Leadership: Maximizing Impact

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MOTION
LEADERSHIP

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How Systems Improve	▪ Relentless high expectations that challenge the status quo
Cultivating 'Systemness'	▪ Partnership with the sector, establishing a commonly owned strategy in the system as a whole
Get Accountability Right	▪ Overall developmental stance/culture of learning ▪ Transparency ▪ Monitor progress and take developmental action ▪ Intervene selectively
Capacity Building	Associated with degrees of school/district autonomy under the following conditions: 1. Focusing on powerful pedagogies linked to deep student learning 2. Transparency of results and practice 3. Principal and teacher collective participation in instruction 4. Purposeful collaboration with other schools/district 5. Shared standards, metrics and evidence regarding progress 6. Establishing processes that 'systematize the work' 7. Mutual commitment to combine internal and external accountability

| Establish Policies and Strategies | ▪ To integrate human and social capital including developing the teaching profession and leaders at all levels |

| Learn From and Act On | ▪ Evidence from implementation, locally and globally |

| Urgency and Change | ▪ Big changes can't be initiated without some terrible sense of urgency, but once we leave the starting box, the need is to focus our efforts. Without focus, urgency makes things worse. (Kotter, in *The Principalship*, p. 21) |

Which type of urgency are you feeling?

FALSE URGENCY	FOCUSED URGENCY
▪ Accompanies persistent failure	▪ Focused desire to win
▪ Anxiety, frustration, anger	▪ Sense of great opportunities coupled with hazards
▪ Frenetic activity to cure the problem	▪ Relentless, fast moving, alert activity directed toward important issues
▪ Running from one unlikely solution to the next	

Right vs Wrong Drivers

RIGHT DRIVERS	WRONG DRIVERS (Enablers)
▪ Capacity building	▪ Accountability
▪ Collaborative work	▪ Individual teacher and leadership quality
▪ Instruction	▪ Technology
▪ Systemness	▪ Fragmented strategies

The Principal: Three Keys to Maximizing Impact

| Micro Madness | ▪ We have taken instructional leadership too literally or have chased the dream of individual heroic leaders working autonomously to save the day. |
| | ▪ Neither school autonomy nor detailed (classroom/teacher) observations are effective in producing results at scale. |

Instructional Leadership Gone Awry	- Micromanaging mania - Wise cats join the mice
Maximizing Impact from Instructional Leadership	- Be specifically involved in instruction so that teachers are knowledgeable about its nature and importance. - Resist the micromanaging of one teacher at a time. - Focus on actions that will shape the culture of learning more powerfully. - Develop the professional capital of teachers as a group.
Role of the Principal	
Agent of Change	Moves people and organizations forward under difficult conditions
Leading Learning	Models learning and shapes the conditions for all to learn
System Player	Contributes to and benefits from system improvement

■ Read the quotes and select the one that is most important for you. Complete a quick write explaining why you selected it.

	Quick Write — The Principal: Three Keys to Maximizing Impact (Fullan, 2014)	
1.	Humans are fundamentally motivated by two factors: doing things that are intrinsically meaningful, and working with others—peers, for example—in accomplishing worthwhile goals never before reached. If principals can get the knack of stimulating and enabling these organic forces, then fundamental changes will occur in rapidly accelerating time frames, transforming stodgy or moribund school systems into dynamic learning environments. (p.7)	
2.	The new role of the principal as I see it emerging … is a trio of parts, the most central of which is learning leader—one who models learning, but also shapes the conditions for all to learn on a continuous basis. … Flanking that part of the role, at this stage of our redirection, will be two others: system player and agent of change. (p.9)	
3.	A crisis without a strategy is a recipe for random action and growing frustration. (p. 23)	

4.	You don't get (shared) depth at a workshop; you don't get it just by hiring great individuals; you don't get it just through evaluations. And you don't get it through congenial relationships. You develop shared depth through continuous learning, by solving problems, and by getting better and better at what you do. Developing expertise day after day by making learning and its impact the focus of the work is what pays off. Expertise, individual and collective, is what counts. (p. 82)	
5.	The fact is, most effective leaders want to make a contribution beyond their own borders. I have met scores of such leaders, and they are not megalomaniacs but in fact the opposite. They are humble. But they want to learn more, and they want to think they have something to offer that will benefit others. They don't want money or glory, but they do want a bigger platform from which to maximize their impact. They make perfect change agents, because they push upward and laterally from the bottom and the middle. (p.116)	
6.	Facing the unpredictable, principals must be able to handle a good deal of ambiguity while displaying strong lead learner qualities. … Our change agent principals operate very well under these conditions because they help the group work toward clarity and effectiveness under difficult circumstances. (p. 145)	

