CHANGE

making it happen in your school and system

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Our work with schools and systems around the world is heavily biased toward purposeful action. We have four key concepts focused on realizing the moral imperative of raising the bar and closing the gap for <u>all</u> students.

1. Simplexity

2. Motion Leadership

3. Whole System Reform, and

4. 'The Skinny'

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Simplexity	▪ Identifying a small number of core factors (6 or so) that must be included in your focus (the simple part); and realizing that the problem is how to make them gel—the chemistry of getting them to play out among individuals and groups (the complex part).
Motion Leadership	▪ The kind of leadership actions that cause 'positive movement' forward in individuals, schools, and systems.
Whole System Reform	▪ Making the entire system the focus—all schools, all students—in clusters, regions, states, and countries.
The Skinny	▪ Our summary term for the previous three. ▪ The answer to 'what's the skinny of change' is the essence of what you need to know to get success—an essence that can be easily grasped by leaders who apply themselves (and then they continually get better at the skinny through deliberate practice, reflection and learning).

Making Change Happen:
Advance Organizer
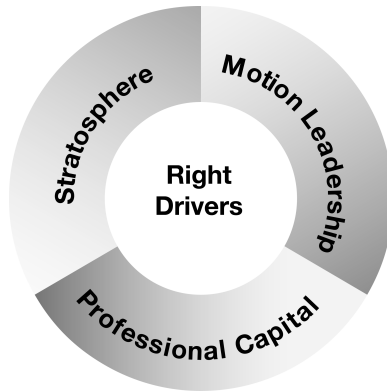
Moral Imperative

My moral imperative is…

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How closely is my moral imperative linked to the moral imperative of the school/system?

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What evidence do I have that I (we) can (are) making progress on realizing our moral imperative?

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When the Centre for Strategic Education in Melbourne commissioned and published the policy paper, Choosing the Wrong Drivers for Whole System Reform, in April 2011, it hit a massive responsive chord. Whether people agreed with the argument or not, they knew that thinking about effective and ineffective policy 'drivers' was a productive way of considering whole system reform. In this module we will re-examine the drivers with a view to seeing how we:

a) Might contend with wrong drivers, and

b) Position right drivers within our strategies.

Choosing the Right/Wrong Drivers:

Four Criteria:

1. Foster intrinsic motivation
2. Engage teachers and students in continuous improvement
3. Inspire collective or teamwork
4. Affect all teachers and students

Right vs Wrong Drivers

Wrong

- Accountability
- Individual teacher and leadership quality
- Technology
- Fragmented strategies

Right

- Capacity building
- Collaborative work
- Pedagogy
- Systemness

Good Accountability

- Is a function of good data, used as a strategy for improvement.
- Requires non-judgmentalism.
- Depends on widespread transparency.
- Produces strong 'internal accountability' which in turn produces strong public accountability.
- Fuses assessment and instruction.

Capacity Building	▪ Focus on the development of individual and collective competencies essential for improvement at school and district levels.

Human vs Social Capital	▪ Team work trumps individual work (do both)
	▪ Be careful: focusing on school principal competencies and professional development of teachers is NOT the driver (it is an enabler)
	▪ 'Learning is the work' is the driver, not personnel decisions

Technology vs Pedagogy	▪ Technology is seductive
	▪ It outraces pedagogy every time
	▪ The digital revolution is now unstoppable: technology for learning becomes 24/7; roles of student and teacher are flipped.

Fragmented vs Systemic	▪ It's a system thing.
	▪ You need inspirational focus, good diagnosis and a coherent plan of action (the latter based on the four right drivers, using the so-called wrong drivers judiciously).
	—Mourshed, et al, 2010

Coherence Making	▪ Alignment is about structures; coherence is about mindsets
	▪ System coherence is about shared mindsets
	▪ A tool is only as good as the mindset using it

Elements of Coherence	▪ A small number of ambitious goals
	▪ A focus on instruction and the student achievement agenda
	▪ Continuous capacity building around that agenda
	▪ Cultivation of 'systemness' on the part of all

Strategies for Coherence

- Good and bad plans
- Getting the right kind of excitement
- Effective and ineffective communication
- Managing resistance
- Fostering leadership at all levels: learning is the work, reinforced by personnel practices
- Finessing school and district energies: mutual allegiance and collaborative competition
- Learning from implementation during implementation
- Changing the culture of the district
- Handling distractors: activity trap, et al
- Exploiting public policy

Impact of Coherence

- Focus/Consistency
- Sustained attention on improved practice
- Multiple reinforcing energies to get results
- Better performance
- Large numbers of people talk the walk as they walk the talk

Systemness

- Beware of school autonomy

Action Steps

1. Exploit policy: you are not stuck with their mindsets.
2. Maximize the right drivers.
3. Integrate the so-called wrong drivers, so that they play a supporting role in reinforcing the direction of your change.

