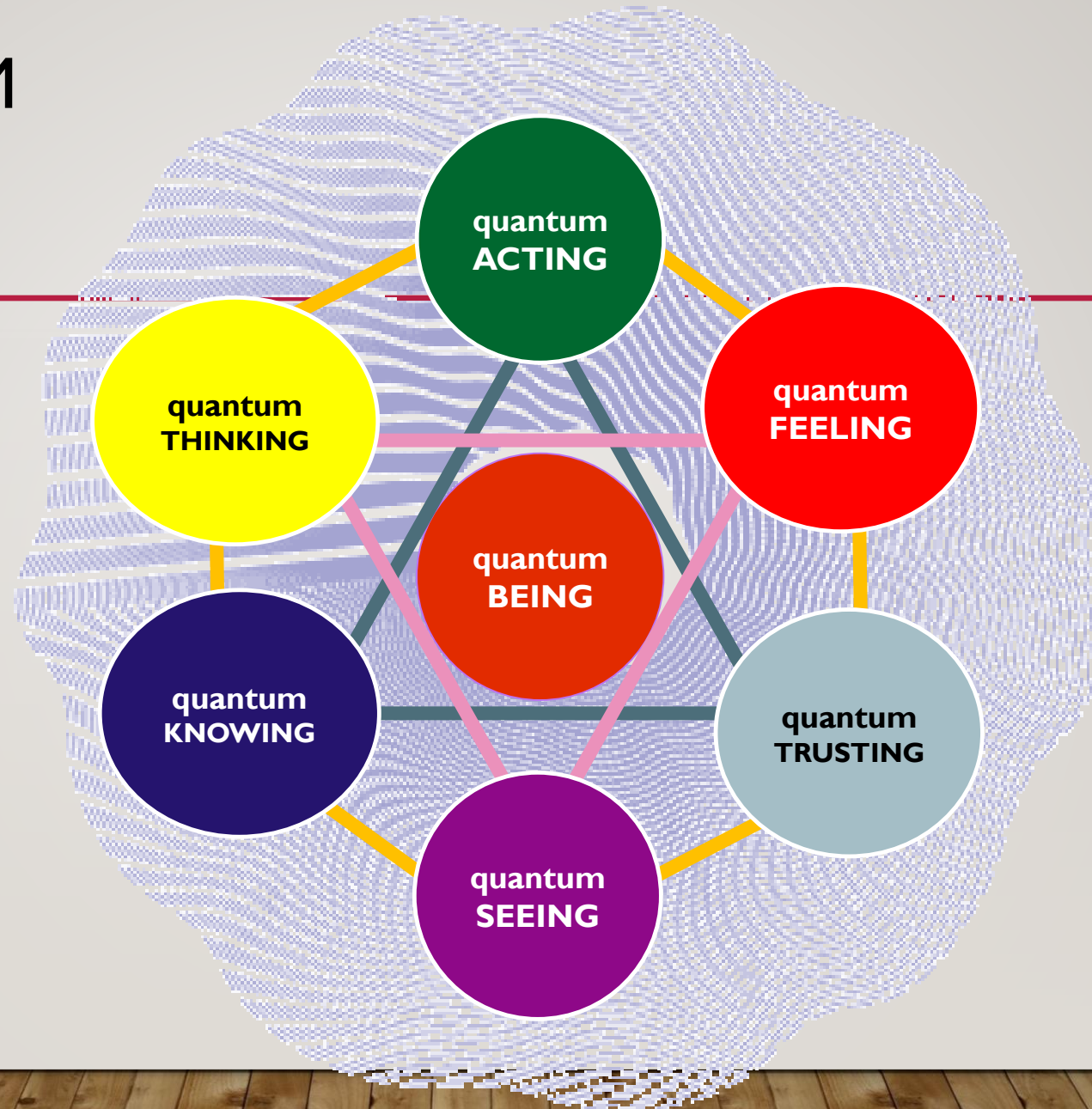
The New Sciences & Organizational Life



- Paradoxes
- Field Theory
- Quantum Physics
- Autopoeietic Systems

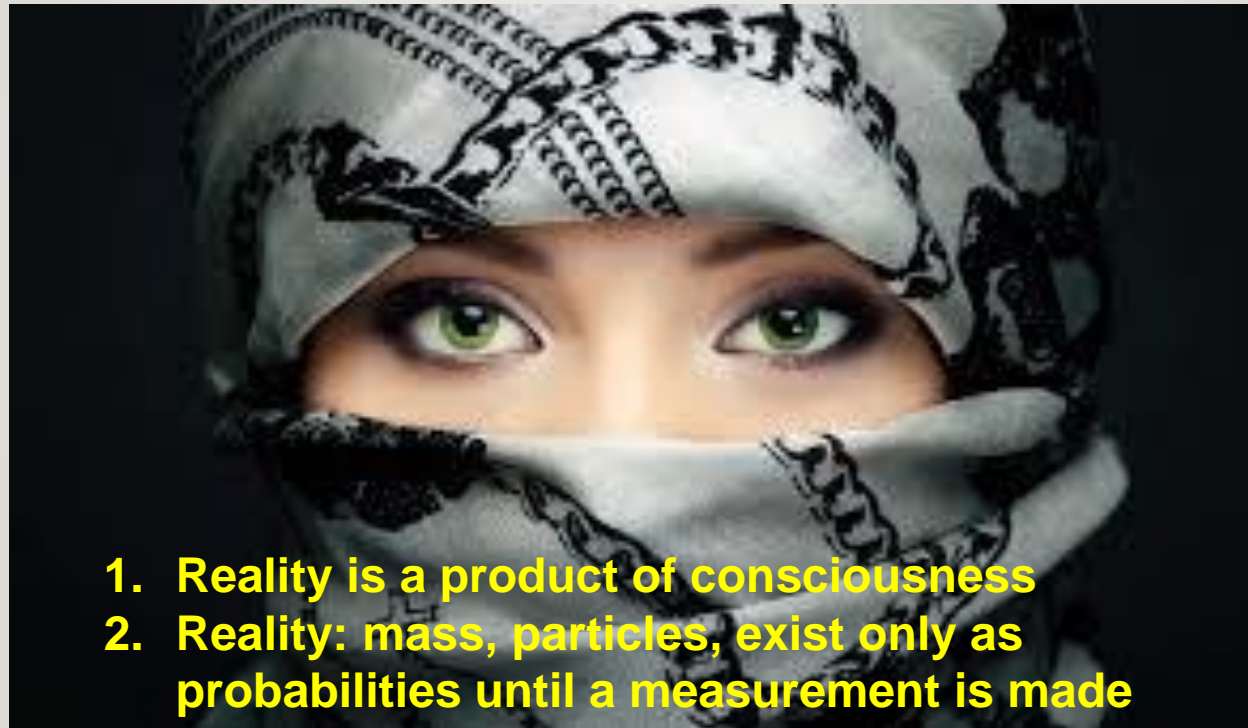
- Fractals
- Chaos Theory
- Complexity Science

QUANTUM SKILLS



Quantum Seeing

The ability to see intentionally



1. Reality is a product of consciousness
2. Reality: mass, particles, exist only as probabilities until a measurement is made

