Tēnā koutou, tēnā koutou, tēnā koutou katoa
Nga mihi nui ki a koutou katoa
Ki te atua - tēnā koe
Ki a papatuanuku – tēnā koe
Ki te kura – tēnā koe
Ki te hunga mate
Ki te hunga ora
Tēnā koutou katoa

hello everybody here
warm greetings to everyone
to God greetings
to mother earth greetings
to the school greetings
farewell the dead
welcome the living
greetings to all
luke sumich
@sumich sumich@mac.com @ojcollege
Ormiston Junior College
PD vs PL

Professional Development
health and safety workshop
maths assessment  training

Professional Learning
led by staff, personal goal setting
stuff we choose to do on a personal level
it may happen on a Saturday, or Wednesday
or in the holidays in Boston

PD stuff thats done to you
PL stuff that you do
ped·a·go·gy
ˈpedəˌgäjē/
noun
noun: pedagogy; plural noun: pedagogies
the method and practice of teaching, especially as an academic subject or theoretical concept
an·dra·go·gy
ˈandrəˌɡäjē,-ɡäɡē/
noun
noun: andragogy; plural noun: andragogies
1. the method and practice of teaching adult learners; adult education.
1 limited experience
2 learning is compulsory
3 learning limited to academics
4 most learning has deferred application
5 more likely to expect success
6 less likely to have set attitudes or behaviours
7 more accustomed to taking tests
8 more adaptable
9 limited vocabulary which is increasing

1 broader base of experience
2 learning is voluntary or self motivated
3 learning is often motivated by life responsibilities and changes
4 need for immediate application
5 may have a negative self concept
6 established attitudes and behaviours
7 resistant to tests
8 often fixed mind and less open to change
9 extensive spoken language which can be influential
Super 14
andragogy is paramount
Super 14
andragogy is paramount
let me own the issue, let me research
Super 14
andragogy is paramount
let me own the issue, let me research
i want to own the process
Super 14
   andragogy is paramount
   let me own the issue, let me research
   i want to own the process
   give me access to a mentor/expert on the side, not above me
Super 14
andragogy is paramount
let me own the issue, let me research
i want to own the process
give me access to a mentor/expert on the side, not above me
non threatening
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i want to own the process
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non threatening
meet my individual learning style - BGRY
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previous experience is valued and utilised
Super 14

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previous experience is valued and utilised
control over the learning process - dont tell me how
Super 14
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previous experience is valued and utilised
control over the learning process - dont tell me how
time is provided and honoured
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when there is a focus on relevant problems
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when there is feedback to assess progress
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time is provided and honoured
an opportunity to practice and apply
when there is a focus on relevant problems
when there is feedback to assess progress
i want to fail or make a mistake without judgement
let me collaborate with others and ask, who I want
Building **collective intelligence** depends on

1. quality of **elements** in the system  
   (individual capacities)

2. quality of **interactions between** the elements  
   (strength of collaboration)

3. degree of **diversity** within the system
“Strong” collaboration

- **collegial** not congenial*
  - *everything* is up for discussion & disagreement

- **critique** & **extension** of existing ideas
  - robust knowledge-building

- **pushing each other** to **think differently**, to think **really deeply**

- moving ahead **together**

- uncertainty, failure **expected**, part of process
“Strong” collaboration*

- much *more* than just “working nicely together” ...

- *not* just sharing, pooling or exchanging *existing ideas*
  - this just *reproduces* existing practice

- *not* collecting and using ideas developed by *others*
So what does this mean for teachers?

1. Teaching, like most other jobs in today’s world, will be reconfigured  
   - will need ongoing “re-packaging” to remain viable ...

2. This places significant cognitive demands on teachers  
   - developing skills/attributes that weren’t needed in the past

3. Supporting this requires new forms of teacher PLD  
   - focusing on individual cognitive growth  
     and then using that  
     to work differently with others  
     to create, not “best practice”, but “next practice”.

4. Teachers need to do this while at the same time also  
   being accountable to demands of the “old” system ...
Areas for development - what I’ve noticed ...

1. Hard for many teachers to genuinely see themselves as learners, to explicitly pay attention to their own learning and development needs, to their own ongoing personal cognitive growth.

NB This does **not** mean adding more “content” into an individual’s personal “filing cabinet” of knowledge, assimilating it to their existing schema.

Cognitive change = changing/expanding the **way** a person thinks and makes meaning → **new** mental schema

Implication: ‘future-oriented’ teacher PLD design needs to
- take greater account of **adult cognitive development theory**
- be more **personalised** to an individual’s self-identified needs...
Why is Kegan’s theory different?
How is it helpful in education?