The Leader Learner: The Principal's New Role	To increase impact, principals should use their time differently. They should direct their energies to developing the group. (p. 55)
	To lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't. (p. 55)
What has a greater impact on teacher learning?	- Teacher appraisal - Professional development - Collaborative cultures

Professional Capital

Professional Capital: Transforming Teaching in Every School	- Professional capital - Human capital - Social capital - Decisional capital Hargreaves & Fullan, *Professional* Capital, 2012
Human Capital	The human resources or personnel dimension of the quality of the teachers in the school—their basic teaching talents
Social Capital	The quality and quantity of interactions and relationships among people. In a school, it affects teachers' access to knowledge and information, their sense of expectation, obligation, and trust; and their commitment to work together for a common cause.
Decisional Capital	- The resources of knowledge, intelligence, and energy that are required to put human and social capital to effective use - The capacity to choose well and make good decisions.
Professional Capital	Cultivating human and social capital over time, deliberating, identifying, and spreading instructional practices that are the most effective for meeting the learning goals of the school.

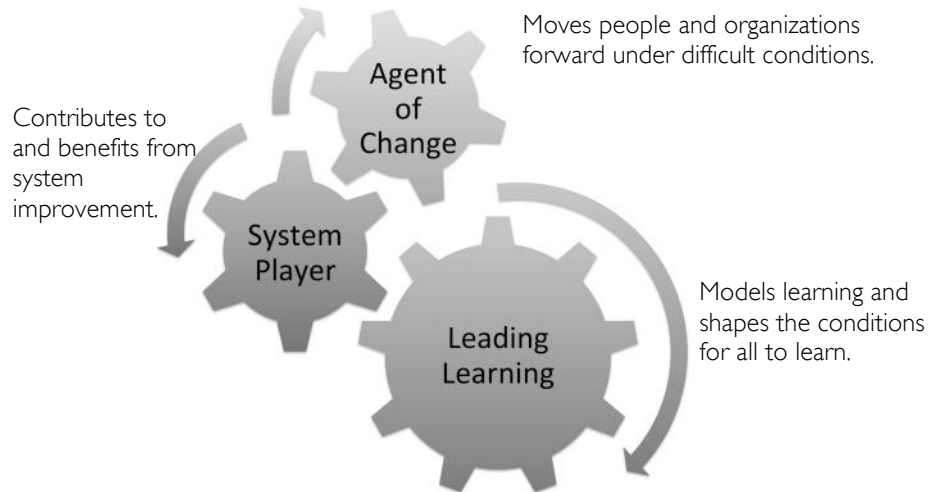Professional Capital in Action:
Park Manor Public School

▪ Use the placemat to record your observations of James Bond, principal and lead learner at Park Manor School.

Placemat: Park Manor—Evidence of Professional Capital in Action	
Social Capital: Collaboration to improve student learning	Human Capital: Improvement of teaching
Decisional Capital: How decisions are made	Evidence of principal as lead learner

|	
Principal as Lead Learner	The principal does not lead all instructional learning. The principal works to ensure that intense instructional focus and continuous learning are the core work of the school and does this by being a talent scout and social engineer, building a culture for learning, tapping others to co-lead, and, well, basically being a learning leader for all. (p. 90)
Role of the Principal	
Being a District and System Player	The boundary between the school and the outside is becoming more permeable. This has opened up an exciting new (and daunting) world for principals. (p. 97)
Building External Networks and Partnerships	The high-performing leaders build teams and delegate work and thereby find time to spend with parents, teachers, students, community members, school system leaders, and other leaders inside and outside of education. These networks produce new ideas, practices, and materials that can be effectively used to improve results in their own schools. (Kirtman, in *The Principalship*, p. 99)
Power of Intra-District Interactions	Principals and teachers from different schools learn from each other. Schools get stronger because the district and other schools are getting stronger. (p. 103)