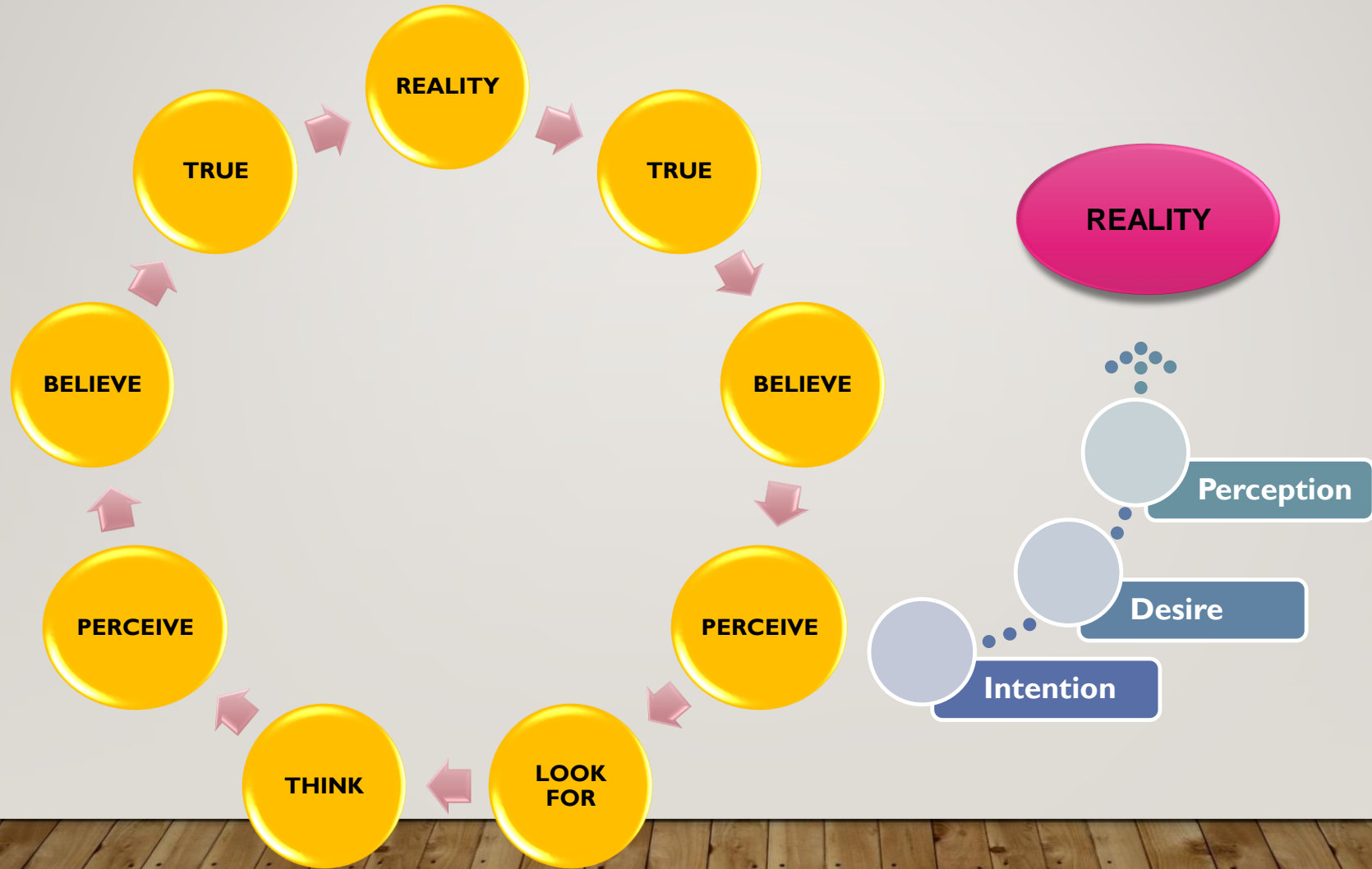
Quantum seeing

The ability to see intentionally

- **New science basis** – at the sub-atomic levels energy travels in waves and manifests as small particle-like packets of light triggered by the act of observation. Young's Double Slit experiment gave rise to the conclusion that 1) reality is a product of consciousness and 2) reality (mass, particles) exist only as probabilities until a measurement is made
- **Personal impact** - The skill of quantum seeing enables us to consciously select our intentions, thus aligning our perceptions with our desires. Intention is the psychological mechanism by which we create reality.
- **Organizational effect** - It impacts organizations where the key performance challenge is quality. The ability to see intentionally keeps the organization focused in achieving its vision.