- It points to another, less judgmental way to understand differences in adult behavior
- It is not primarily based on intelligence
- It provides a basis for finding common ground
- It describes a specific way of making sense of our environment, including relationships and responsibilities
- It extends Piaget’s theory beyond adolescence
Results from two large-scale studies of the distribution of levels of mental complexity among adults

SCHOOLS COMPLEXITY

Dissonance

Simple Mess

Wicked Mess

Systems

Simple Puzzle

Wicked Puzzles

Harmony

Social (people)

Dissonance

High

Low
BACKGROUND

A way of knowing is a person's meaning-making system through which we filter our experiences so that we understand. This is often referred to as a developmental stage.

Our way of knowing profoundly affects how each of us makes meaning of experiences and dictates how you make sense of reality. Each person's way of knowing dictates how we will make sense of our reality. It determines how learning experiences - in fact all life's experiences - will be taken in, managed, understood and used. A person's way of knowing is not connected to gender, age or life phase but there is a progression of understanding increasing complexity as we age. A person's way of knowing shapes how we understand our role, the roles of colleagues and our leaders and responsibilities associated with each.

In the context of education our ways of knowing shape the way we understand our roles and responsibilities as teacher, leader and learner and the way we think about what makes a good teacher or a good leader. A person's way of knowing is not random - it is stable and consistent for a period of time and reflects a coherent system of logic. A way of knowing therefore is more like the way we are as opposed to something we have.

Each way of knowing incorporates the previous into its new more expansive meaning making system. Although hierarchical in nature, one way of knowing is not necessarily better than the other unless the contextual demands of the environment call for higher-level capacities. If the complexity of our way of knowing is sufficient to meet the challenges we face in work and life it would not necessarily be better to construct experiences through a more complex way of knowing. If however, the challenges we face in our work and in our lives exceed our ability to make sense, a change in our way of knowing would help us manage the complexities better.

Research suggests that many of the demands of modern life outpace most adult's developmental capacities. As the world becomes increasingly complex - in our jobs and in our lives, this will become increasingly more important. In leadership roles this is important too. Generally speaking associated with transferring from classroom to middle manager to DP/AP to Principal is increased complexity.
Ways of Knowing - General Population

- Stage 2: Instructional 13%
- Stage 2–3: Instructional/Socialising 23%
- Stage 3: Socialising 12%
- Stage 3–4: Socialising/Self Authoring 31%
- Stage 4: Self Authoring 18%
Understanding Mental Complexity

Instructional Mind - Tell me what you want me to do. Give me a step by step guide. I will follow the rules - 6% at this stage 8% between this stage and the next
STAGE 2
INSTRUCTIONAL WAYS OF KNOWING: ‘THE RULE BOUND SELF’

- This person has a very concrete orientation to the world asking, *What do you have that can help me?* and *What do I have that can help you?*
- A person with this way of knowing is defined by their own concrete needs, desires, and purposes and in general an Instructional knower cannot take another’s perspective fully.
- They are able to control impulses and take perspective but not when subject to their desires. Other people are seen as either helpers or obstacles to getting one’s concrete needs met.
- Another person’s needs and interests are only important if they interfere with the interests of the Instructional knower. For example an Instructional knower might think, *I’ll have a better chance of getting your help to get the things I want and need if you like me. If you don’t like me, you will not help me do what I need to do or get what I want.*
- Instructional Knowers understand other people have feelings, preferences, and beliefs, they do not yet have the developmental capacity to accommodate their perspectives to the perspectives of another person.
- They have dualistic thinking – they believe there are right and wrong answers; right ways to do things and wrong ways; right ways to act and wrong ways to act. They generally want to learn the rules and seek strategies.
- Whilst Instructional Knowers orient towards their own concrete goals and interests they are not self-absorbed and can be as kind hearted as anyone else. They just need to be comforted by concrete, tangible expressions of support such as direct suggestions.

*Instructional Knowers – Supports and Challenges for Capacity Building*

<table>
<thead>
<tr>
<th>SUPPORTS</th>
<th>CHALLENGES (Growing Edge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set clear goals and expectations</td>
<td>Provide opportunities to learn about multiple perspectives through dialogue</td>
</tr>
<tr>
<td>Provide step-by-step procedures for dialogue and working with other colleagues</td>
<td>Create tasks that demand abstract thinking and scaffolding through the process</td>
</tr>
<tr>
<td>Share examples of rules, purposes and goals – and how to share them with others</td>
<td>Encourage movement beyond “correct” solutions and towards other perspectives</td>
</tr>
<tr>
<td>Engage in dialogue that provides specific advice, skills and information about practice</td>
<td>Discuss how multiple perspectives could build abstract thinking and increase perspective broadening</td>
</tr>
</tbody>
</table>
Understanding Mental Complexity

*Instructional Mind* - Tell me what you want me to do. Give me a step by step guide. I will follow the rules - 6% at this stage 8% between this stage and the next.

