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Awareness-based Systems Leadership: Co-creating Ecosystems for School and Network Improvement in Australia

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Abstract

Over the past twenty years, there has been a significant growth of interest in how we might redesign our schools and school networks so that they can support the development of increasingly effective learning environments for all students (Fullan 2011; Hallgarten, Hannon, & Beresford, 2015; Hargreaves, Halasz, & Pont, 2007; Lieberman & Grolnick, 1999). This global trend is inspired by the widespread failure of much educational reform and a sense of deep frustration with the lack of agility shown by many schools and regions in responding to the emerging needs of 21st century learners (Darling-Hammond, 2006; Owens, 2016; Saavedra & Opfer, 2012; Senge, 1996; Wagner, 2012). This monograph explores one approach to the challenge of school improvement through an explicit focus on building individual and collaborative capacity for leading change at a school, network, and regional level. It seeks to help develop an understanding of the role that such capacity building can play as a key design element for approaching reform.

Of central interest in the monograph is the study of a multi-year leadership project focused on the renewal of a subsystem of 140 schools and early childhood centres in Australia. The study shows that the use of collective, awareness-based approaches within the project supported leaders with their individual professional learning, while also building capacity for team learning (Scharmer, 2008; Senge, 1990). The intermediate outcomes of the project in relation to collaborative knowledge creation and changed leadership practices are explored, along with the wider impact of the project on schools and networks. The monograph concludes with an examination of the implications for regional leaders, school administrators, and researchers in relation to the building of individual and collective capacity for leading change. In particular, it argues that sustained, collaborative engagement with learning experiences that integrate a focus on self-development, team learning, generative dialogue, and systems thinking can play a vital role in leadership development and school improvement.

Awareness-Based Systems Leadership: Co-Creating Ecosystems for School and Network Improvement in Australia

Introduction

Over the past twenty years, there has been a significant growth of interest in how we might redesign our schools and school networks so that they can support the development of increasingly effective learning environments for all students (Fullan, 2011; Hallgarten, Hannon, & Beresford, 2015; Hargreaves, Halasz, & Pont, 2007; Lieberman & Grolnick, 1999). This global trend is inspired by the widespread failure of much educational reform and a sense of deep frustration with the lack of agility shown by many schools and regions in responding to the emerging needs of 21st century learners (Darling-Hammond, 2006; Owens, 2016; Saavedra & Opfer, 2012; Senge, 1996; Wagner, 2012). This monograph explores one approach to the challenge of school improvement through an explicit focus on building individual and collaborative capacity for leading change at a school, network, and regional level. It seeks to help develop an understanding of the role that such capacity building can play as a key design element for approaching reform.

School improvement

The exploration of effective methods and approaches for supporting school improvement has traversed a complex and wide-ranging territory over the past forty years. From an early interest in organisational development and action research in the 1970s and 1980s, the field has expanded to include the examination of reforms focused on self-management, whole school design, and

the scaling of research-based approaches to improving student learning (Caldwell & Spinks, 1988; Fullan, Miles, & Taylor, 1980; Hopkins, 2002; Hopkins, Stringfield, Harris, Stoll, & Mackay, 2014; Reynolds, Sammons, Stoll, Barber, & Hillman, 2006; Stenhouse, 1975). More recently, there has been an increased interest in the scope for system level improvement through the development of effective school networks, as well as the adaptation of reform models to suit specific cultures (Reynolds & Clarke, 2014; Stoll, Brown, Thomas, & Taylor, 2015). While our understanding of the factors that can positively influence school improvement has increased greatly over this time, a new imperative has emerged in terms of how we can build the capacity of educational leaders to practically apply this body of knowledge for sustainable reform in their own contexts.

Awareness-Based Systems Leadership

The development of system leadership is frequently presented as one of the most promising approaches for driving school effectiveness and improvement (Caldwell, 2006; Higham, Hopkins, & Matthews, 2009; Matthews, Moorman, & Nusche, 2008). Research in this area has examined district level leadership and its influence on instructional practices and student achievement across a region, as well as the role that principals can play in leading reform, within and across the boundaries of their schools (Hargreaves & Ainscow, 2015; Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004; Spillane, 1996; Stoll, Moorman, & Rahm, 2008). More recently, researchers have begun to turn their attention to mid-level school leaders (e.g. teacher leaders and faculty heads) and the vital role they can play in school and network improvement through leading the collective development of teaching practice (Owens & Mowat, 2016; Stoll, 2015). However, relatively little research has examined the specific experiences of leaders as they

learn about system leadership and begin to apply this knowledge in their leadership practice (Fullan, 2004). If we hope to better support the development of effective system leaders, it is critical that we focus more attention on examining these leaders' experiences, how their learning is applied in context, and their influence on school and network improvement.