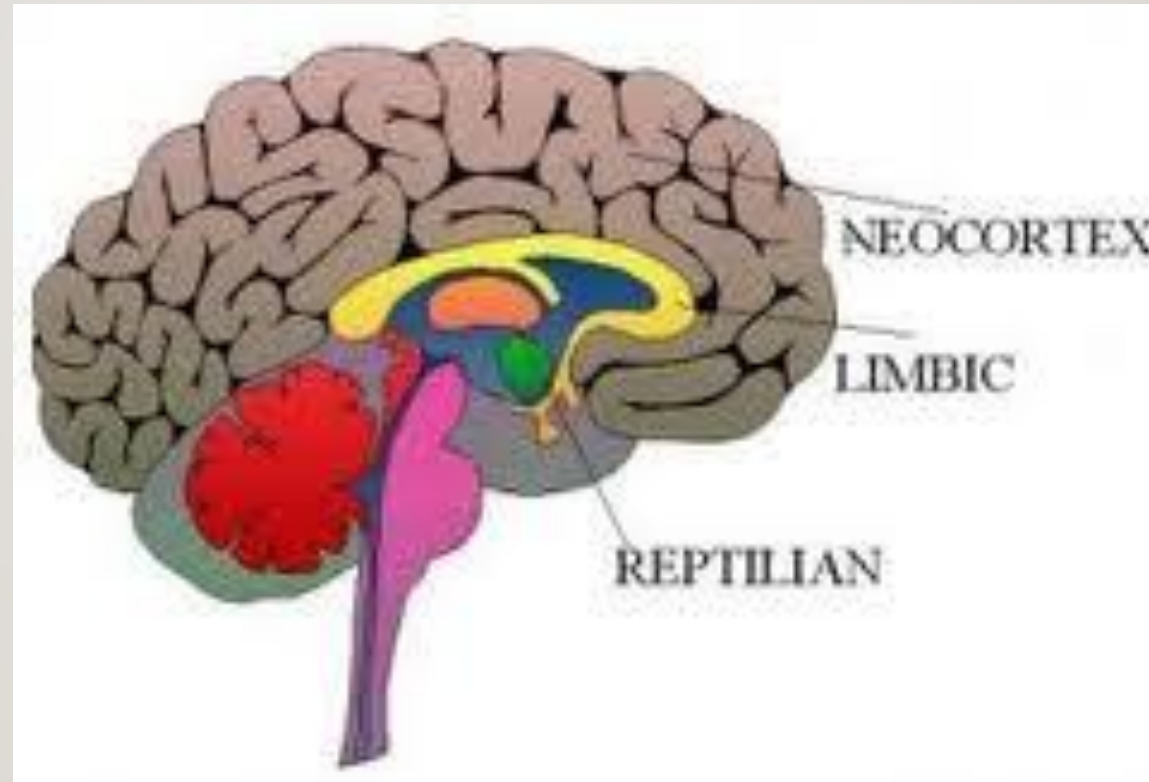
Quantum Seeing

The ability to see intentionally



Quantum thinking

The ability to think paradoxically



Quantum thinking

The ability to think paradoxically

New Science Basis – Paradox: the universe often functions in illogical, paradoxical ways. Paradoxical statements are self-contradictory: they are true and yet not true.

Personal Impact - In order to think paradoxically, we must awaken the capacities of the right hemisphere of the brain, the side that thinks in images, not in words, and can come up with innovative, often illogical ideas (Shelton, 1999)

Organizational Effect - Quantum thinking addresses the organizational need for innovation through the manifestation of creative behavior. It may be the key to creating highly innovative solutions to paradoxical questions, e.g., hitting short term targets while maintaining a long term focus, etc.

Quantum Feeling

The ability to feel vitally alive



Quantum Feeling

The ability to feel vitally alive

New Science Basis – Human beings are composed of the same energy as the rest of the universe and therefore are subject to the universal laws of energy excitation

Personal Impact - The human heart generates the strongest electromagnetic signal in the human body and the power of that signal is a primary function of thoughts and emotions: negative emotions deplete energy and positive emotions increase energy. We can maintain high levels of energy and vitality simply by choosing to focus on the positive aspects of all the events in our lives

Organizational Effect - Quantum feeling provides an internally generated energy that drives motivation. Imagine an organization where each member takes full responsibility for bringing purpose, passion and vitality to work; thus eliminating the collective dependence on external rewards.

Quantum Knowing

The ability to know intuitively



field of information

Mindfulness

Quantum Knowing

The ability to know intuitively

New Science Basis – Field Theory: the universe is basically a set of signals or field of information. Quantum knowing is the ability to connect in non-sensory ways with information in this quantum field of potentiality

Personal Impact - Mindfulness makes us attentive to both the world outside and to our internal intuitions. Mindfulness can connect us to the quantum field of infinite information.

Organizational Effect - If all members of an organization practice Quantum knowing, then a true learning organization is created, one where all members have access to the cosmic database. Employees become confident resulting in an empowered organization.

Quantum Caring

The ability to act responsibly



Quantum Acting

The ability to act responsibly

New Science Basis – Interconnectivity and its by product, nonlocal causation. Everything in the universe is part of a correlated, complex whole; each part influences and is influenced by every other part; change does not happen as a result of a critical mass but because of our interrelatedness, behaviors can shift spontaneously even across great distances; not need for a revolution, detailed change plan and even support from the top of the power structure

Personal Impact - Acting with concern for the whole—the whole self, the whole society, and the whole planet. Choosing to make responsible choices.

Organizational Effect - Responds to the organizational challenge of social responsibility. By behaving ethically, we create a better world for ourselves even if the specific action done to bring benefit to us directly.

