



# Connectivity of Adaptive Leadership Behavior to Teacher Development: Perspective and Prospects for Digital Learning

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Received: 20/08/2021

Accepted: 26/12/2021

Published: 22/03/2022

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## ABSTRACT

*The peculiar socio-cultural context of the pandemic situation requires schools to prepare for the new normal. This includes the challenge of technology on the delivery of online learning. The learning environment today becomes complicated when teachers virtually meet synchronously or asynchronously their students. This paper examines the virtual classrooms from a perspective of adaptive leadership, where the teacher becomes a leader, a mentor, a friend, and a coach to the students in a learning environment. In this setting, there is a vital need for connectivity between learners and teacher to jointly explore the multiple facets of learning. The Age of Digital Technology requires a new paradigm in teacher education in online learning; it, alters the learning patterns and behaviors of students. Hence, there is a need for teacher-learning connectivity in virtual learning. It is proposed that teacher development in embracing Adaptive Leadership to be connected with students in online classroom interaction.*

**Keywords:** Adaptive Leadership, Teacher Development, Connectivity, Digital Technology, And Virtual Learning.

## I. INTRODUCTION

Teacher development (TD) is an evolving learning process. This learning process is ongoing and endless. Even if a teacher has achieved certain development, he still needs to learn along with his whole life and career. This development does not only depend on formal learning, but it can also be self-initiated by teachers.

Teacher development relates to new experiences, new challenges, and opportunities to broaden one's repertoire and take on new responsibilities to develop one's potential in a new dimension of teaching. Recent research shows that a successful TD involves all areas in the school and should not only be confined as the responsibility of the teacher alone. Hence, TD should be viewed as not only a requirement of the profession but as a life-long process, supported by the school as we move forward to the future beyond the pandemic.

In 2021 and beyond, school environment experiences new challenges and opportunities. Teachers today need to broaden their personality and expertise in taking on a new responsibility to continue learning on the job. Through TD, teachers recognize their concern for their many and diverse needs to impart learning to individual learners. This includes confidence building, language development in a new online environment, assertive training in learning the new technology, sensitivity to the needs of learners and coping with cultural broadening specially in cases where there are diverse cultures in school.

In the Philippines, teacher training and teacher development are both anchored on classroom management and experiences. The distinction lies in that teacher training is competency-based and skills/technique/knowledge based as it requires prospective teachers to learn and master the content and pedagogy of the discipline. Hence, teacher training is required for entry to the profession. (Philippine Commission on Higher Education 2008)

## II. RESEARCH METHOD

This paper is a qualitative research (Marshall & Rossman, 2011); it makes use of documentary review and analysis in order to understand the role of Adaptive Leadership Behavior of teachers in the 21st century. It is heuristic (Moustakas, 1990) because it provides the teachers, researchers and the webinar audience opportunity to discover the connectivity of Adaptive Behavior in teacher development. This is an exploratory paper (Stebbins, 2011) that studies, examines, analyzes and investigates the role of adaptive leadership behavior of teachers

### III. DISCUSSION

#### 3.1 Conceptual Framework

In Figure 1 the conceptual framework of the study includes Hoyle's Adaptive Leadership (Hoyle & Davisson, 2011), Teacher Development Jeong-Bae Son (2018) and Technology as three key concepts in presenting Adaptive Leadership as a tool for teacher competence in the the Age of Digital Technology (Harari, 2012; 2018). Adaptive Leadership and TD addresses staffing and skills in 7S; Adaptive Leadership of Technology is Strategy and System in 7S, and TD and Technology is Systems and Skills in 7S.