This monograph explores Awareness-Based Systems Leadership (ASL) as the capacity to foster effective collaboration for innovation and improvement within and across multiple levels of a defined system (Scharmer 2016; Senge, Hamilton, & Winter, 2015). Its use of the term 'systems' is grounded in the literature on systems thinking and learning organisations, as applied to the examination of a specific subsystem of schools (Senge, 1990). In turn, the inclusion of the term 'awareness' refers to the literature associated with consciousness-based leadership and systems change, as related to the learning experiences of leaders and leadership teams within the subsystem (Scharmer, 2016). The monograph reports on the study of a research and development project focused on building individual and collaborative capacity for leading change at a school, network, and regional level in a sub-system of schools in Australia. It deliberately includes and transcends a focus on the individual leader as a core organisational unit for change by examining the dynamics between individual and collective learning, and individual and collective capability. Of particular interest is an examination of the experiences of regional, network, and school leaders as they learn about ASL, the interrelated nature of their leadership influence, and the application of their knowledge to innovation and improvement (Figure 1).

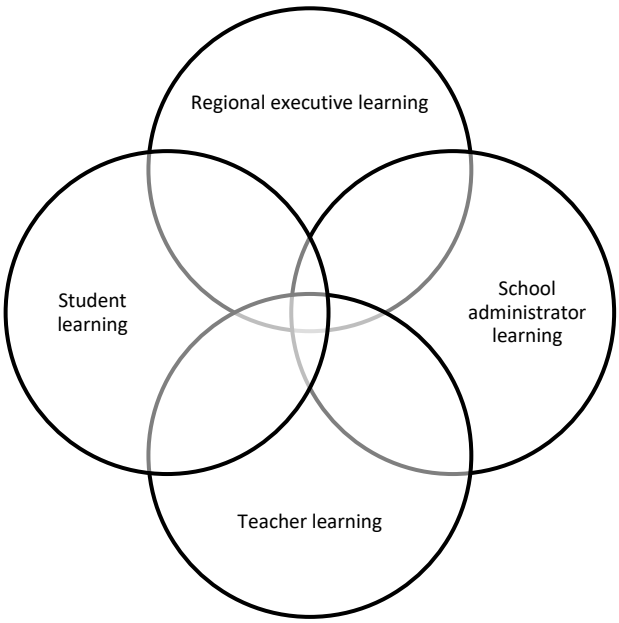

Figure 1. The interdependent nature of learning within schools, networks, and regions

There are many individuals, businesses, and organisations already working on systems change initiatives that promote learning and innovation through a multi-level focus on self, team, organisation, and community (Scharmer, 2016). These pioneers include the Sustainable Food Lab, a global, not-for profit network of organisations focused on the development of a sustainable food system, and Ecology Project International, an educational organisation dedicated to the promotion of science, eco-literacy, and student agency. This monograph follows this emerging line of ASL to its application within a project focused on the renewal of a national subsystem of schools in Australia.

The National Leadership Team Lab

A recent study explored the experiences of national, regional, and school leaders for Lutheran Education Australia (LEA) in relation to leadership learning over a period of three years. Through its national and regional offices, LEA supports the operation of 140 schools and early childhood centres across Australia, with more than 3,000 staff serving the spiritual and learning needs of over 40,000 students. This monograph provides an interim report on a multi-year research and development project designed to build individual and collaborative capacity for leading effectiveness, innovation, and improvement at a school, network, and regional level. From an initial focus on the learning of the LEA National Leadership Team, the project has grown to include a consideration of the development of regional leaders and school administrators, with an emergent third phase focusing on building the leadership capacity within schools of mid-level leaders, teachers, and students. The project was initially implemented by external facilitation, with national and regional leaders increasingly taking on more responsibility over time for its management, as a result of increased capacity within the system.