Debrief

- What best resonated with you about the 'drivers'? (the aha question)
- What question/puzzle or worry do you have about the 'drivers'? (the worry list)

System/School Self Assessment of Drivers

Current State:

- Record evidence of policies and practices you are currently using on the self assessment organizer.

Reflection:

Use the 3-step interview process to reflect on your practice—

- What is driving your reform/change efforts and where is your emphasis?
- Describe how you have integrated your use of the drivers?
- What steps will increase your integrated use of the drivers?

Moving to Action:

- What 3 steps will you take to increase your use of the right drivers?

Self Assessment Organizer	
Wrong Drivers	**Right Drivers**
Accountability	**Capacity Building**
Individual Teacher and Leadership Quality	**Collaborative Work**
Technology	**Pedagogy**
Fragmented Strategies	**Systemness**

This module goes deeper into what is the most powerful of all the change drivers, namely the development of Professional Capacity. Change leaders have to become experts at fostering professional capacity within their schools, in clusters and networks and in the system as a whole. Andy Hargreaves and I mapped this area out in our recent book *Professional Capital*.

Building Community

Professional Capital
- Read the quotes and select the one that is most important to you.
- Complete a Quick Write explaining why you selected it.

Professional Capital: Quotes

Hargreaves, A., & Fullan, M. 2012. Teachers College Press.

#	Quote	Quick Write
1	People are motivated by good ideas tied to action; they are energized even more by pursuing action with others; they are spurred on still further by learning from their mistakes; and they are ultimately propelled by actions that make an impact—what we call 'moral imperative realized'. (p.7)	
2	Dangers, risks, opposition and disappointment all lay in wait. But professional capital can be both your armor and your sword. It can cut through the misunderstandings and misrepresentations of teaching. It can protect you again attacks on your profession. (p. 7)	
3	…collective responsibility is not just a commitment; it is the exercise of capabilities on a deep and wide scale. It encompasses positive competition: challenging the limits of what is humanly and professionally possible. (p. 142)	
4	The core principles that draw on and build professional capital in schools are the same as those that cultivate professional capital through an entire system…They are about developing your commitments and capabilities, pushing and pulling your peers, exercising collective responsibility together and collaborating with your competitors across the whole system for the great good that transcends us all. (p. 146)	

Business Capital view assumes that good teaching…	- May be emotionally demanding but it is technically simple
	- Is a quick study requiring only moderate intellectual ability
	- Is hard at first, but with dedication can be mastered readily
	- Should be driven by hard performance data about what works and where best to target one's efforts
	- Comes down to enthusiasm, hard work, raw talent, and measurable results
	- Is often replaceable by online instruction

Professional Capital view assumes that good teaching…	- Is technically sophisticated and difficult
	- Requires high levels of education and long periods of training
	- Is perfected through continuous improvement
	- Involves wise judgment informed by evidence and experience
	- Is a collective accomplishment and responsibility
	- Maximizes, mediates, and moderates online instruction

Views of Teaching

Teaching Like a Pro	"Teaching Like a Pro"— What does this phrase mean to you?
Point and Go!	- Share your thoughts on 'teaching like a pro' with a colleague from another table group.
	- Note any commonalities and differences.
	- Be prepared to share with the whole group.

Commonalities	Differences

Teaching Like a Pro	*…* is about undertaking difficult, inspiring work; constantly trying to improve practices and working with all the collective might and ingenuity of professional colleagues to do so.

Teaching Like a Pro Means	1. Continuously inquiring into and improving one's own teaching. 2. Planning teaching, improving teaching and often doing teaching not as an isolated individual but as part of a high performing team. 3. Being a part and parcel of the wider teaching profession and contributing to its development.

