
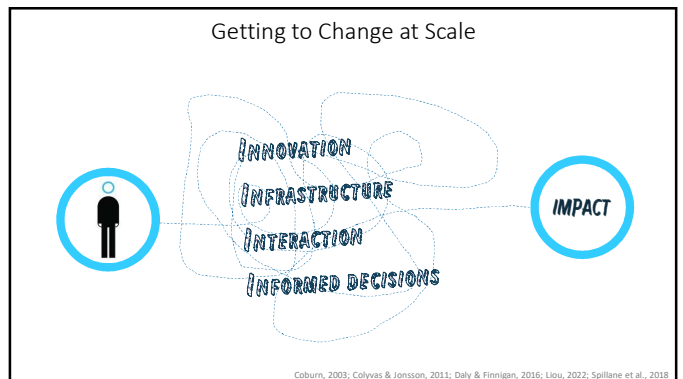
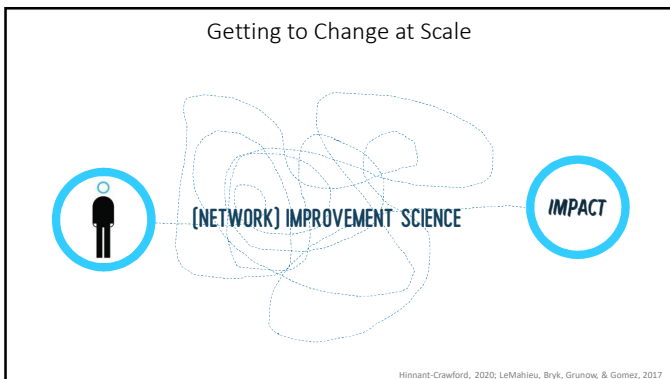
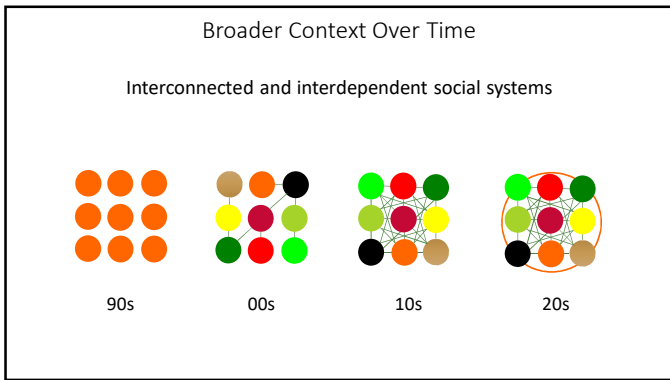
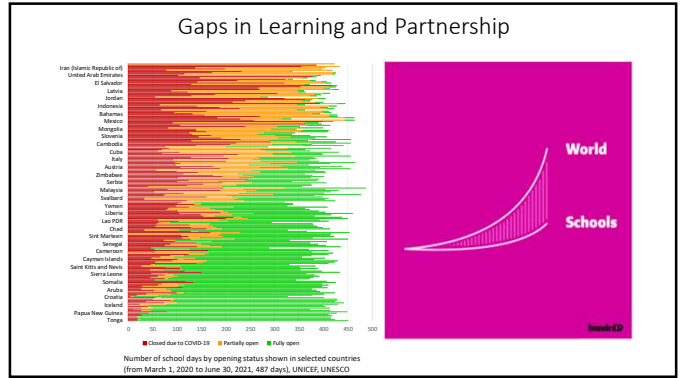


NETWORKED LEARNING ECOSYSTEM: EVOLVING BY DESIGN
 A SOCIAL NETWORK APPROACH TO LEADERSHIP FOR SYSTEMIC CHANGE

Yi-Hwa Liou
 National Taipei University of Education
 May 18, 2022
 Network Meeting for Danish Science Didacticians

IT'S ALL ABOUT RELATIONSHIPS!