The first phase of the project partnered LEA's national and regional leaders in the development of an executive learning laboratory for the purpose of pursuing aspirations and addressing challenges related to strategic planning, leadership development, school effectiveness, and improvement. The LEA National Leadership Team Lab (NLT Lab) was designed as a platform to support collaborative, strategic action in relation to these areas, while also building the collective capacity of the group to lead effective change. A regular focus for the team was a series of learning engagements focused on disciplines and practices from the field of organisational learning, with the aim of developing a common

language and shared, systemic approach for their leadership work (Argyris & Schön, 1996; Scharmer, 2008; Schein, 1992; Senge, 1990). Some of the key insights that emerged from the NLT Lab during the first year of the study are presented below.

Leadership learning

From an early focus on exploring data related to the performance of schools and regions, the NLT Lab moved to consider the preferred future for the LEA schools and the types of leadership that might be required to bring this vision into being. Findings from the study revealed that these sessions helped leaders to develop their ability to critically reflect upon their mental models, as a way of exploring and extending their professional practice. The study also showed that participating in the NLT Lab helped to shift the participants' focus from a preoccupation with reactive problem solving in their immediate area of responsibility towards the investigation of systemic approaches for long-term improvement. The creation of a safe space for reflection, dialogue, and deep listening was seen as vital in supporting this learning. More specifically, the NLT Lab was acknowledged as providing an important forum to surface and articulate concerns, access the views and expertise of others, and consider alternate solutions to the challenges being presented.

The formation of a common leadership philosophy and the adoption of a shared set of leadership practices were seen by the NLT Lab as critical first steps towards more effective collaboration and the achievement of their goals. For this reason, the development of a shared understanding of what effective leadership looks like in their context was a significant outcome from the first year of the lab's

operation. Through a series of workshops, the team created a matrix that built from existing frustrations with past patterns of organisational behaviour towards their preferred, future-focused ways of working (Table 1). The development of the tool drew upon conceptual frameworks used to describe social systems and stakeholder relationships from the literature on awareness-based leadership and systems change, and adapted them to suit the LEA context (Kaeufer, Scharmer, & Versteegen, 2003; Scharmer, 2016). In addition, a series of conversational vignettes, taken from dialogue, surveys and interviews, were included in the matrix, as a way of further anchoring the tool in the team member's experiences, thinking and aspirations.

The NLT Leadership Matrix is organised around a vertical axis that describes different levels of awareness and attention for a leader, and a horizontal axis that describes the characteristic features of their interactions with the system and its stakeholders. Leadership 1.0 was described by the NLT Lab as being reactive in nature and often focused on isolated behaviours, such as the need to intervene in a communication breakdown between two stakeholders at a given school. By contrast, Leadership 2.0 was seen as being pro-active in its orientation and usually focused on capacity building, such as the sponsorship of leaders to participate in a study tour. Leadership 3.0 was portrayed by the members of the NLT Lab as a deeper form of systemic engagement with a focus on promoting high performance, such as the nurturing of a coaching program for administrators from a small cluster of schools. Finally, Leadership 4.0 was described as being highly collaborative, generative, and centered on projects with transformative potential for schools, such as the co-creation with interested principals of a new school network to support innovative teacher collaboration for improved student learning.

It was interesting to note that the NLT saw their description of Leadership 4.0 as a model of professional practice where they would like to see a greater emphasis in their everyday work, rather than a fixed developmental end-point. This insight was underpinned by a recognition of the complex, dynamic nature of schools, and an acknowledgement that their leadership practice would always require some agility, in order to respond effectively to diverse and shifting contexts. Another important insight to emerge from use of the tool was that the higher levels of leadership in the matrix were seen to offer increased opportunity for larger-scale improvement. In this regard, an emphasis on fostering the agency of school leaders and teachers to support the growth of purposeful, self-organising networks or 'ecosystems' for innovation was seen as opening up a powerful future direction for LEA.

