

# Maximizing Leadership for Change

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MOTION  
LEADERSHIP

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# Welcome to the Workshop!

9-11:00	Module I-The Leader in You
11-11:30	Morning Tea
11:30-1:00	Module II-Professional Cultures Module III-Leading Professional Capital
1:00-2:00	Lunch
2:00-3:15	Module III-Leading Professional Capital (cont'd) Module IV -The Leader and Technology Module V-Closing



*The  
Leader  
in  
You*

# 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

Right Drivers	Wrong Drivers
Capacity building	Accountability
Collaborative work	Individual teacher and leadership quality
Instruction	Technology
Systemness	Fragmented strategies

## Good Accountability

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- 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.





- 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

- The main investment strategy has been 'buy, buy, buy'.
- It has limited impact unless instructional practice drives the use of technology.
- The digital revolution is now unstoppable: technology for learning becomes 24/7; the 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

## THE LEADER IN YOU

The main goal is to focus on orchestrating the 'right drivers' incorporating the 'wrong drivers' in the process.



## 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



# Impact of Coherence





## Seven Competencies for School Leadership

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 High Sense of Urgency for Change and Sustainable Results
6. Commits to Continuous Improvement for Self
7. Builds External Networks and Partnerships

—Kirtman, 2013



## Self-Evaluation Resources

- Complete the Lyle Kirtman's Self Assessment on the Seven Competencies for School Leadership.
- Time: ??

## What Your Score Indicates

A score of ...	Indicates that you are ...
<b>175-120 points</b>	<b>A strong and competent principal-leader</b>
<b>119-80 points</b>	<b>A capable principal-leader who needs development in selected targeted areas</b>
<b>79 points or below</b>	<b>A principal with potential who needs development in multiple targeted competencies</b>

## Wows and Wonders

- What is interesting?
- What questions do you have?





## Task: 'Say Something'

### Strong Teams, Strong Schools

- With your Say Something Partner, read the following article 'Strong Teams, Strong Schools'. Together, decide on a mid-point for reflections (pp. 14-16).
- Use the advance organizer to record the key ideas from the article.
- Have a brief discussion to summarise your observations, identify a key point, make a connection to your own work, share thinking about a new idea or raise a question about a concept or strategy.

## Strong Teams, Strong Schools

### Advance Organizer: What? So What? Now What?

<b>What?</b>	<b>Identify the key points?</b>
<b>So what?</b>	<b>What are the implications?</b>
<b>Now what?</b>	<b>What should we do now that we have this knowledge?</b>

## Aligning Professional Learning, Performance Management and Effective Teaching

- Activity?? pp. 17-21.

—Cole, 2012



# *Leading Professional Capital*



# 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 #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)

## Professional Capital #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)

## Professional Capital #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)

## Professional Capital #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)

## Jigsaw

### The Principal: Maximizing Input

- All: Read 'A Framework for Leading Learning' (p. 24)
- A: Read 'Human Capital' (p. 26-28)
- B: Read 'Social Capital' (p. 29)
- C: Read 'Decisional Capital' (p. 30)

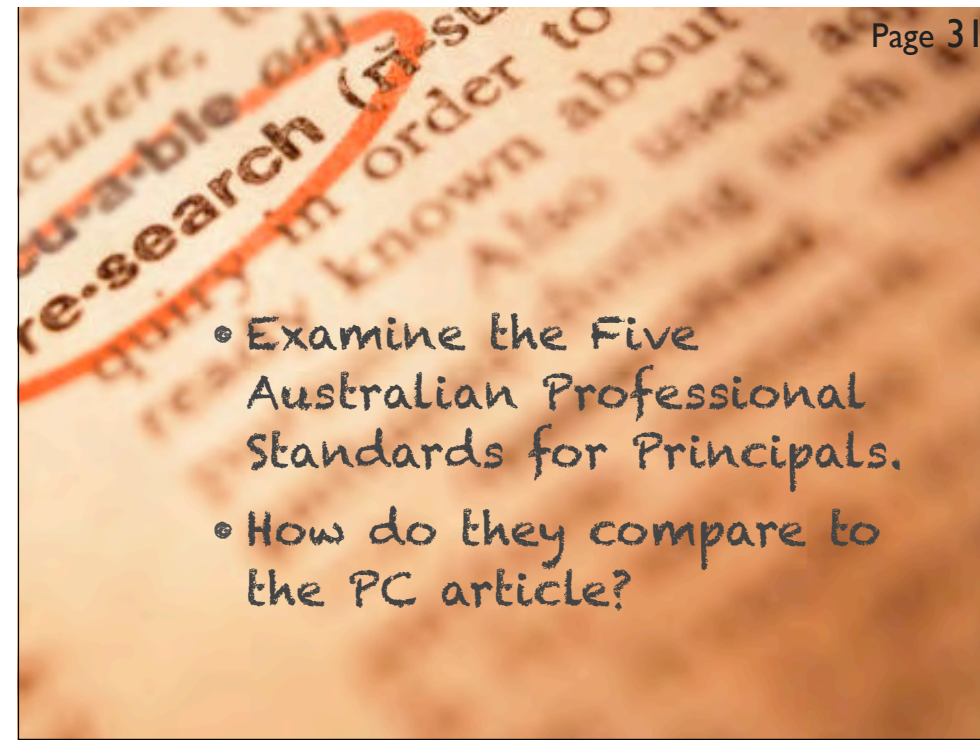


# Australian Professional Standards for Principals

1. Leading teaching and learning
2. Developing self and others
3. Leading improvement, innovation and change
4. Leading the management of the school
5. Engaging and working with the community

# Australian Professional Standards for Teachers

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents, community



- Examine the Five Australian Professional Standards for Principals.
- How do they compare to the PC article?

# *The Leader and Technology*



## Stratosphere Defined



## 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





# Teachers and Students as Pedagogical Partners

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## 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)





## Jigsaw

- Divide table in two groups, A and B.
- All read article in 'LEARNing Landscapes' (pp. 34-39)
- Group A: What is the role of the teacher in the new pedagogy? Summarise the new role of the student with a slogan.
- Group B: What is the role of the student in the new pedagogy? Summarise the new role of the student with a slogan.

## William G. Davis Senior PS

What is the role of the principal in the new pedagogy?





## Central Peel Secondary School

What is the role of the secondary school principal in the new pedagogy?

## Point & Go

- Share your thoughts on 'W.G. Davis' and 'Peel'.
- Note any commonalities and differences.
- Be prepared to share with the whole group.



## *Closing*

## Consulting Line

- Identify an issue or challenge you face in developing professional capital and record on the organizer.
- Record suggestions from your consulting partner. Select the most promising for action.



## Action Note to Self

1. What is the most interesting thing I learned today?
2. What action am I going to take as a result of the workshop?