District Coherence	Large-scale success will occur only when system members begin to act from a shared, coherent mind-set. The only way to develop a shared mind-set is through purposeful and continuous interaction and learning over a period of time. (p. 104)
Maximizing your Impact	The principal must seek ideas from other similar schools that perhaps have had more success, and must see herself or himself as a system player. When the ideas of thousands of principals are unleashed and shared, imagine the resources. When principals form productive partnerships with other schools, consider the support they can gain through interaction between their staff and that of other schools. (p. 116)

Agent of Change
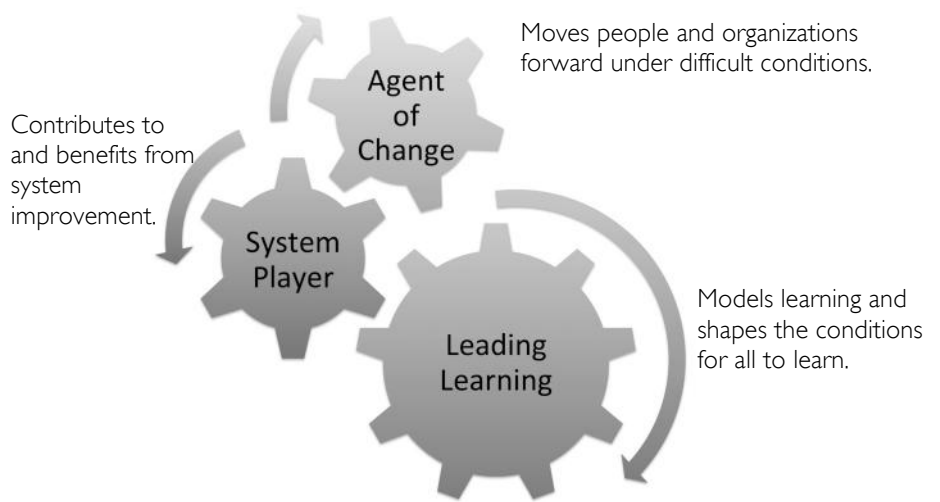
Role of the Principal	
Change Agent	The leader's role is to work through and help others work through these ambiguities—sometimes by overcoming resistance, but mostly by reassuring the potential losers that there is something to gain; other times by helping the willing gain the grounded confidence that is essential to success. (p. 123)

| Mastery and Passion: A Mutual Feed | Passion matters but must be earned through actually getting better at leading change—the latter achieved through a process of learning that does depend on some degree of trial and error. … You only feel passion emotionally when you are skilled at the work and are actually experiencing success. Passion without skill is dangerous. (p. 125) |

Skills for Leading Change

1. Challenges the status quo
2. Builds trust through clear communication and expectations
3. Creates a commonly owned plan for success
4. Focuses on team over self
5. Has a sense of urgency for sustainable results
6. Commits to continuous improvement for self
7. Builds external networks and partnerships. (Kirtman, in *The Principalship*, p. 128)

Agent of Change

The competencies are identifiable and learnable. They will require merging skill and passion in a way that enhances both. They will involve balancing and integrating your assertiveness and others' initiative. (p. 137)

What Goes Wrong

THE PROBLEM	THE SYMPTOMS	STRENGTHS AND NEEDS
Too eager to make a difference	Fail to build relationships	
Undervalue the ideas of others	Overlook the talented and committed individuals who exist, even in broken systems	
Lack confidence	Change course at the first sign of a problem; Jump from initiative to initiative	
Lack strategic skills to execute	Too pushy or pully; Unable to assess the needs accurately	
Trip on their own strengths	Overuse potentially positive attributes	

Virtues and Vices of Forceful and Enabling Leadership

FORCEFUL		ENABLING	
VICES	VIRTUES	VIRTUES	VICES
Over-controlling	Takes charge	Empowers	Trusts; doesn't verify
Dominates meetings	Declares	Listens	Receptive to a fault
Too demanding	Pushes	Supports	Too nice