Table 1

The NLT Leadership Matrix

Level	**Leader as…**	**Leadership as…**	**Emphasis on…**	**Context of…**	**Stakeholder as…**	**Interaction with…**	***Vignette***
1.0	Rescuer	Reactive	Behaviour	Crisis	Dependent	Events	*'We need to do something that allows us to truly focus on school improvement, as distinct from fire fighting…'*
2.0	Mentor	Proactive	Management	Capacity building	Learner	Patterns of events	*'I have this group of school leaders who are asking for PD, who want to learn more…'*
3.0	Coach	Participative	Reflection	Improvement	Performer	Mental models, structures and systems	*'We need to promote a creativity, inquiry, and innovation mindset…'*
4.0	Catalyst	Creative	Innovation	Transformation	Partner	Shared vision, ecosystems	*'The opportunity to reshape, re-energise, and take a different trajectory in the whole area of systemic leadership development across LEA is exciting…'*

Team learning

The study demonstrated that the NLT Lab deepened leaders' appreciation for team learning and the importance of adopting a more collaborative approach to the leadership of larger-scale change. Over the course of the year, there was a noticeable shift in the team's collaborative practice from an initial emphasis on exchanging briefings about regional initiatives and collegial support towards the development of shared national projects and collective work products. The adoption of specific team learning practices in relation to the use of dialogue, meditation, design thinking, and empathic listening were recognised as significant in facilitating this shift to a more synergistic approach. Importantly, sustained attention to team learning was seen as not only important for the group's efficacy, but also for improving the quality of their engagement with system stakeholders and the overall impact of their leadership practice.

Identifying and removing barriers to effective leadership

One confronting insight that emerged from the NLT Lab towards the end of the first year of the study was that the existing organisational structure for LEA, based on regional divisions, was a limiting factor for organisational learning. The study found that the divisional structure worked to inhibit the shared development of adaptive learning frameworks, processes, and initiatives for improvement across the national subsystem of schools. In this regard, the 'siloed' mindset of leaders was recognised as reinforcing traditional power structures and past patterns of behaviour, such as the prioritisation of discrete, individually sponsored projects, at the cost of developing a more systemic, collaborative approach to development across networks and regions. It is important to note that the coincidence of a

national governance review with this phase of the project served to compound the challenges facing leaders at the time by inhibiting their ability to investigate more polycentric structures for the leadership of their system.

Despite these challenges, the study demonstrated that participating in the NLT Lab did help leaders to develop their ability to recognise common challenges, deal with complexity, and consider new possibilities for strategic collaboration across the traditional boundaries of their roles and regions. In particular, this learning led to a revision of the scope for the work of the NLT, resulting in the mapping of a 'functional focus' for their collaboration that was intended to transcend some of the limitations of the system's traditional structures (Figure 2). Building from this work, the NLT moved to develop a series of national strategic projects that were intended to maximise the impact of their collaboration on network development, leadership learning and school improvement. These initiatives included the design of a system for the evaluation and development of principals, the creation of a suite of professional learning programs to support a continuum of career development for school leaders, and the establishment of a set of protocols to help improve communication across schools.