Investing in Capability and Commitment

Investing in Capability and Commitment	Even with the best of intentions, even if you seem like a 'natural' as a teacher, unless you deliberately learn how to get better so you can teach the students of today for the world of tomorrow, you will not be teaching like a pro. You will be just an enthusiastic amateur.

The Five 'C's of Professional Capital	1. Capability 2. Commitment 3. Career 4. Culture 5. Contexts or conditions of teaching

Relationship Between Career Stage and Capability/Commitment

		Commitment	
		Higher	**Lower**
Capability	**Higher**	**Mid-career**	↑
	Lower	**Early career**	**Late Career** ↓

Change Strategy

Read the passage below.

As a change strategy how would you rate it:

1-2   I like it

3   I am ambivalent

4-5   I don't like it

Pushing

In that teacher's first week in the new school, two of his colleagues visited him and suggested that he should use word walls because they had both found them to be effective. When, two weeks later, he had not yet put up the word walls, his colleagues visited him again, this time urging him more strongly to put up the word walls, sitting him down to share why this was the practice in their school and the difference it had made for students. A few weeks later, by then well into the school term, he had still not put up the word walls. His colleagues stopped by again after school, this time simply saying: "we are here to put up your word walls and we can help you to plan how to use them".

—Mourshed et al, 2010

Professional Learning Communities

Courageous leaders of PLCs are not bullying and self-congratulatory. They are humble and self-reflective.

When push comes to shove, they know and are alert to when they have overstepped the mark and gone too far; they know when they need to remain committed but not push too heavily and too hard.

Professional Learning Communities…

- Push and pull
- Focus on flexibility
- Are committed to relationships and results

Teachers will be short on professional capital if they ...	- are under qualified - come from the lower end of the graduation range - have not been screened for their emotional capability - have not been screened for their previous experiences of working with young people - do not get feedback and support from colleagues - spend most professional time alone - are not connected to teachers in other schools - do not put in the time to perfect their practice - are not provided with the coaching, mentoring and time that helps them reflect on that practice
Enacting Change	It's time to invest and reinvest in your own and your colleagues' professional capital—for the good of yourself and your whole profession! And it's time to persuade, push, pull, and nudge the public and policy makers to invest in teacher's capital as well. Children need it, teachers will thrive on it, and achieving a productive economy and cohesive society demands it.

Clusters and Networks

Effective Networks	- Focus on student achievement - Require effective leadership - Have adults as learners - Learn 'specific practices' - Combine mutual allegiance and collaborative competition - Reach outside the network to learn from and contribute to others' learning

The Resistance Mindset

Motivational Work	- Is meaningful, accomplishable work - Enables development - Promotes a sense of camaraderie - Means being well led

Motivational Work

- Is meaningful, accomplishable work
- Enables development
- Promotes a sense of camaraderie
- Means being well led

Resistance Mindset Means:

- Giving people respect before they have earned it
- Requires leaders to have impressive empathy
- Doing everything possible to make people more loveable
- Dealing firmly with what is left over

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It is ironic that we fingered technology as a wrong driver, and now we are touting it as part of a breakthrough solution. The consistency is that pedagogy is the driver, but one wonders now that technology is becoming supercharged whether it might take an equal place. The important thing is that technology and pedagogy be integrated. In this module you will examine why and how teachers and students can partner for learning with technology as a powerful accelerator.

Stratosphere | Integrating technology, pedagogy and change.

Stratosphere Defined
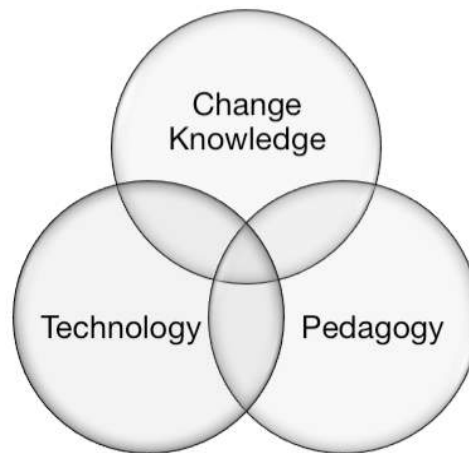
Jigsaw
- Read the quotes and select the one that is most important to you.
- Complete a Quick Write explaining why you selected it.