*In organizations, real power and energy is generated through **relationships** and the capacity to form those relationships is more important than tasks, functions, roles, and positions.*

—Margaret Wheatley



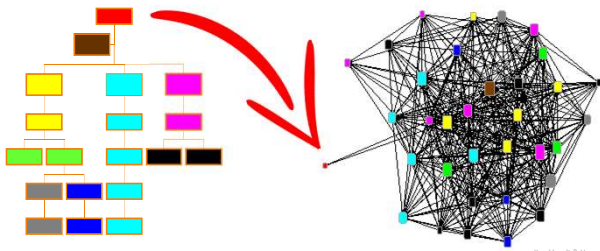
How can we leverage the power of relationships to grow impact?

...on and/or in supporting individual and collective learning and systems improvement

Relational Approach to Systems Change

Formal Org System

Informal Org System



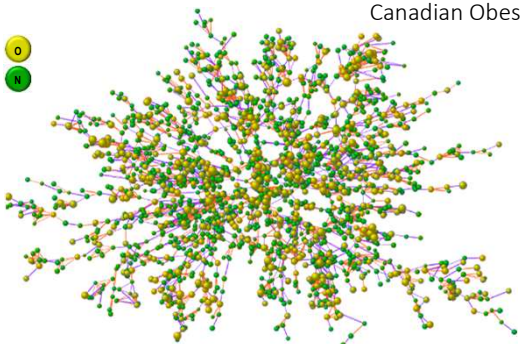
Core Ideas

1. Networks are everywhere.

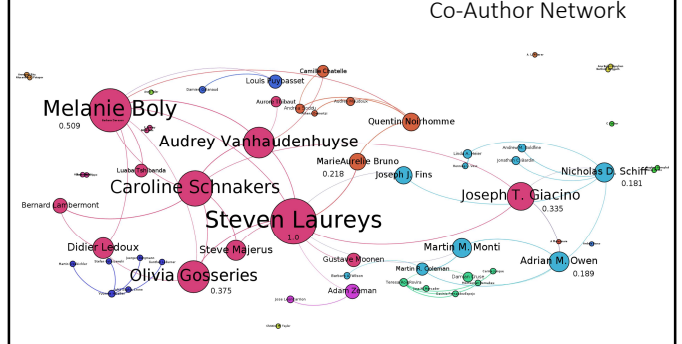
NETWORK LITERACY

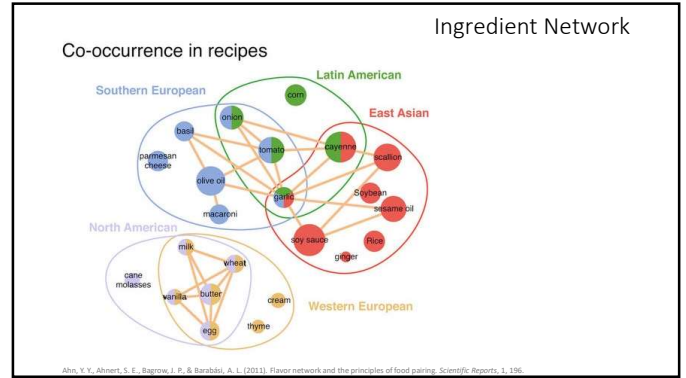
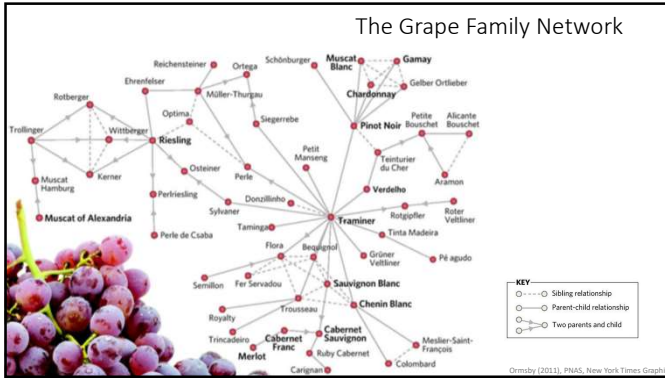
Essential Concepts and Core Ideas

Canadian Obesity Study



Co-Author Network





Core Ideas

1. Networks are **everywhere**.
2. Networks describe how things **connect** and **interact**.
3. Networks help reveal **patterns**.
4. **Visualizations** can provide an understanding of networks.
5. Computer technology allows us to study **real-world networks**.
6. Networks help us **compare** a wide variety of systems.
7. Network structures can **influence** their dynamics, and vice versa.