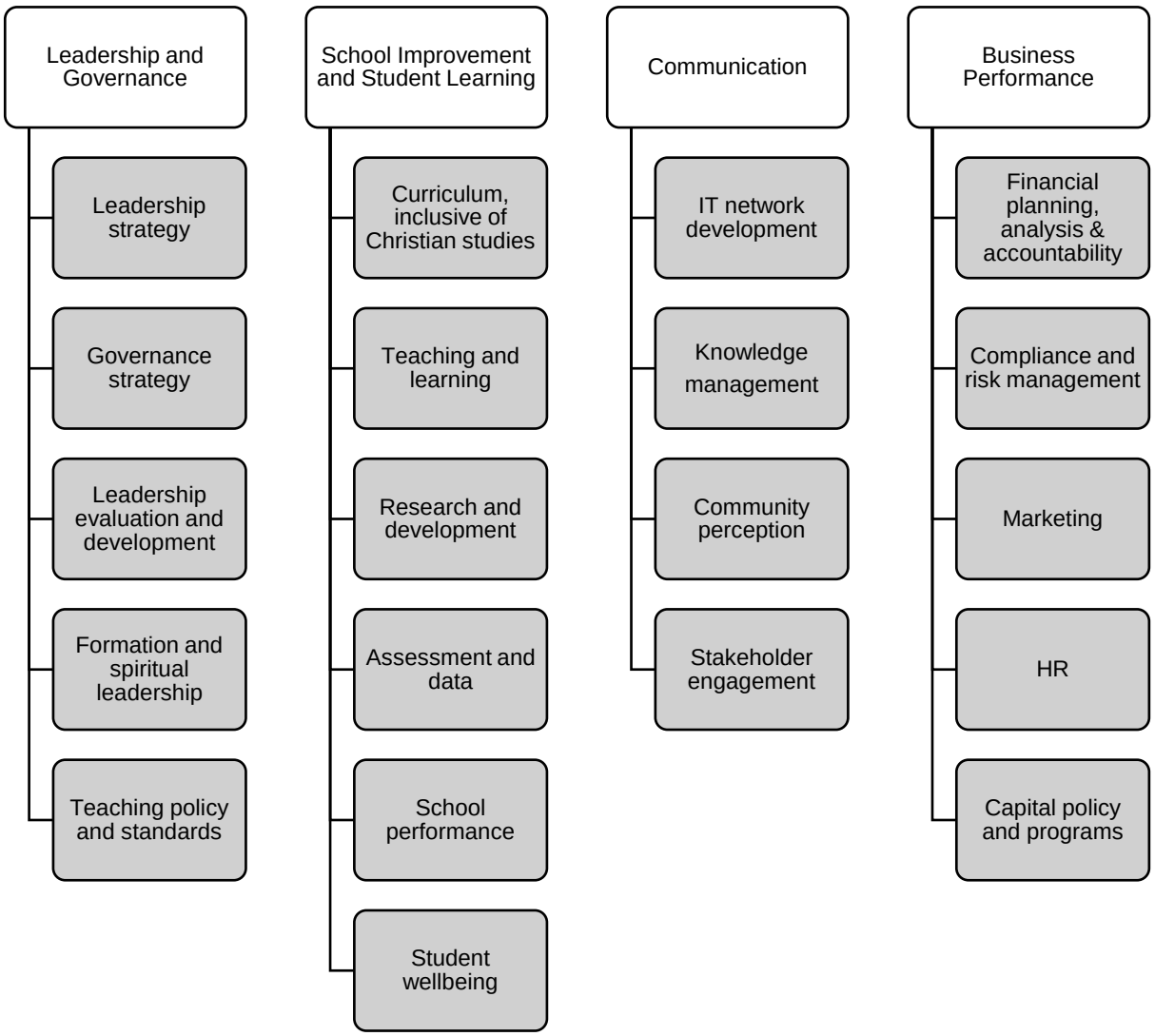

Figure 2. The functional focus for the LEA National Leadership Team

The LEA Strategic Projects

The second year of the study expanded on the learning that emerged from the NLT Lab by focusing on the experiences of regional executives and school leaders as they collaborated on the further development of the national projects. Of additional interest at this stage of the study was the impact of the initiatives on leadership learning, network development, and school improvement in the wider system. From the initial framing developed within the NLT Lab, a number of teams were formed around each project, partnering members of the NLT with volunteer groups of mid-level leaders and principals who had expressed an interest in the given initiatives. While there was diversity in the focus and functioning of the teams, each group shared core elements of a commitment to self-development, team learning, the use of dialogue, and the development of a shared vision in their practice.

A distinguishing feature of the projects was their framing through the NLT Lab as prototypes for system development. In this regard, each strategic initiative was seen as addressing an important area for national or regional improvement, while also providing a chance to test the NLT's new practices with ASL. For example, work on the design of a new system for the evaluation and development of principals addressed an identified need for the creation of stronger support structures for principals, while also prototyping approaches for the co-creation of organisational systems with key stakeholders, the development of stronger relationships between the NLT and school leaders, and the promotion of collaborative practices for leadership across the subsystem of schools. The study showed that NLT recognised the creation of the projects as representing an important turning point for their collaboration. In particular, the action learning methodology at the heart of each of

the projects was seen as a way of extending their learning about ASL, in collaboration with school leaders and principals, while also working with these stakeholders to change the system itself. While learning from this phase continues to emerge, some projects have already produced some interesting insights into the emerging future for LEA.

The Growing Principals Project

The *Growing Principals* project has brought together a cross-regional working group of regional administrators, principals, and school leaders for the design of a nationally consistent approach to the evaluation and development of principals. Early workshops introduced the group to the leadership practices developed through the NLT Lab, as a way of structuring and enabling their collaboration. As the project progressed, the group worked to identify the key elements of a potential evaluation and development system including professional learning plans, professional learning pathways, support systems, feedback mechanisms, and core resources. From this early work, the group shared their draft designs with stakeholders from across the system, as a way of gathering further input into the process.