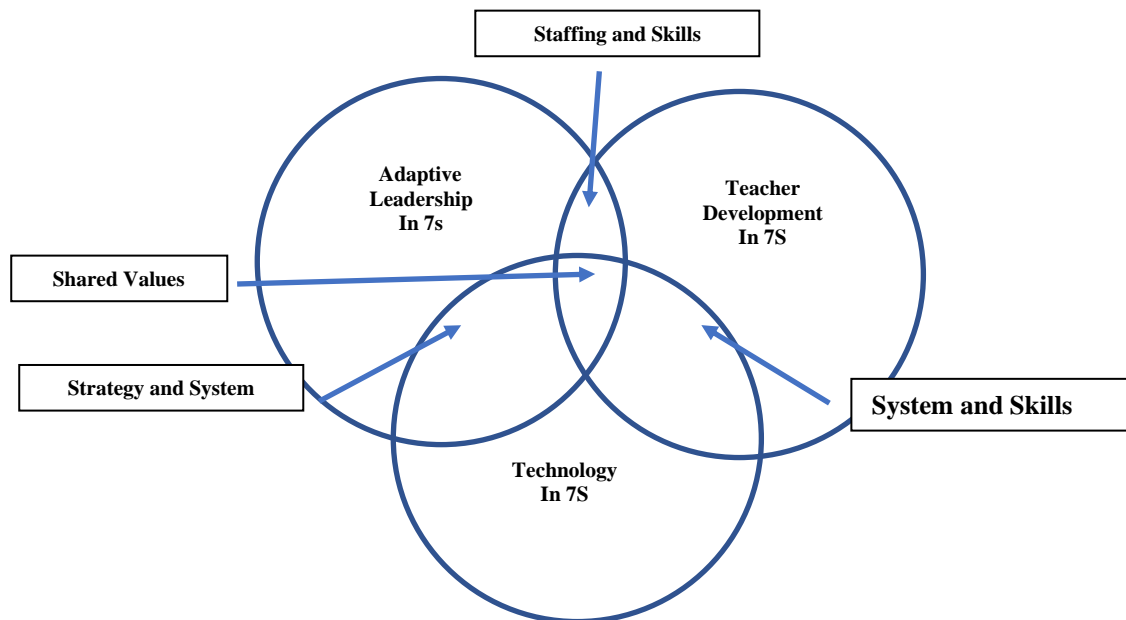


Figure 1. Conceptual Framework and McKinsey's 7S (Hudtohan & Jerusalem, 2021)

#### 3.2 Part 1 Perspective On Teacher Development

##### 3.2.1 Teacher Development and McKinsey's 7S

The paper makes use of the McKinsey 7S Framework as context of TD on how the TD cycle includes two basic elements needed a meaningful TD. In the model, the hard and the soft elements in the development of teachers more effectively. ([ementstudyguide.com/mckinsey-7s-change-model.htm](https://ementstudyguide.com/mckinsey-7s-change-model.htm))

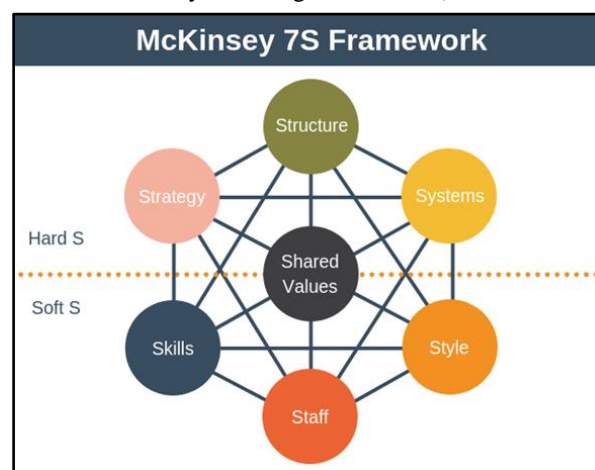


Figure 2. McKinsey 7s Model

(<https://expertprogrammanagement.com/2018/11/mckinsey-7s-framework/>)

The 7s of Mckinsey was originally meant as a framework of business corporations. Here, it is being adopted as framework to provide a macro context of teacher development in an academic institution. TD should address: 1. What structure is needed to implement TD? 2. What system must the school adopt to execute its TD strategy? 3. What leadership must be used to promote TD? 4. How can the faculty be helped by TD? 5. What are the specific skills that must be developed in TD? 6. What learning issues should TD address? 7. Which educational principles can help promote TD?

The three "hard" elements in the framework are strategy, structures (such as organization charts and reporting lines), and systems (such as formal processes and IT systems.) These are relatively easy to identify, and school management can influence them directly.

The four "soft" elements, on the other hand, can be not as easy to describe, being less tangible, and more influenced by people in the school. The paradigm shows that these four elements directly connect with teacher development in the following manner:

### 1. Pedagogic Skills and Interactive Learning

Ideally, the soft skills of teachers are developed during teacher training which comes first to teacher development. These two binaries – pedagogic skills and interactive learning - are not in opposition but must be viewed as circle – cycle like. Figure 2 shows there is a system of connections between these two components of teacher education.