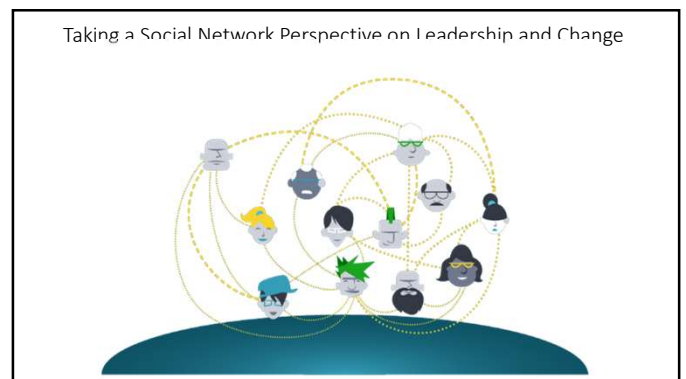
Sweeny, W. B., & Gill, M. J. (1997). Confidence and accuracy in person perception: Do we know what we think we know about our relationship partners?. Journal of Personality and Social Psychology, 72(3), 521.

NETWORK LITERACY & LEADERSHIP

(HBR, 2012; Liou et al., 2019, 2020)

1. Develop network **awareness** and **intentionality**.
2. Obtain a basic understanding of network technology.
3. Craft your network identity – **Embeddedness**
“Who you know shapes who you are”
4. Understand network intelligence – **Accessibility**
5. Understand network capabilities – **Community**

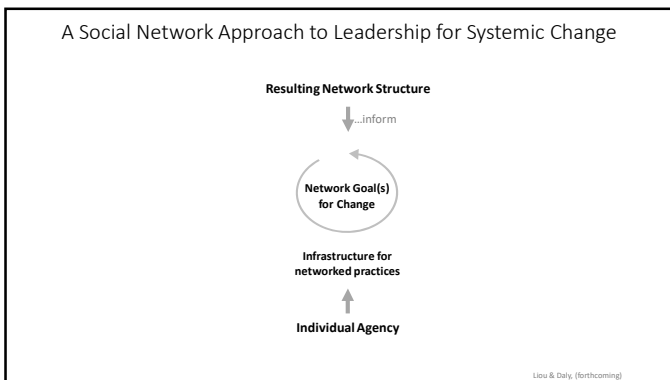
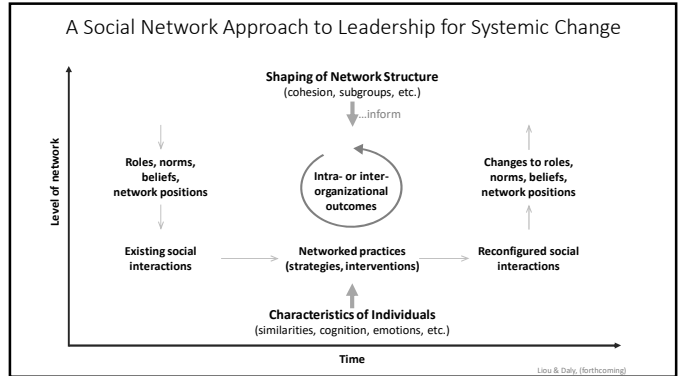
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Why a Social Network Perspective on Leadership and Change

- **Networks** are a way of **understanding social systems**
- Work often happens through **informal channels**
- **Relational connections** matter to **learning and innovation**
- Leadership (**agency**) occurs through interpersonal relationships
- Leaders leverage networks of relationships to **drive outcomes**
- **Network knowledge** (intellectual capital) is an asset in change efforts
- The challenges leaders face today are **interdependent**, which requires a network approach to making **systemic change**

Liu & Carrinus (2020); Liu & Daly, (forthcoming)



A Social Network Approach to Leadership for Systemic Change

The diagram shows a vertical flow: 'Individual Agency' at the bottom leads up to 'Infrastructure for networked practices', which leads up to 'Network Goal(s) for Change' (represented by a circular arrow). This goal leads up to 'Resulting Network Structure'. A dashed arrow labeled '...inform' points from 'Resulting Network Structure' down to 'Network Goal(s) for Change'.