Kaplan & Kaiser, *Fear Your Strengths*, 2013

**Virtues and Vices of Forceful and Enabling Leadership**

STRATEGIC		OPERATIONAL	
VICES	VIRTUES	VIRTUES	VICES
Head in the clouds	Direction	Execution	Tunnel vision
Eyes bigger than stomach	Growth	Efficiency	Too restrictive & cost conscious
Fixing what isn't broken	Innovative	Order	Rigidly process orientated

Kaplan & Kaiser, *Fear Your Strengths*, 2013

The Leader's New Role

There has never been a time when the circumstances for the role of leader have been more volatile. Facing the unpredictable, leaders must be able to handle a good deal of ambiguity while displaying strong lead learner qualities. (p. 145)

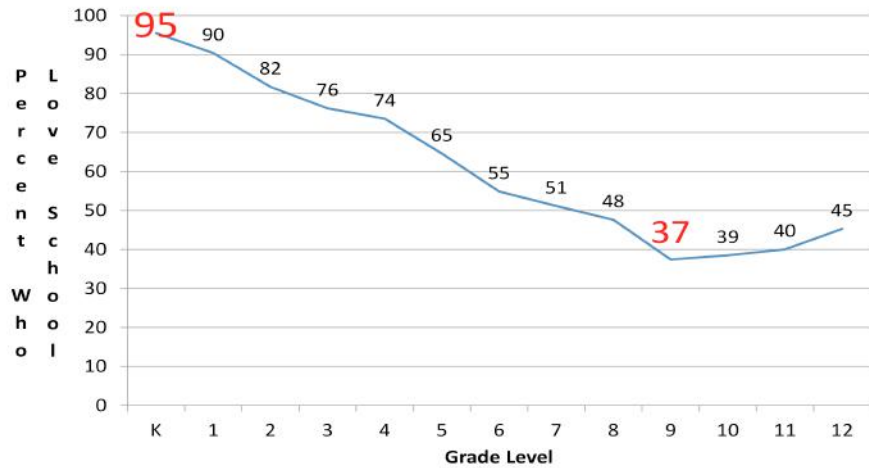**The Unplanned Digital Revolution**
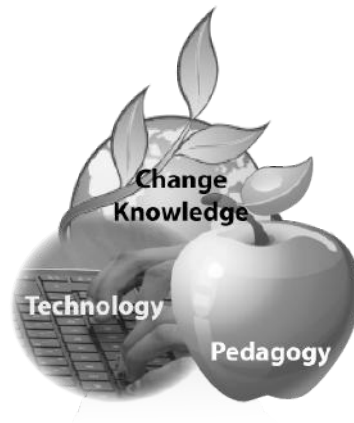
Push/Pull Factors	**PUSH FACTOR**
	▪ School is increasingly boring for students and alienating for teachers.
	PULL FACTOR
	▪ The ever-alluring digital world.

Increasing Student Boredom

Loss of Enthusiasm by Grade Level

Percent Who (Love School)

Grade Level	Percent
K	95
1	90
2	82
3	76
4	74
5	65
6	55
7	51
8	48
9	37
10	39
11	40
12	45

Jenkins, 2012

Disengaged Students

Legend:
- I put forth my best effort at school
- Teachers make school an exciting place to learn
- Students have a voice in decision making at school

	6th grade	11th grade
I put forth my best effort at school	87%	69%
Teachers make school an exciting place to learn	60%	33%
Students have a voice in decision making at school	60%	34%
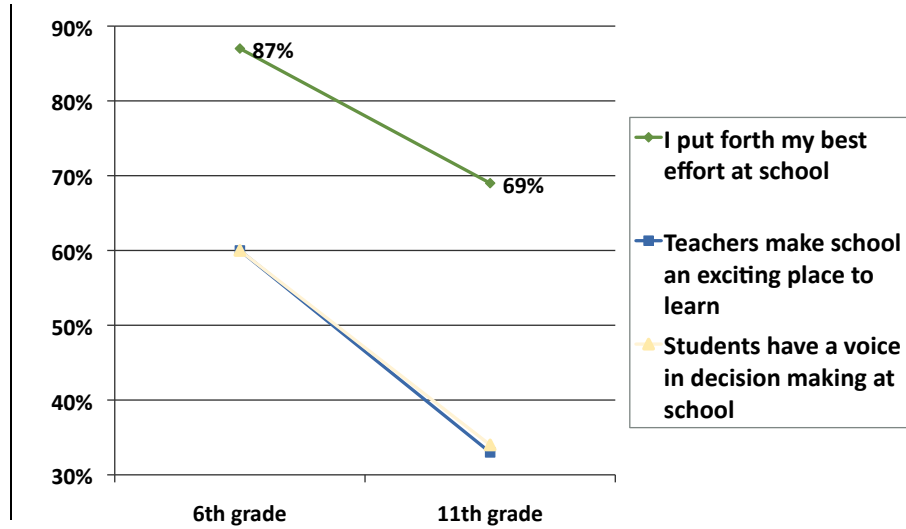
My Voice National Student Report, 2012