The initial findings from the *Growing Principals* project showed that principals saw the first stage of designs to emerge from the group as highly relevant to their personal and professional needs. The opportunity to work on the co-creation of the approach was recognised as being critical in ensuring that the design attended to the areas they saw as priorities for their professional growth, such as instructional leadership, while incorporating the broader aspirations of the system, such as renewing a focus on spiritual leadership. One participant noted,

> I feel the most important outcome of this project is that we will have consistency across the system nationally, encouraging dialogue, support, and nurturing of our leaders…enabling them, both emotionally and educationally, to continue to strive to ensure better teaching and learning opportunities for our students.

Key design elements featured within the early drafts for the system included an emphasis on goal setting, formative feedback, coaching, and the opening up of personalised professional learning pathways (Figure 3).

The study also demonstrated that the practices being used to develop the project were powerful in leveraging the strengths and possibilities of existing networks and relationships. Some of the participants highlighted the benefits of the approach in promoting a meaningful exchange of regional and school-based knowledge, while others talked about the opportunities being presented to deepen their professional connections with colleagues. One sub-school leader reflected, "As a leader who is not a principal, knowing that such a rich support structure and network is available is something that certainly makes the idea of taking on the role more appealing."

In turn, the growth of these relationships and networks was seen by those involved in the development of the project to be opening up new possibilities for the future leadership of the system.

The *Growing Principals* project also highlighted some of the unique challenges associated with bringing the ASL methods used within the NLT Lab to a wider audience. For example, when reflecting on the progress of the project to date, many principals spoke positively of the opportunities being presented for deep

collaboration and the development of a sense of personal agency, with the project's inclusive process often seen as being as important as its outcomes. Significantly, some participants also reflected on the fragility of this aspect of the work, with concerns that the collective, dialogue-driven approaches being utilised were experimental, not yet established as organisational norms, and thus vulnerable, should the NLT revert back to a more traditional, hierarchical way of operating. As one leader observed, "For me, the tension rests with whether or not this approach is just a way of managing this one project, or a bigger change in how we work together as a system."

It is interesting to note that these reflections demonstrate the success of the project in promoting system awareness through practices associated with systems thinking, while also providing insight into the complexity and challenges associated with managing this type of change.

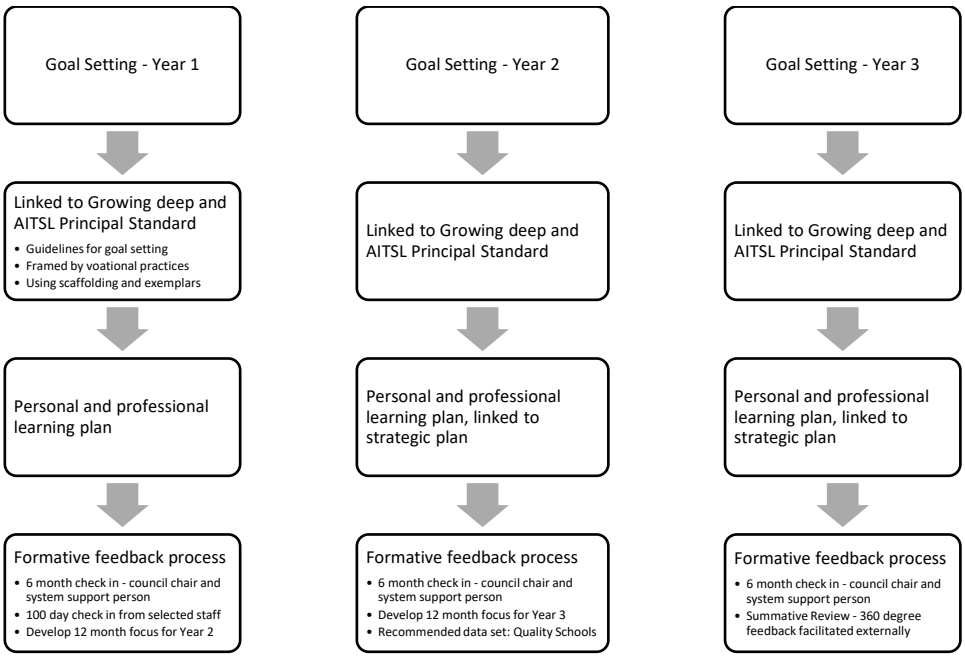

Figure 3. A draft design element of the evaluation and development system from the Growing Principals Project

The LESNW Hub

The most radical project to emerge from the work of the NLT has been the development of the Lutheran Education South Australia, Northern Territory and Western Australia Hub (LESNW Hub). The LESNW Hub was formed by a group of regional leaders and principals with a common interest in nurturing differentiated, localised approaches to school innovation and improvement. While the hub has successfully acted as an accelerator for the development of a number of innovative school-based projects, the most transformative aspect of its operation has been the space it has created for the group to co-create and test new ways of working together as a region. In this regard, the Hub has seen the most direct application of the Leadership 4.0 model developed by the NLT Lab, with regional leaders acting as catalysts for the disruption of their region's traditional ways of working through support for the development of localised innovation.