Quantum Trusting

The ability to trust life



Quantum Trusting

The ability to trust life

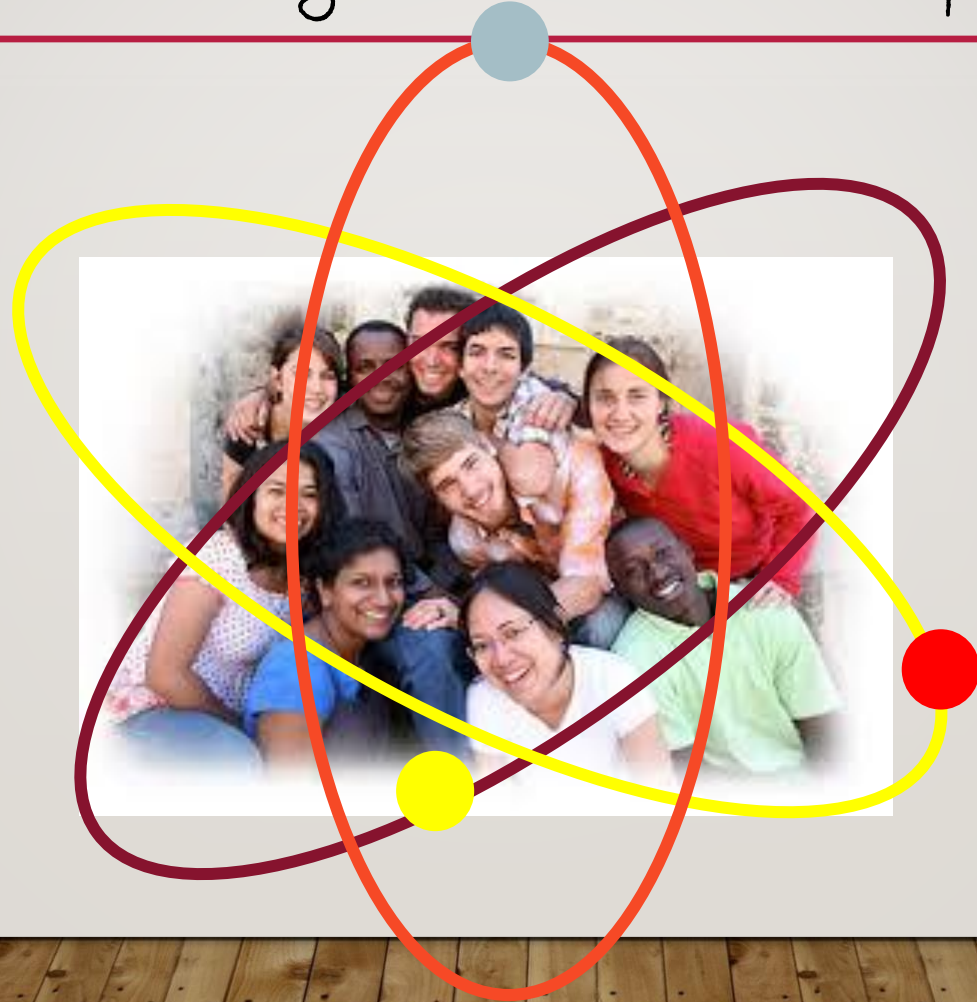
New Science Basis – Chaos Theory: demonstrates that chaos is inherent in the evolutionary process; it is the catalyst that creates disequilibrium necessary for systems evolution to higher levels of order and coherency. Without chaos of change, life stagnates and entropy ensues.

Personal Impact - Learning to focus on the mystery of life rather than the mastery over it. Being less intent on manipulating the world and more intent on appreciating it; display a great deal of faith in the universe's natural processes

Organizational Effect - It challenges the traditional workplaces where value is placed on prediction and control, allowing us to confront chaos without fear and respond with flexibility to deal with organizational challenges.