1. What is the **network goal**?
2. What is the **infrastructure** design or mechanism that drives the goal?
3. **How** is the network achieving its set goal? (resulting structure)

Liu & Daly, (forthcoming)

A Social Network Approach to Leadership for Systemic Change

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Studies looking at levels of change:

1. Individual and group levels
2. School level
3. Systems level
4. Beyond boundary

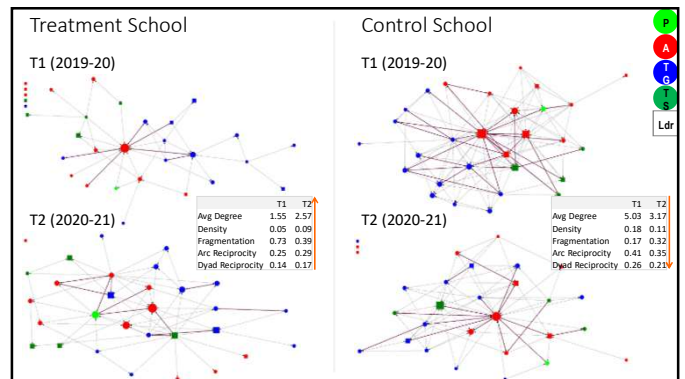
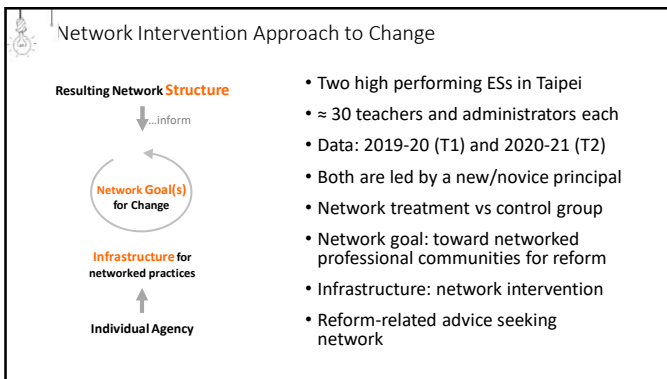
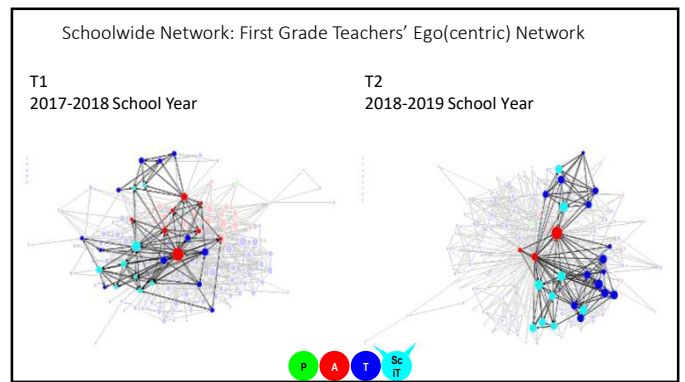
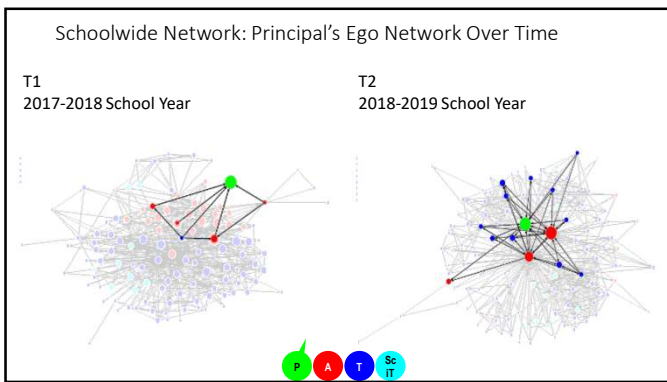
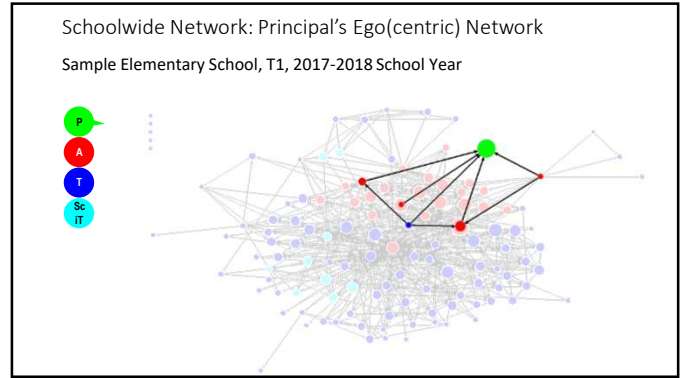
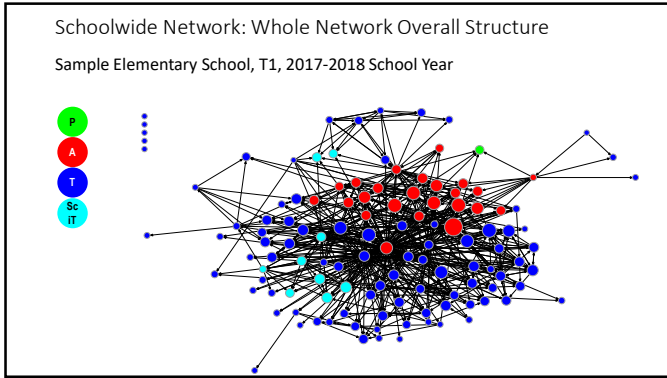
Liu & Daly, (forthcoming)