As the LESNW Hub approaches its second year of operation, the members have shifted their focus to the deepening of their application of ASL to their own settings, while also broadening their engagement with other leaders and schools from the region. The next wave of school-based projects from the Hub includes the development of a student-driven co-curricular program to promote wellbeing and the creation of a combined leadership conference for students, teachers, and school administrators. In turn, the next generation of regional projects sees the formation of additional hubs focused explicitly on improving student learning, with

many of the original Hub members taking on new roles as facilitators. One regional leader observed:

> It is amazing how far we've come in such a short space of time. These people have deeply connected with each other, despite being from such different schools. They've chosen to be here because it offers them new ways to grow with their own work, while creating a space for others…I now have a group of leaders I can work with as partners.

The work of the LESNW Hub illustrates how a focus on self-development, team learning, generative dialogue, and systems thinking can promote a culture of innovation and improvement within a region.

Developing ecosystems of innovation and improvement

The LEA project provides a provocative example of how a focus on building individual and collective leadership capacity can nurture innovation and improvement in a subsystem of schools. In particular, the study has shown how the exploration of Awareness-Based Systems Leadership has successfully promoted transformation at a personal, collaborative, and organisational level within the subsystem. The study revealed that this approach was most effective where leaders from different levels of the subsystem were able to work together to develop a shared understanding of the interdependent nature of their roles and weave mutually supportive relationships in pursuit of common goals. Critically, these ecosystems of innovation and improvement were seen to promote personal wellbeing and a sense of belonging that supported their members to grow by

taking risks, publicly reflecting upon their successes and failures, and forging new alliances for the future.

It is important to note that the dynamic nature of the project has also worked to present new challenges for the sustainability of its approaches as it expands its reach. For example, the leaders of the LESNW Hub have battled with how to maintain the sense of collective awareness that they highly value, while actively working to engage other school leaders in the development of new hubs. Similarly, regional leaders involved in the *Growing Principals* project have spoken of the challenges involved in moving the project forward, while still maintaining the inclusive, participatory approach that has shaped its development and generated such positive buy-in from principals. While the example of u.lab, an online MOOC that supports the learning of tens of thousands of participants about ASL, illustrates the potential for moving to scale within a tertiary environment, the new territory being explored in a K–12 context represents a significant adaptive challenge for the leaders involved (Scharmer, 2018).

A model for the development of Awareness-Based Systems Leadership

The case study at the heart of this monograph reveals the potential for further research that examines learning about ASL and its impact on school and network improvement. While the unique scale, context, and nature of the study present limitations to the wider application of its findings, it helps to focus attention on strategies that might be used for building individual and collaborative capacity across different levels of a system in order to drive sustainable innovation and improvement. The study invites us to consider what might be the core capabilities for effective system leadership and what types of learning environments should be

developed to support such leadership learning. Some of the key themes that have emerged from the study to date are shared below, as a way of further extending inquiry and discussion (Figure 4).