While a formal teacher training emphasizes on the content and pedagogic skills and methodology for teaching, on the other hand, interactive learning – whether sync or async- is when the teacher deliberately creates an impact on the learners.

### 2. Shared Values - Presence and People

Interfacing with McKinsey framework, a related concept comes from Hoyles (2011) which emphasizes that teacher development has something to do with “presence” and “people’s skills otherwise called Interpersonal and intrapersonal intelligences - an awareness of how attitudes and behaviors affect teachers in their profession.

Rick Hoyle, professor of psychology and neuroscience at Duke University, presented findings from a paper emphasizing that teaching is an INTRINSIC process to the teacher’s being (Hoyle and Davisson, 2011). The individual skills of teachers at work operate across contexts, as Hoyle discusses that on the personal level, the examples of intrapersonal skills needed in the new normal era include attributes such as:

- planfulness,
- self-discipline,
- delay of gratification,
- ability of a person to deal with and overcome distractions,
- ability to adjust one’s strategy or approach as needed.

In Hoyle’s () view, the common thread among these attributes is a skill called self-regulation. His framework has no current consensus regarding a single definition of self-regulation. Hoyle laid out a conceptualization of self-regulation, which he emphasized was not really a model or a theory, but a framework that might help move forward in developing assessments. This conceptualization is presented in Figure 2. Understanding these components of self-regulation helps to provide a basis for defining constructs that might be assessed.

**Table 1. Concept of Self-regulation (Hoyle, 2002)**

Foundations	Processes	Consequences
<ul style="list-style-type: none"> <li>➤ executive function               <ul style="list-style-type: none"> <li>•inhibition</li> <li>•working memory</li> <li>•shifting</li> </ul> </li> <li>➤ temperament               <ul style="list-style-type: none"> <li>•effortful control</li> <li>•reactive control</li> </ul> </li> <li>➤ personality               <ul style="list-style-type: none"> <li>•higher-order</li> <li>•lower-order</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ receiving information</li> <li>➤ evaluating information</li> <li>➤ triggering change</li> <li>➤ searching for options</li> <li>➤ formulating a plan</li> <li>➤ implementing the plan</li> <li>➤ assessing effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>➤ normative</li> <li>➤ domain specific</li> <li>➤ idiosyncratic</li> </ul>

### 3. Style: Haffeth’s Adaptive Model

Along with McKinsey and Hoyle’s concepts is a practical-to-use - model in teacher development. The Adaptive Change model describes a cycle that occurs when school organizations encounter or design intentional destabilizing events that have the potential to move the whole system to a higher level of performance. These discontinuities initiate the change cycle, challenging the Status Quo and requiring that teachers establish a new vision for the future, which is now called the “new normal era”.

Adaptive leadership a leadership model that was introduced by Ronald Heifetz and Marty Linsky. Heifetz defines it as the act of mobilizing a group of individuals to handle tough challenges and emerge triumphant as school managers embrace the new era. Heifetz first defined this problem with his distinctive theory of adaptive leadership in *Leadership Without Easy Answers*. In a second book, *Leadership on the Line*, Heifetz and coauthor Marty Linsky highlighted the individual and organizational dangers of leading through deep change in business, politics, and community life. Now, Heifetz, Linsky, and coauthor Alexander Grashow are taking the next step: *The Practice of Adaptive Leadership* is a hands-on, practical guide containing stories, tools, diagrams, cases, and worksheets to help you develop your skills as an adaptive leader, able to take people outside their comfort zones and assess and address the toughest challenges.

#### 4. Staff and Technology”

Today, the challenge to become a technological teacher is someone who makes something happen either in the technology (i.e., causing technology to appear or be used productively) or aided by the technology (i.e., causing things to occur using productive technology).

With the help of technology, “technology” can view the number of tasks needed in the classroom in real-time. It also helps them communicate any change in the tasks they are doing no matter where they are. It has brought a good amount of change in the way leaders communicate and deal with their employees. Technology enables personalized pathways for student learning through active and collaborative learning activities. Clearly defined sets of learning outcomes guide instruction. (<http://www.sba.oakland.edu> › Technology Leadership Text)

### 3.3 Part II: Respects for the 21st Century Teacher

In the book *Teaching 2030* by Barnett Berry (2014; 2013) and 12 classroom experts, the authors pinpoint specific skills educators will need to teach in the schools of tomorrow. They say teachers must be prepared to find and adapt new technologies to engage the digital generation, as well as work across traditional subject areas using project learning. They must be able to use data and evidence to inform their practice and know how to work in both virtual learning environments and brick-and-mortar schools. And they'll need to collaborate with community-based organizations and work in schools that provide all kinds of other services for students and their families.