Stratosphere: Quotes

Fullan, M. 2012. Pearson Canada.

#	Quote	Quick Write
1	Only those who know how to learn, who can relate to others and the environment and who can make the world part of their own evolving being will thrive in this world. pg. 3	
2	Students take greater charge of their own learning and each other's learning and teachers become agents of change. pg. 47	
3	…we need to create the new digital learning reality on a massive scale—for all students and teachers. …Pedagogy is becoming sharper and more penetrating; technology is becoming mightier and easier to use and integrate. pg. 54	
4	Technology has dramatically affected virtually every sector in society that you can think of *except* education. pg. 72	
5	If you want to head off destruction, we need to make it all about learning, let technology permeate and engage the whole system. pg. 74	

The Challenge for Education	- It is time that gadget goes to school and schools go to gadget 24/7. - It is teachers with technology who will make the difference. - Students are partners.
Stratosphere is About:	- Making explicit connections between technology, pedagogy and change knowledge - Mystery, intrigue and the unknown
New Learning— **Exciting innovative learning experiences for all students needs to be:**	- 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	Teachers are needed but it is a new role that is required—the teacher as change agent.
The New Pedagogy: A New Role for Teachers	Turn and Talk: - What does it mean for teachers to be agents of change? - What does it look like and sound like?
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)
Expert Teachers	Expert teachers can provide defensible evidence of positive impacts of teaching on learning.

—Hattie, J., 2012

Focus on Pedagogy Instructional Precision	▪ Treating students as learning partners
	▪ Employing students' own tools for learning
	▪ Using more peer to peer teaching
	▪ Offering students far more choices rather than mandates

—Prensky, M., 2012

Focus on Pedagogy Instructional Precision	▪ Allowing students to be the primary users of classroom technology
	▪ Sharing success via short videos
	▪ Regularly connecting students with the world using technology

—Prensky, M., 2012

Technology Integrated with Instructional Precision	It is time to define the learning game as racing with technology.

Why will it be easy?	1. The old technology of 'tell and test' does not work.
	2. Examples of the new pedagogy partnering with students are rapidly under development.
	3. There will be great appetite for new ways.
	4. People will like doing what they like and many will be helping.

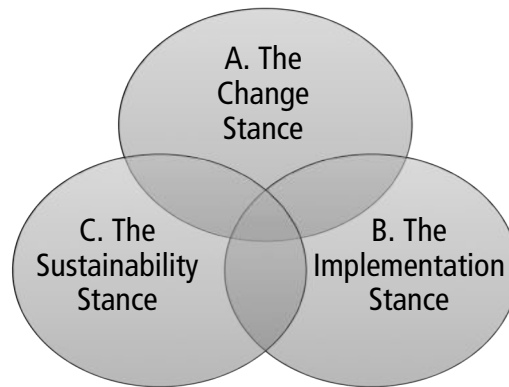| **Taking Action: Whole System Reform**	The solution lies in the concentration of the three forces of pedagogy, technology and change knowledge:
	▪ Make it all about learning
	▪ Let technology permeate
	▪ Engage the whole system

Notes

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Motion Leaders 'cause' positive movement forward. To accomplish this, great leadership requires mastering the three tranches below in concert. These stances are not simply linear: you will need to be good at change by paying attention to all three from the beginning. Think of sustainability from day one, and engage in all three on a continuous basis.

Making Change Happen

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        A. The
        Change
        Stance

C. The                B. The
Sustainability        Implementation
Stance                Stance
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Components of the Change Stance

1. Deepen your **moral imperative realized**.
2. **Focus** on a small number of ambitious goals.
3. Build and extend a **guiding coalition**.
4. Toughen your **resolve**.
5. Practice **impressive** empathy.
6. **Push, pull, and nudge**.
7. Think **bigger**.

Components of the Implementation Stance

1. **Premature excitement** is fragile.
2. Make **capacity building** central.
3. Beware of **fat plans**.
4. **Communication during implementation is paramount**.
5. Have **purposeful data permeate**.
6. **Use the group to change the group**.

Components of the Sustainability Stance

1. Stay the course.
2. Leadership for all—position leadership for the present and the future.
3. Balance improvement and innovation.

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