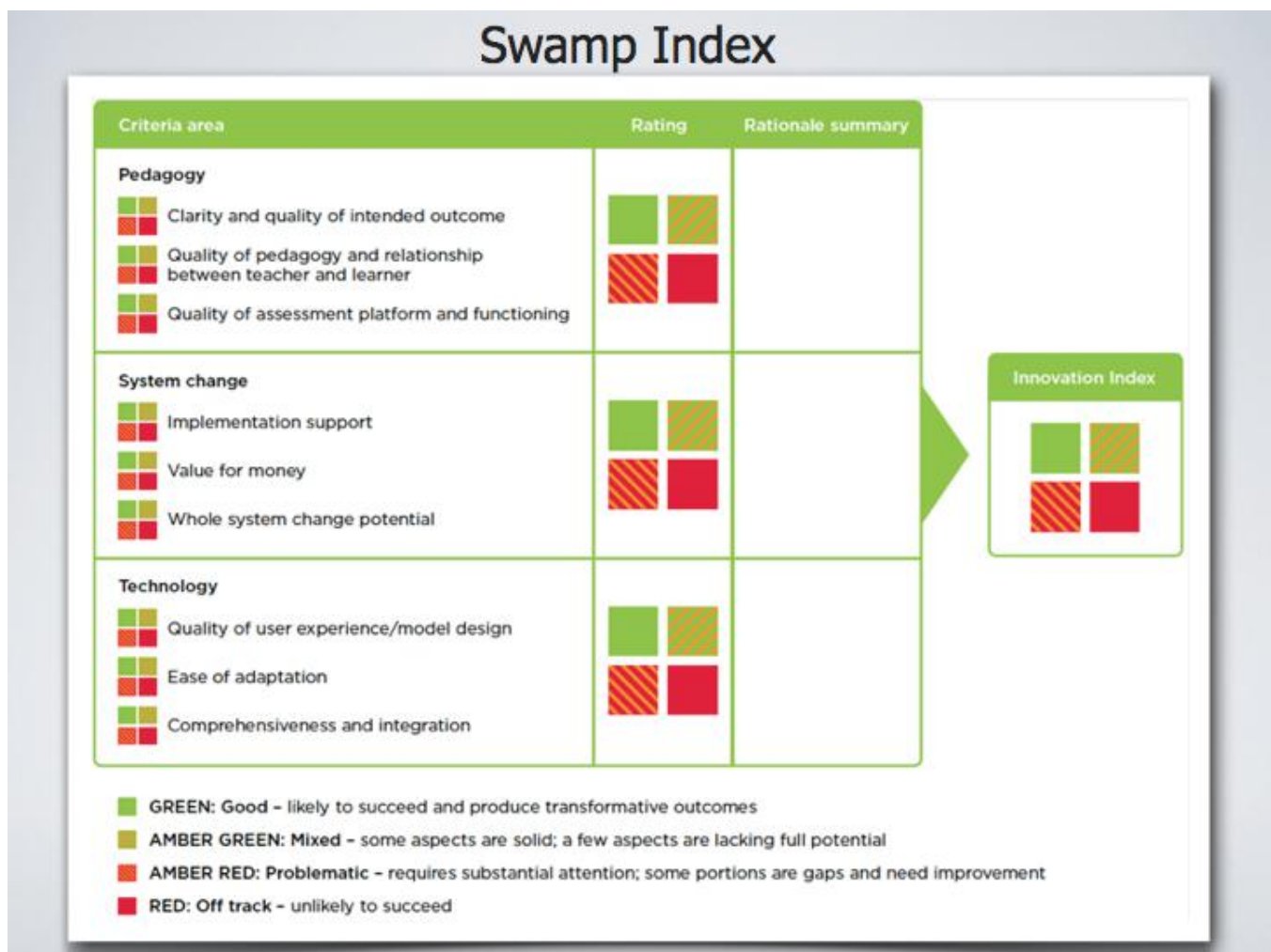| New Learning— Exciting Innovative Learning Experiences for All Students:	▪ Irresistibly engaging for both students and teachers ▪ Elegantly efficient and easy to use ▪ Technologically ubiquitous 24/7 ▪ Steeped in real-life problem solving
The New Pedagogy	▪ A new learning partnership between and among teachers and students.
Teachers and Students as Pedagogical Partners	**Teacher as Facilitator** .17 ▪ simulations and gaming; inquiry based; smaller class sizes; individualized instruction; problem-based learning; web-based; inductive teaching **Teacher as Activator** .60 ▪ reciprocal teaching; feedback; teacher-student self-verbalization; meta-cognition; goals-challenging; frequent effects of teaching