Quantum being

The ability to be in relationship



Quantum being

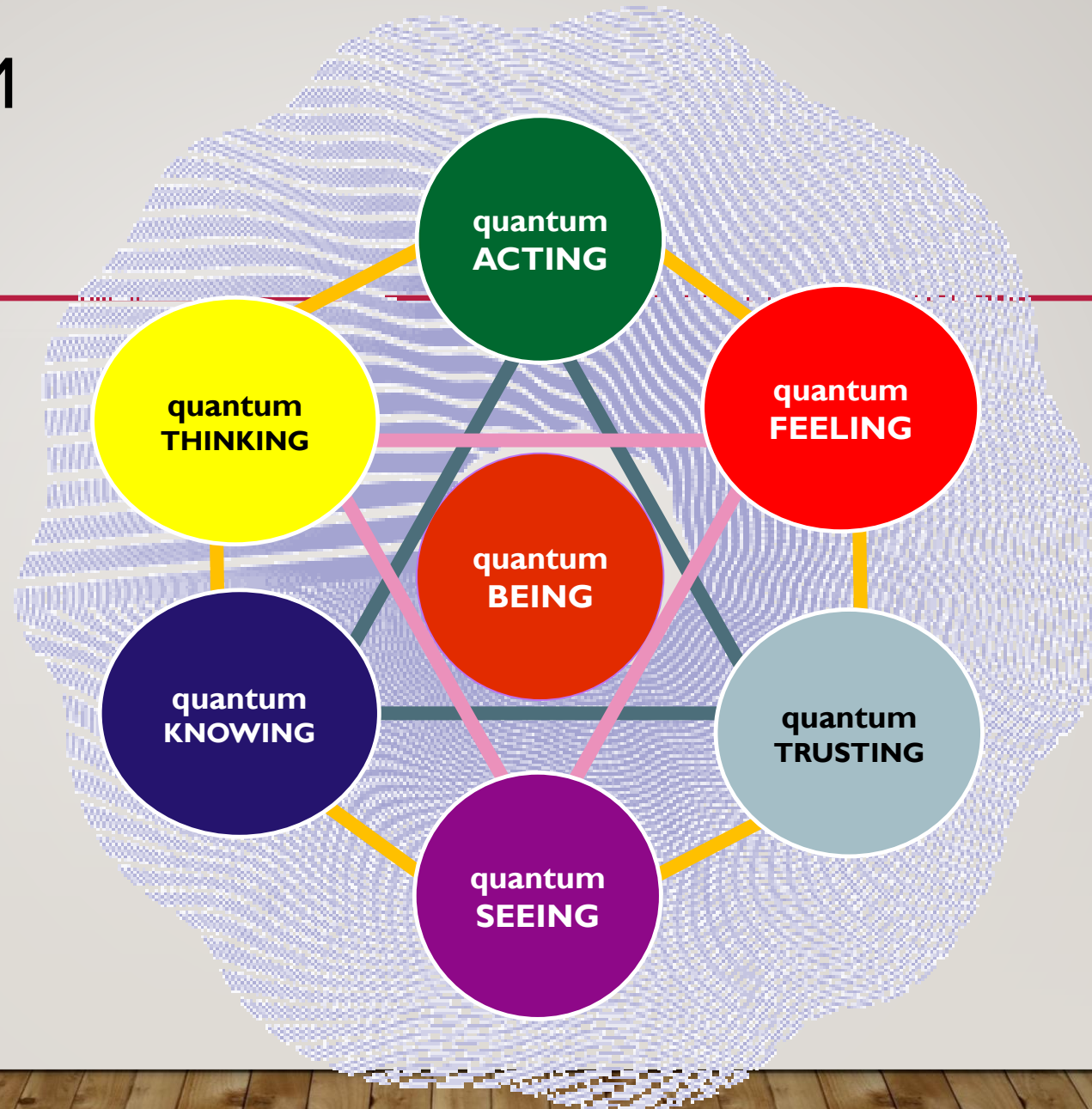
The ability to be in relationship

New Science Basis – Recognizes the relational nature of the universe. At the subatomic level, matter comes into being only through relationships; subatomic particles are definable and observable only through their interactions with other particles.