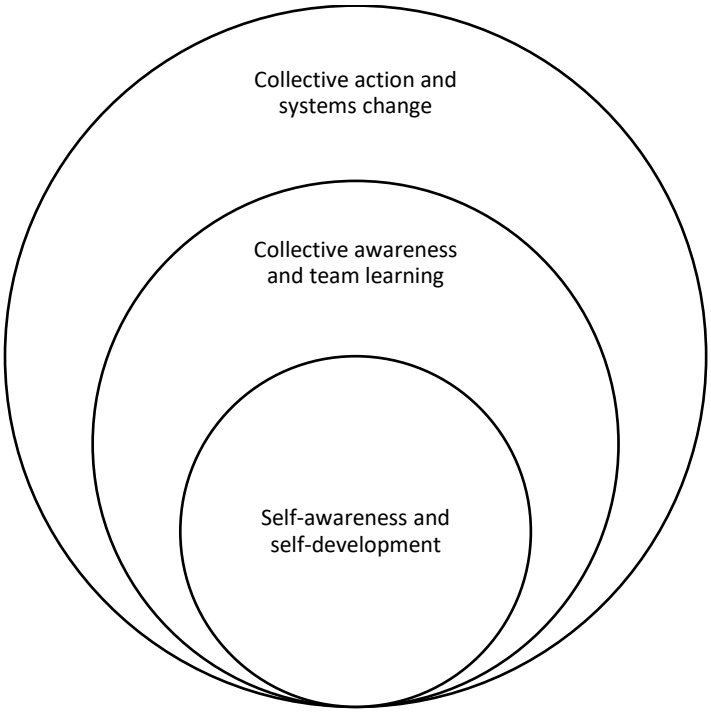

Figure 4. A model for the development of ASL

Self-awareness and self-development

For the participants in the study, a focus on developing the ability to question their assumptions about the reality of their professional practice was important for growth in personal mastery. In particular, the nurturing of this capacity for reflection helped leaders to transcend their habitual ways of seeing and acting, in order to engage with diverse perspectives about their practice and how best to approach its improvement. It was interesting to note that the use of public forums for the promotion of self-development helped leaders to surface, articulate, and test their personal 'theories of action' (Argyris & Schön, 1978). This approach

helped build trust between colleagues, enabling further experimentation with professional practice, and fostering the development of personal support and knowledge networks.

Collective awareness and team learning

The findings from the study showed that engaging regularly in structured collaborative practices helped teams to develop a collective awareness that created greater alignment among the beliefs of participating leaders, and enhanced their ability to collaborate on common goals. Organisational routines related to the skillful use of dialogue, empathic listening, and deep questioning were recognised as being particularly important in supporting this shift. In the most successful cases, team members were able to build from the establishment of common beliefs and shared ways of thinking to expand their collective capacity to explore complex problems and pursue systemic solutions. Significantly, the use of these collaborative practices was also recognised as helping to build a sense of belonging to a team, as well as a shared commitment to the success of the group's collective endeavors.

Collective action and systems change

The study showed that a focus of shifting leaders' attention beyond the normal parameters and concerns of their individual roles helped to develop their ability to see the complexities and dynamics of the larger system in which they worked. This movement was seen as important in enabling leaders to develop a greater appreciation of the ways that different parts of the system influenced each other and impacted on their own area of responsibility. As a result of this learning, many

leaders displayed a greater willingness and commitment to work with others on projects that targeted significant systemic change, with the understanding that their own domain would also benefit from the approach in time. Interestingly, the study also clearly demonstrated that where there was the strongest commitment to collective action in the strategic projects, there was also the most disruption to the system, with leader collaboration helping to establish new spaces for innovation and fresh structures to drive systems change.

Conclusion

The research examined in this monograph demonstrates that sustained, collaborative engagement with learning experiences that integrate a focus on self-development, team learning, generative dialogue, and systems thinking can play a vital role in both leadership and system development. In particular, these practices were seen to help system leaders engage in a holistic way with challenges that transcended regional and administrative boundaries, while building their individual and collective capacity to develop systemic solutions. The findings highlight the importance of engaging multiple layers of leadership from across a system in cycles of action learning, with an interest in improving outcomes for individuals, teams, and the wider system. In addition, the success of different projects featured within the study was supported through the growth of common understandings about effective system leadership and collaboration, as well as the establishment of a set of shared practices and processes aimed at systems change. With a significant shift towards practices that promote collective awareness, creativity, and action, it is clear that the leaders involved in the project are pioneering a more holistic and disruptive approach to leadership that embraces the complex, interdependent nature of learning within their schools, networks, and regions.

From the findings presented in this monograph, it is recommended that more research be undertaken to examine approaches that can help inform the professional learning and practical repertoire of both system leaders and those who are interested in supporting their work. In particular, this inquiry should include a consideration of the nature and impact of collective forms of leadership, alongside of the traditional focus on the individual. Finally, it is recommended that further research examine the development of disciplines and practices that build a capacity for adaptive learning at both the leadership and system level. In this way, we will not only develop our understanding of the role that such capacity building can perform as a key design element for approaching system development, but also the role it can play in developing effective systemic solutions to the challenges facing us in education.

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