*Socialized Mind* – How do I get on the bus? What is everyone else doing? OK...I’ll do that. - 14% at this stage 32% between this stage and the next.
STAGE 3
SOCIALISING WAYS OF KNOWING:
‘OTHER-FOCUSED SELF’

- Having a socialised mind dramatically influences both the sending and receiving of information. Thinking at this level of complexity this person will be strongly influenced by what they believe others want to hear. When a number of people within a group or team operate at this level you run the risk of group think where team members withhold crucial information from collective decision processes because it differed from others.

- This person has an enhanced capacity for reflection – unlike Instructional Knowers, Socialising Knowers have developed the capacity for abstract thinking – to think about thinking. They can make generalisations and reflect on their actions and the actions of others.

- They are able to be conversational and participate in a shared reality. They can identify with and internalise others’ feelings. A teacher might ask, What does my Principal think I should do? Will my colleagues still like me if I disagree with them? The self is identified by its relationship to valued others (spouse, boss) or ideas (religion, political ideology, societal expectations). This person constantly seeks approval and acceptance. Thus they have an ‘other-focused self’.

- Socialising Knowers feel responsible for other people’s emotions and feelings and hold other people responsible for their feelings. Interpersonal conflict is experienced as a threat – thus conflict is avoided because it is a risk to the relationship and is experienced as a threat to the coherence of a person’s very self.

- Socialising Knowers are concerned with abstract psychological consequences asking, Am I meeting your expectations of me; Will you still like/love/value me?

- They do not yet have the capacity to look inside for their own expectations of themselves. They feel complete when others define the context for them. They don’t yet feel safe to share their perspectives and seek others.

### Socialising Knowers – Supports and Challenges for Capacity Building

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<tr>
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<th>CHALLENGES (Growing Edge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure the learner feels known and accepted</td>
<td>Provide opportunities to develop own beliefs, becoming less dependent on others’ approval</td>
</tr>
<tr>
<td>Beliefs are confirmed by authorities</td>
<td>Encourage them to construct their own values and standards, not co-construct them</td>
</tr>
<tr>
<td>Leaders and valued colleagues and or loved ones show acceptance</td>
<td>Support the acceptance of conflicting points of view without feeling threatened</td>
</tr>
<tr>
<td>Provide opportunities to share perspectives in pairs or small groups before sharing with larger ones</td>
<td>Support them in separating their own feelings and responsibilities from another person’s</td>
</tr>
<tr>
<td>Ensure that interpersonal relationships are not jeopardised when differences of opinion arise</td>
<td>Support them in distinguishing their own perspective from the need to be accepted</td>
</tr>
</tbody>
</table>
Understanding Mental Complexity

**Instructional Mind** - Tell me what you want me to do. Give me a step by step guide. I will follow the rules

**Socialized Mind** – How do I get on the bus? What is everyone else doing? OK...I’ll do that. 14% at this stage 32% between this stage and the next

**Self-Authoring Mind** – I know how to get on the bus and I want to be in the driver’s seat? It’s my map, and I’m going to get us there. I’m tied to my frame of reference but appreciate my way may not necessarily be the best. I’ll leave enough scope to be influenced. 34% at this stage 6% between this stage and the next
STAGE 4

SELF AUTHORING WAYS OF KNOWING: ‘REFLECTIVE SELF’

- Having a self-authored way of knowing people are more likely to be a function of what they deem others need to hear to best further an agenda or mission of their design. Mental complexity at this stage strongly influences me to be self orientated towards getting behind the wheel in order to drive as opposed to getting in the car to be driven (the socialised mind).

- People with Self-Authored ways of knowing have grown to take perspective on the interpersonal context and others expectations – they can hold, prioritise and reflect on different perspectives and relationships. They are self reflective because they have grown from being made up by their relationships to being able to regulate them. Also seen as shifting from - I am my relationships to - I have relationships.

- Can control their emotions and feelings and are able to discuss their internal state. They have the ability to hold opposing feelings simultaneously and not be torn apart by them.