Hattie, 2012

Swamp Index

Criteria area	Rating	Rationale summary
Pedagogy		
Clarity and quality of intended outcome		
Quality of pedagogy and relationship between teacher and learner		
Quality of assessment platform and functioning		
System change		
Implementation support		
Value for money		
Whole system change potential		
Technology		
Quality of user experience/model design		
Ease of adaptation		
Comprehensiveness and integration		

Innovation Index

- GREEN: Good – likely to succeed and produce transformative outcomes
- AMBER GREEN: Mixed – some aspects are solid; a few aspects are lacking full potential
- AMBER RED: Problematic – requires substantial attention; some portions are gaps and need improvement
- RED: Off track – unlikely to succeed

Fullan & Donnelly, 2013

| The New Pedagogy | ▪ A new learning partnership between and among teachers and students. |

Deep Learning

Fullan, *Stratosphere*, 2012

Positive Contagion

People take to change when:

▪ It is intrinsically interesting.

▪ It is pursued in a non-judgmental culture.

▪ They have some say in its evolution.

▪ They are developing ownership with others.

▪ They enjoy doing something worthwhile with peers inside and outside their schools.

A Rich Seam:
New Systems of Measure

Practices:
• Deep Learning tasks
• Student work products

Conditions:
• Student aspirations & engagement
• Student-teacher partnerships
• Pedagogical practices

Outcomes:
• Demonstrated deep learning competencies

Fullan & Langworthy, January 2014

A Rich Seam:
How New Pedagogies Find Deep Learning

Fullan & Langworthy, January 2014

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MOTION LEADERSHIP

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Michael Fullan, OC, is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. Michael Fullan received the Order of Canada in December 2012. He holds honorary doctorates from Hong Kong Institute of Education, Duquesne University, Pittsburgh, Pennsylvania; University of Edinburgh, Scotland; Newman University College, University of Leicester; and Nipissing University in Canada.

Fullan is a prolific, award-winning author whose books have been published in many languages. His book *Leading in a Culture of Change* was awarded the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council), *Breakthrough* (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education (AACTE), and *Turnaround Leadership in Higher Education* (with Geoff Scott) won the Bellwether Book Award in 2009. *Change Wars* (with Andy Hargreaves) was awarded the 2009 Book of the Year Award by Learning Forward and *Professional Capital* (with Andy Hargreaves) won the AACTE 2013 Book of the Year. Michael Fullan's latest books are:

- All Systems Go, 2010
- The Moral Imperative Realized, 2010
- Change Leader: Learning to Do What Matters Most, 2011
- Professional Capital, Transforming Teaching in Every School (with Andy Hargreaves), 2012
- Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge, 2013
- Motion Leadership In Action, 2013
- The Principal: Maximizing Impact, 2014
- A Rich Seam: How New Pedagogies Find Deep Learning (with Maria Langworthy), January 2014
- Big City School Reform: Lessons from New York, Toronto, and London (with Alan Boyle), 2014

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