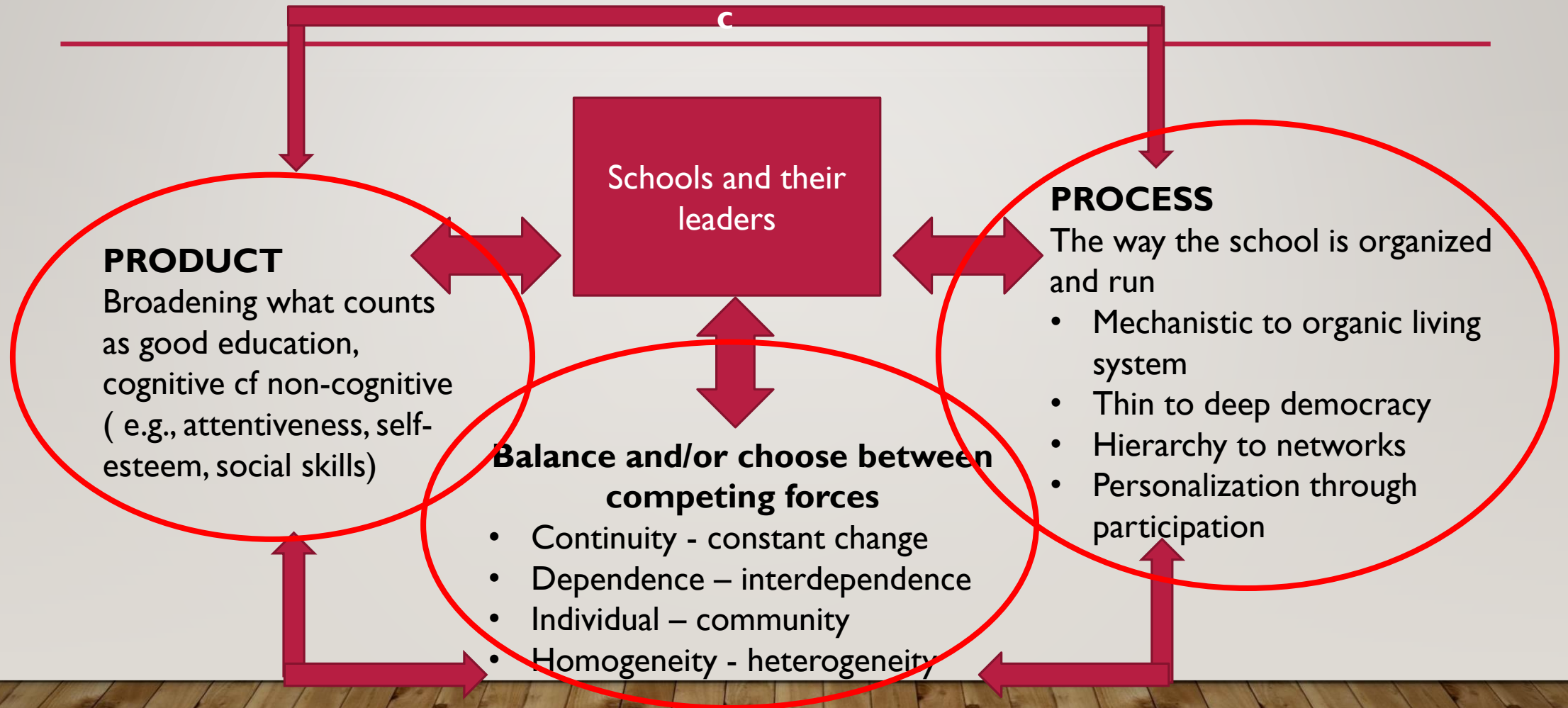
Personal Impact - Ability to be in a relationship based on unconditional positive regard; enables us to own our feelings rather than project them onto others and discover that all our relationships are extraordinary learning opportunities.

Organizational Effect - Fostering teamwork and respecting diversity in organizations; Building cooperation, collaboration, consensus and community; Moving the workplace from a place of power and politics to a place of partnership.