Principal Leadership Style and Network

The diagram shows a vertical flow: 'Individual Agency' at the bottom leads up to 'Infrastructure for networked practices', which leads up to 'Network Goal(s) for Change' (represented by a circular arrow). This goal leads up to 'Resulting Network Structure'. A dashed arrow labeled '...inform' points from 'Resulting Network Structure' down to 'Network Goal(s) for Change'.

- High performing elem. school in Taipei
- ≈ 150 teachers and administrators
- Data: 2017-18 (T1) and 2018-19 (T2)
- New/novice principal since T1
- Leadership style: laissez-faire
- Network goal: making sense of school culture and empowering teachers
- Infrastructure: teacher-led PLCs
- Work-related advice seeking network

Liu & Daly, (forthcoming)



Districtwide Collaboration Approach to Network Change

Resulting Network Structure

- One mid-sized school district in CA, USA
- 44 central office and school site leaders
- Data: November 2012, 2013, and 2014
- Districtwide mission: fostering trust and collaborative environment
- Network goal: creating cross-school or -sector collaboration among leaders
- Infrastructure: monthly leadership team meetings; research-practice partnership
- Network of advice seeking relationship around CCSS reform implementation

High School Principals' Network Position: Core vs Periphery

T1 (2012)

T3 (2014)

Community of Learning' Policy and Network Change

Resulting Network Structure

- Community of Learning (CoL) Policy of 2016 in New Zealand
- > 100 teachers, principals, CoL leaders
- Data: March 2019
- Network goal: fostering cross-school ties for curriculum reform
- Infrastructure: the CoL policy
- Network of collaborative relationship around curriculum reform

