

Adaptive learning leadership: How might we be learning leaders-shapers of what might be rather than servants of what is?

Heifetz refers to 'adaptive challenges' as problems which are difficult to identify and have no known solutions. These require new knowledge, developmental capacities and tools to resolve (Drago-Severon et al, p.5. 2010). In universities such demands are experienced by those in leadership roles at all levels-for example, how to transform traditional learning and teaching to create enhanced learning for students.

Learning Goals and Outcomes:

In this workshop we will explore and experience what it takes at a personal and systems level to be a successful learning leader in a time of change, uncertainty, complexity and transformation. By the end of our workshop participants will be able to :

- * identify the shape and dimensions of adaptive learning leadership and why easy fixes (called technical changes , Heifetz 2009) are problematic in university settings,
- * reflect on personal insights gained and plan the development they may wish to embark upon in terms of their own transformative leadership,
- * identify ways in which University systems interact with adaptive learning and leadership systems.

Workshop Methods:

Experiential action methods will be used to explore the nature of adaptive learning leadership in universities from the perspectives of leader's and system's (Heifetz, Grashow and Linsky, 2009) and the 'Case in Point' approach (Johnstone and Fern, 2010).

By 'moving up to the balcony and leaving the dance floor' (Angelo, 2015), participants will conclude with reflection, personal meaning making and the identification of specific approaches and changes that empower the Learning leader/participant.

Foundational References:

The workshop builds upon previous National projects (eg 'Cultivating the Roles of the Associate Dean (Teaching and Learning) and the Course Coordinator (Southwell et al, 2008), "Leading Excellence' (Bennett et al, 2008), and Scott's (2008) 'Learning Leaders in Times of Change'. 'The Art of Changing the Brain' (Zull,2002) provides valuable neurological insights into the nature of adaptive leadership and learning. Moreno's (1969) concept of role theory and focal conflicts forms a useful framework for emergent making meaning from the experiences of Learning Leadership.

Workshop Facilitators:

Associate Professor Michele Scoufis is a Senior Consultant in the University of Sydney Business School Educational Practice Unit . She, (with Professor Sean Brawley) is the Australasian Vice President of ISSOTL. Most recently Michele has been a leader on National projects that relate to Learning Leadership capacity building and has drawn upon a Communities of Practice Model to foster CsOPs amongst learning leaders, both academic and professional at all levels of the University.

Dr Tom Schwarz (PhD, IAF CPF, ICA CToPF, AQF TAE) is the Principal of Kinnogene (Aus) and is a professional Consulting Facilitator, Professional Facilitator Assessor and Facilitation Trainer, and leadership mentor.. He has extensive experience in leadership capacity building and leadership development in multiple contexts eg Leading in the New Normal: A leadership laboratory for Senior Leaders. Tom was a Founding Director of the Global Institute for Facilitative Leadership, as well as an inaugural IAF global Hall of Fame award recipient.