- Socialising knowers will be asking Do you still value me? and Will you still think I’m a good person?, while self-authoring knowers ask themselves Am I maintaining my own person integrity, standards, and values?, Am I competent?, Am I giving, living, and loving to the best of my ability?, Am I achieving my goals and being guided by my ideals?

- Self-Authoring knowers self regulate and have the capacity to reflect on their multiple roles as leaders, parents, partners, and citizens. They generate their own systems of values and standards and can identify with abstract values, principles and longer-term purposes.

- Competence, achievement and responsibility are upper most concerns of those who make meaning in this way.

- Someone operating at this level will say, I’d like to tell you about my options I’m considering for the next phase - I’ll listen to what you have to say but I may not follow your advice – I’m going to go with what I think is best. What would help me most is if you could engage with me – think with me – around these ideas and critique them so that I can improve them. In the end though, I’m going to decide for myself what I should do. These people want to be listened to and seek additional perspectives.

<table>
<thead>
<tr>
<th>Self-Authoring Knowers: Supports and Challenges for Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUPPORTS</strong></td>
</tr>
<tr>
<td>- Provide opportunities to learn about diverse points of view</td>
</tr>
<tr>
<td>- Provide opportunities to analyse and critique ideas and explore own goals</td>
</tr>
<tr>
<td>- Ensure learning from the process takes place</td>
</tr>
<tr>
<td>- Support learning about and demonstrating own competencies</td>
</tr>
<tr>
<td>- Encourage the acceptance of complexities and dialogue</td>
</tr>
<tr>
<td><strong>CHALLENGES (Growing Edge)</strong></td>
</tr>
<tr>
<td>- Challenge to let go of their own perspective and embrace diametrically opposing alternatives</td>
</tr>
<tr>
<td>- Support their acceptance of diverse problem-solving approaches that differ from own</td>
</tr>
<tr>
<td>- Challenge them to set aside their own standards for practice and open up to other values</td>
</tr>
<tr>
<td>- Support critiques of own practices and vision</td>
</tr>
<tr>
<td>- Encourage the acceptance</td>
</tr>
</tbody>
</table>

Cell
Understanding Mental Complexity

**Instructional Mind** - Tell me what you want me to do. Give me a step by step guide. I will follow the rules.

**Socialized Mind** – How do I get on the bus? What is everyone else doing? OK...I’ll do that.

**Self-Authoring Mind** – I know how to get on the bus and I want to be in the driver’s seat? It’s my map, and I’m going to get us there. I’m tied to my frame of reference but appreciate my way may not necessarily be the best. I’ll leave enough scope to be influenced. 34% at this stage 6% between this stage and the next

**Self-Transforming Mind** – I’m happy to be convinced it’s not a bus I need but a bicycle and that being the case I need to work out how I came to such a bad choice – what were my beliefs and assumptions that made me go there in the first place? I need someone to provoke my thinking so I can work that out. <1%
SELF TRANSFORMING WAYS OF KNOWING: ‘THE INTERCONNECTING SELF’

- The self-transforming mind has a filter but is not tied to it. These people can stand back from their filter and look at it, not just through it. They are not a prisoner to their meaning making lens.
- The self-transforming mind both values and is wary about any one stance, analysis or agenda. These people are mindful that, powerful though a given design might be, this design almost inevitably leaves something out – they are aware that they live in time and that the world is in motion and what might have made sense today may not make as much sense tomorrow and vice versa.
- These people when communicating are not only advancing their own agendas and designs but are also making space for the modification or expansion of their agendas and design.
- People at this level of mental complexity still focus, select, and drive when they feel they have a good map but they place a higher priority on information that may also alert them to the limits of their current design or frame.
- They value their filter but realise it can also screen out the ‘golden chaff’ as well as the ‘chaff’.
- Self-Transforming people are more likely to receive information contradictory to their own agenda and design because others are more likely to send it to them. These people have found ways to let others know such information will be welcomed.
- These people make some of their self as emerging and changing constantly. They are committed to self-exploration. They experience other points of view as opportunities to shape their own thinking. They see conflict as being natural to life as a prerequisite for enhanced thinking. They thrive on involvement with multiple, diverse communities in which they can learn from varied perspectives.
- Self-Authoring Knowers may be orientated to changing others but Self-Transforming Knowers want to be changed by others – they have a hunger for this kind of growth – decisions are based on the common good for families, organisations and society.