Along those lines, Berry has outlined five changes he believes need to be made to the future of teacher education.

#### 1. Informed Need.

University-based education schools currently produce about 170,000 graduates every year -- but only 70 percent of those actually enter teaching. One reason is the mismatch between production and market demand. In some “teacher surplus” states, universities graduate far too many teachers prepared for subjects and areas in low demand (such as elementary, physical education, social studies), while math, science, and special education vacancies continue to frustrate school leaders as well as parents.

And because of the way education schools are funded, most universities offer just about every kind of teacher education major, irrespective of the local needs of area districts looking for new recruits. In the future, as long as we have the right policies in place, education schools should recruit and prepare those who are needed — and use the cost savings to recruit the right teachers who can teach the right subjects -- as well as invest more in the right kind of pedagogical training.

#### 2. Investment in Real Life Contexts.

Most university-based teacher education programs, unlike those in engineering, architecture, and nursing (and of course medicine), have few resources to prepare recruits in clinical, or real-life, contexts. Future teachers have had little opportunity to learn how to teach in schools under the tutelage of master teachers and college faculty who can closely supervise them and ensure they pass muster on rigorous (and more expensive) performance assessments.

Teachers must also learn how to work effectively in both virtual networks as well as in community-based organizations that serve student learning in 24/7 venues. Policymakers must do their share by investing in the clinical training of future teachers, who can learn how to teach by interning in the places and with the people with whom they work in order to serve students effectively.

#### 3. Changing the Context of the Content.

Most education schools have taught teachers how to know things and think about things. But they’ve never had the chance to practice implementing high-level strategies, like communicating with parents and eliciting student thinking around subject areas. How do you teach someone to unpack a student’s thinking around specific subjects, in physics, social studies, literature? How do you build, create, and score assessments? How do you communicate student progress to not just parents but also policymakers? How do you give homework that’s meaningful? How do you help students, who are growing up on virtual reality games and Google figure out how to determine the accuracy of content and how to use it in solving problems? Universities must help future teachers understand and capitalize on the changing context of content in teaching diverse learners to meet high academic standards.

#### 4. Seamless Connections Between Pres-service Education and Professional Development.

With an explosion of diverse students in chaotic school environments (and growing numbers of those with special needs or whose first language is not English), it's that much more difficult for novice teachers to be fully prepared. The teacher education system needs to ensure that pre-service teachers learn crucial skills (see #3) in settings similar to those in which they will teach. They must go through performance assessments to determine their strengths and weaknesses, and this information must be used to craft plans for their future development as educators.

With virtual communities like Teacher Leaders Network, and new outlets like the Teaching Channel, teachers can learn from each other, while ed schools and school districts can find ways to capitalize on these connections. Doing all of this will require that policymakers fuse the resources of universities and school districts in creating seamless connections between pre-service training and on-going professional development.

#### 5. Learning and Leading in Historical Context.

In preparing all students to work in the global economy and participate in our complex, evolving democracy, public schools need to capitalize on the untapped potential of teacher leaders. Our education schools need to prepare this new generation of teacher leaders, who know how to spread their pedagogical expertise to colleagues and administrators and can communicate effectively with policymakers and parents. Doing so requires not just teachers who have technical skill in connecting good ideas with the right stakeholders and constituents, but who also have a deep understanding of how historical imperatives shape future prospects for the profession that makes all others

possible. Educators who train teachers must cultivate a critical mass of teacher leaders, or teacherpreneurs, who continue to teach but have knowledge and skill to lead the transformation of teaching and learning.

#### **6. The Rise of Accessibility and Assistive Technology.**

In 21st century learning there is a need to assist student populations who were previously left behind. One cannot really talk about how technology affects education without talking about accessibility for sectors of the population that were previously left behind. This is, without a doubt, one of the most exciting positive effects of technology on education. For blind students, the technology converts slides and texts into electronic Braille, and audio recordings of classes provide another option.