Leadership Role to the Configuration of CoL

Community of Learning (CoL) Policy of New Zealand, 2016

Collaborative Ties among One Sample CoL in 2019

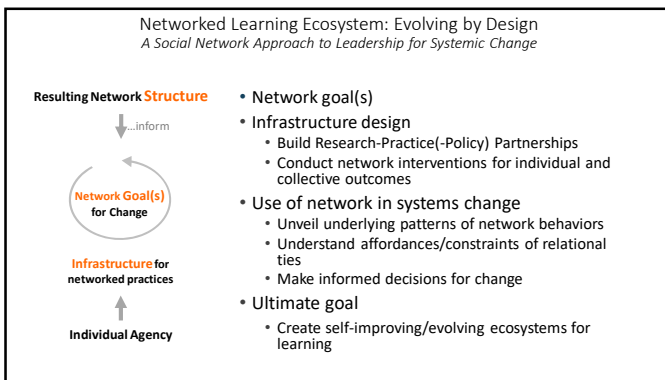
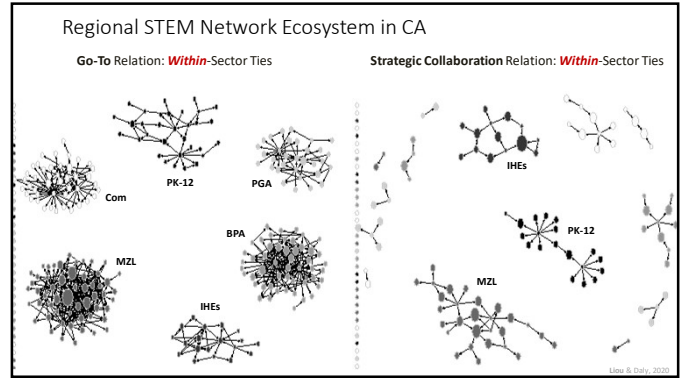
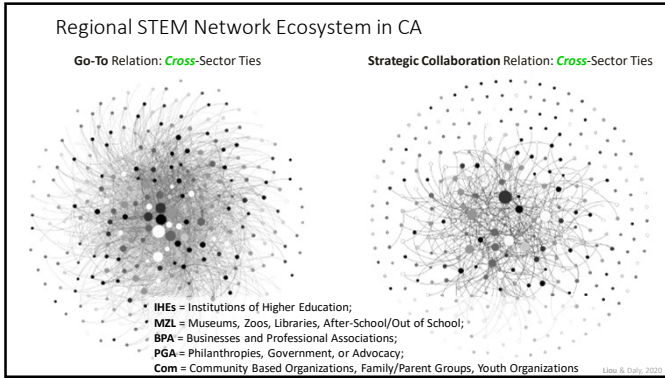
Leadership Role to the Configuration of CoL

Monthly Collaboration around Teaching and Learning, 2019

Strategic Collaborative Partnerships for Regional STEM Ecosystem

Resulting Network Structure

- A regional STEM network of 316 organizations across six sectors
- Data: 2017-2018 school year
- Network goal: creating cross-sector strategic collaboration for STEM edu.
- Infrastructure: the role of the network hub in initiating and organizing network activities
- Network of general go-to and collaboration relationships



The NetEdu Project Movement

WEAVING THE TRANSITION FROM STANDARDIZED EDUCATIONAL SYSTEMS TO HUMAN AND CARING ECOSYSTEMS THAT ENHANCE LEARNING, WELL-BEING AND EQUITY

Our Research-Practice Community supports schools, and cities around the globe to evolve into thriving Learning Ecosystems

NetEdu Tools: We share open tools for leaders, educators and organizations to evaluate and enhance the health and potential of their learning ecosystems.
NetEdu Global Community: We weave leaders to learn together, share results, ideas, strategies, change experiences of thriving learning ecosystems.
NetEdu Learning Journeys: We co-create and share papers, reports, workshops, webinars, peer-learning and other rich learning experiences.

Better Together: Change by Design

From a social network perspective,

1. how do educational systems might most effectively create conditions to support *all* to engage in learning and change efforts? and
2. what would be the most needed changes to policy and practice to help facilitate learning ecosystems and better results for schools?

Thank you for your time and attention

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