Self-Authoring Knowers: Supports and Challenges for Growth

<table>
<thead>
<tr>
<th>SUPPORTS</th>
<th>CHALLENGES (Growing Edge)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities to grow from supporting others and having deepening relationships with self and others, especially in diverse contexts.</td>
<td>Someone is present as the person makes sense of the paradoxes of life and the tensions generated by inner contradictions.</td>
</tr>
<tr>
<td>They learn, contribute and grow from self and others and the larger social system.</td>
<td>Situations and work involve others with diverse perspectives that face an open map to exploring tension, incongruity, and synoptic.</td>
</tr>
<tr>
<td>Learning form complex projects emphasizes co-creation and intimacy with a focus on learning about self, others and processes.</td>
<td>Other recognition of the challenge this person experiences – i.e. that there are limits to what they can learn.</td>
</tr>
<tr>
<td>Another person is present as this learner explores deepening relationships and senses of intimacy with self and others.</td>
<td>A coach, mentor, guide, and/or system is in place such that deeper meaning can be made in the midst of the complexity to which the learner is capable of responding.</td>
</tr>
<tr>
<td>A coach, mentor, guide, and/or system is in place such that deeper meaning can be made in the midst of the complexity to which the learner is capable of responding.</td>
<td>(1) the limitations of others’ views the process of transformation and (2) one’s good intentions for effective expansive, systematic change in both personal and work contexts encounters barriers.</td>
</tr>
</tbody>
</table>
Understanding Mental Complexity

Results from two large-scale studies of the distribution of levels of mental complexity among adults.
Understanding Mental Complexity

Sir Ken Robinson's Model for creative capacity

- Self-transforming Mind
- Self-Authoring Mind
- Socialized Mind

Complexity

Time

Baby-Child before school
Child-Young Adult During School
Young Adult - Entry Level Worker - Entry Level Management/Leader - Even Unimaginative/Anxious Upper Level Management
Metacognitive Leadership
embrace andragogy
open opportunities for them to lead - always
lead from the side
find the right time
Mondays
Tuesdays
Wednesdays
Holidays
lead with values and vision
slow brain
fast brain
timing of PL
PLG about how can we use school wide tracking to promote deep learning (as an outcome for all learners at OJC)? LM, TG, NP

PLG about OJC induction - How do we provide clarity and manage expectations of what it means to be a part of OJC? (Simply for the Lehman off the street/new member). (FSP, BT, RN)

How might we develop a robust regular student voice (and stakeholder) culture in order to enhance learner agency? (VM, SS, KLA)

How might we develop meaningful learning through literacy other than print (SH, CG, JU)
## Comparison of Pedagogy, Andragogy & Heutagogy

<table>
<thead>
<tr>
<th></th>
<th>Pedagogy</th>
<th>Andragogy</th>
<th>Heutagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependence</strong></td>
<td>Learner is dependent</td>
<td>Adults are independent</td>
<td>Learners are interdependent</td>
</tr>
<tr>
<td><strong>Learning Resources</strong></td>
<td>Teacher-driven and controlled</td>
<td>Adult and Teacher controlled</td>
<td>Teacher and learner provided. Learner negotiates path</td>
</tr>
<tr>
<td><strong>Learning Reasons</strong></td>
<td>Gaining next level</td>
<td>Drive to increase performance</td>
<td>Learning potential, unplanned, non-linear</td>
</tr>
<tr>
<td><strong>Learning Focus</strong></td>
<td>Subject-centred, prescribed</td>
<td>Task- or problem-centred</td>
<td>Proactive and problem-oriented</td>
</tr>
<tr>
<td><strong>Motivation</strong></td>
<td>External motivation</td>
<td>Internal motivation</td>
<td>Self-efficacy driven</td>
</tr>
<tr>
<td><strong>Teaching Role</strong></td>
<td>Process-designer, imposer, knowledge-holder &amp; director</td>
<td>Enabler, collaborator</td>
<td>Capability-builder</td>
</tr>
</tbody>
</table>
Today this board is a grateful board. Please Share. If you can't embrace the board, don't spoil it with stink comments.

I'm grateful for:

- Everything
- My Friends
- Food
- Sleeping
- My Family
- Freedom
- Food
- Food & Wifi
- Our football teams & their successes
- OJC Leadership Team
- WiFi
- All the Teachers at OJC
- Food & Groceries
- My Family
- Freedom
- Food
- Sleeping
- My Family
- Freedom
- Family
- Best friends & Family
- Food
- All Support Staff
- Appreciate your hard work & expertise. Thank you, support us! - V. Hadi. M.
luke sumich
@sumich sumich@mac.com @ojcollege
Ormiston Junior College