Similarly, video recordings of classes provide hard of hearing and deaf students with the ability to access lectures as well. In this case, captions are added to the video, of course. With artificial intelligence software, captions can be provided quickly and accurately. The software produces captions within seconds or in real-time, allowing students to keep up with the class.

Human transcribers review the captions and edit them for deeper accuracy. This feedback is then used to train the software better about topic-specific terms and events, turning the process faster, more cost-effective and more accurate over time. Alternatively, or in addition, classes can be transcribed and presented to students in text-only format. Artificial intelligence academic software is available for transcriptions as well, operating in the same way it does with captions.

Either way, the ability to access course materials in multiple formats and participate in courses via multiple channels allows both students in wheelchairs and students dealing with physical and mental illnesses to continue their education. While it's easier to hide, many students face mental illnesses that make it challenging to get out the door, sit in packed classrooms or participate in conventional ways, even if their grades depend on them doing so. Step by step, technology helps them reach their education dreams, too.

#### **7. Distance Education and E-Learning Enable Creative Collaborations and Learning Experiences**

Besides making education accessible to students dealing with disabilities, distance education and e-learning technology open the door to students who would otherwise not be able to afford higher education. Whether they can't afford to move near their desired university, can't afford standard tuition and textbooks, or need to work a full-time job or taking care of family members, and therefore need a more flexible schedule, technology opens the door for them too. Distance education and e-learning also make it much easier for people who have graduated with a BA or MA to continue their education, whether for professional development or simply for personal joy. But the positive effects of technology on education don't end here.

Technology enables education organizations to partner with each other, and to easily bring professors from other universities to teach their students, despite geographical distances that would otherwise require more availability from the professors and higher costs for the organization. A professor can record a class from her home in Alaska, and it will be screened in New York. Similarly, a hospital can partner with a university and bring cameras into its operation rooms, so med students and medical device engineering students could see (almost) firsthand the professional world they're about to enter.

To expand experiential learning, universities can connect students with real-life people who will be impacted by their future work, and can give them insights that a textbook can't. When training social workers, for example, universities can host a video conference with people who have grown up in foster care but are not able to come into the classroom, to share their stories. The impact of technology on student learning, and what students take with them as they enter the workforce and shape the country's future, is abundantly deep.

### **IV. CONCLUSION**

Looking forward to the next generation, the call is for teachers to commit themselves to make an even bigger impact on education in the next decade,

Now that educational organizations have seen how technology has changed education positively, it is understandable to feel hungry for more. The timing couldn't be more perfect for universities to look for ways to expand their impact, as we enter a new decade.

Bringing representatives from multiple departments together, schools can strategize goals for every department, and for the organization as a whole, and start turning it into a game plan. If all this is possible on the brink of the 21st century's third decade, imagine where we could be in 10 years.

Our university can be the leader of this teaching and learning transformation. As Yuval Noah Harari puts it: We are now Homo Deus (Harari, 2016). Take a look at these trends in the use of digital technology and humans interact with machines; truly Homo Deus leaning in the 21st century (Harari, 2019):



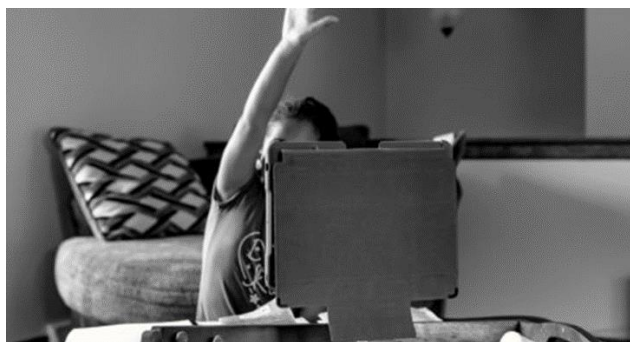


Figure 3. When the majority of schools moved online, many teachers and students had to adapt to an unfamiliar world of distance. (November 08, 2021).



Figure 4. The global video conferencing market is estimated to reach \$6.03 billion by the end of 2021. With video conferencing software (November 08, 2021)



**Figure 5. Court reporting agencies face unique challenges as the legal system struggles to address the backlog of cases. Difficulty in finding cases' Verbit helps. November 10, 2021 <https://verbit.ai/court-reporting-challenges-and-how-verbit-helps/05, 2021>**

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