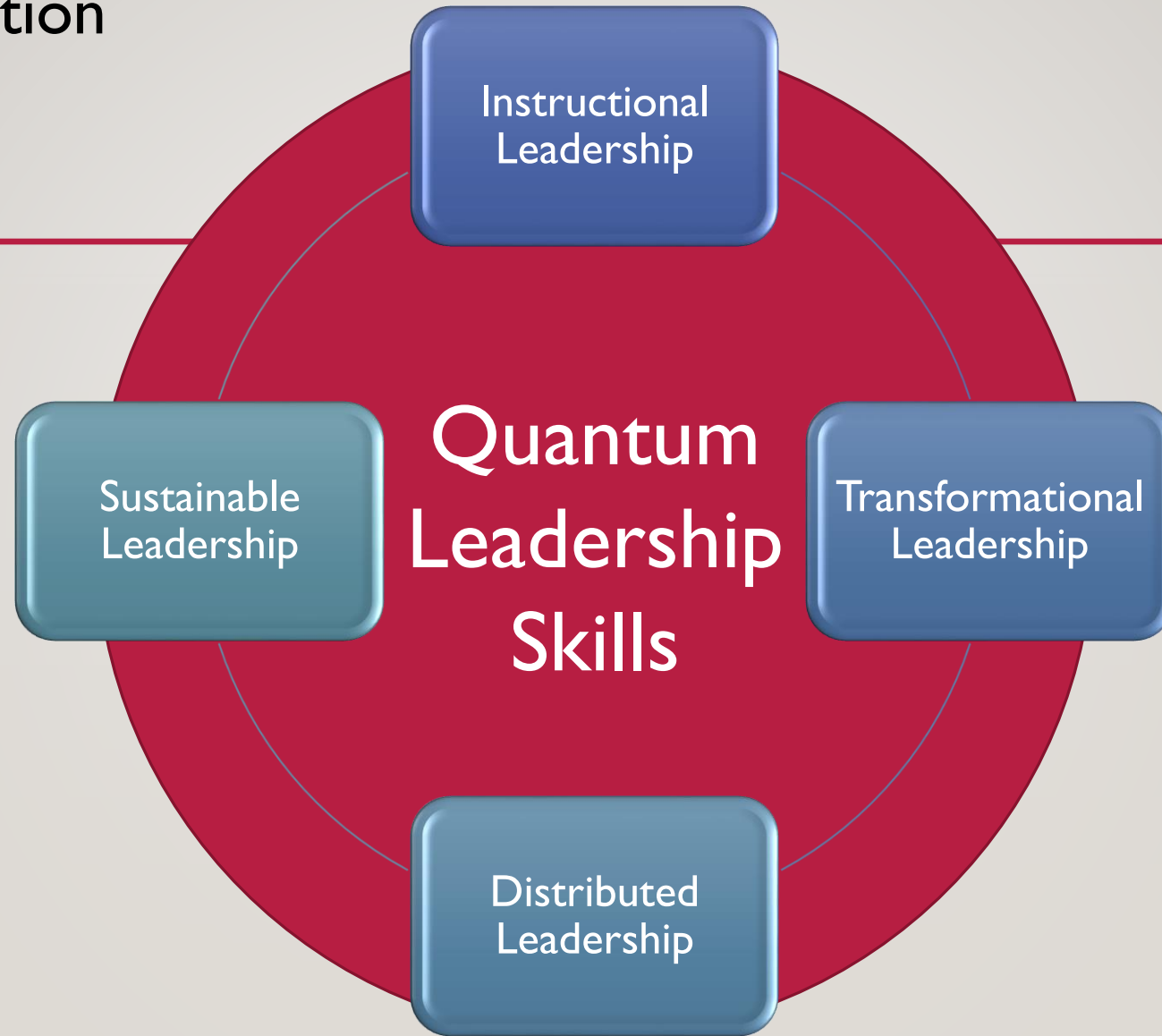
QUANTUM SKILLS



Viewing the Outcomes thru the quantum lens



Quantum Skills and the Education Leadership models



REAL PARTNERSHIP HAPPENS WHEN WE...

1. Live our lives with clear intentions, knowing what kind of work place we want to create (Quantum Seeing)
2. Relinquish our belief in an either-or world and begin to think both-and (Quantum Thinking)
3. Take responsibility for creating high-vitality workplaces and practice the principle of energy excitation (Quantum Feeling)
4. Access intelligence of higher level consciousness through intuitive process

REAL PARTNERSHIP HAPPENS WHEN WE...

5. Clarify our deepest values and make conscious choices that are congruent with them (Quantum Acting)
6. Embrace chaos and trust the universe's ability to self organize.
7. Create organizations where differences are honored and relationships are nurtured.

CONCLUSION

- While one leadership style or approach may work well for some leaders, in practice most adopt a range of leadership styles. Successful leaders adapt and adopt their leadership practice to meet the changing needs of circumstances in which they find themselves. As schools develop and change, different leadership approaches will inevitably be required and different sources of leadership will be needed so that development work keeps moving. Any single one-size-fits-all or adjectival approach to leadership, or checklists of leadership attributes, is superficially attractive but will limit, restrict and distort leadership behaviour in ways not conducive to school development and improvement.

REFERENCES

- Bill Mulford, Source: The Leadership Challenge: Improving Learning in Schools, Australian Education Review, Australian Council for Educational Research Press (2008)
- Lynn A. Karoly, Constantijn W. A. Panis, The 21st Century at Work, Rand Corporation (2004)

Questions
are
welcome

