COHERENCE MAKING AND DEEP LEARNING

STRATEGIES FOR SYSTEM CHANGE THAT BENEFIT ALL STUDENTS

MICHAEL FULLAN

MOTION
LEADERSHIP
MICHAELFULLAN.CA

DRIVERS

RIGHT	WRONG
CAPACITY BUILDING	ACCOUNTABILITY
COLLABORATIVE WORK	INDIVIDUAL TEACHER AND LEADERSHIP QUALITY
PEDAGOGY	TECHNOLOGY
SYSTEMNESS	FRAGMENTED STRATEGIES
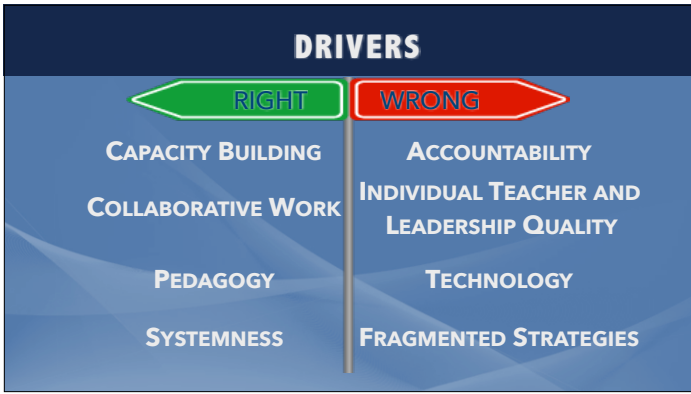
DEFINITION OF THE MIDDLE

‣ Taking the state as a whole, the middle is the district and/or networks of schools.
‣ Taking districts or networks, leadership from the middle is schools.

LEADERSHIP FROM THE MIDDLE

A strategy that increases the capacity of the middle as it becomes a better partner upward and downward.

BENEFITS OF LEADERSHIP FROM THE MIDDLE

Unleashes badly needed innovation on a large scale while at the same time helping to assess and sort out what should be retained and spread.

WHOLE SYSTEM TRANSFORMATION

TOP FRAMES

MIDDLE STRENGTHENS

BOTTOM LIBERATES

Fireside Chat

‣ Get up and link with two other people (not at your table).

‣ Identify a challenge or priority you are currently facing.

‣ Commit to finding some good ideas today to address the challenge.

THE COHERENCE FRAMEWORK

Focusing Direction

Cultivating Collaborative Cultures

Leadership

Securing Accountability

Deepening Learning

SEEKING COHERENCE

‣ Within your table read the seven quotes from Coherence and circle the one you like the best.

‣ Go around the table and see who selected which quotes.

COHERENCE...

The shared depth of understanding about the nature of the work.

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FOCUSING DIRECTION

The Coherence Framework

Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Cultivating Collaborative Cultures

Leadership

Securing Accountability

Deepening Learning
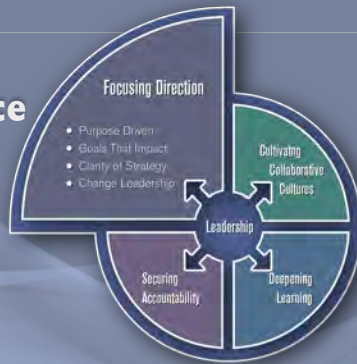
Purpose Driven: Quick Write

‣ Clarify your own moral purpose by reflecting and recording your thoughts about these four questions using the quick write protocol.

‣ Share your thoughts with other members of your team and discuss themes that emerge.

What is my moral purpose?

What actions do I take to realize this moral purpose?

How do I help others clarify their moral purpose?

Am I making progress in realizing my moral purpose with students?

CLARITY OF STRATEGY

‣ Successful change processes are a function of shaping and reshaping good ideas as they build capacity and ownership.

CLARITY OF STRATEGY

‣ Clarity about goals is not sufficient. Leaders must develop shared understanding in people's minds and collective action. Coherence becomes a function of the interplay between the growing explicitness

CHANGE QUALITY PROTOCOL

1. Superficiality
2. Inertia
3. Resistance
4. Depth

1. SUPERFICIALITY

The strategy is not very precise, actionable or clear (low explicitness) and people are comfortable in the culture, we may see activity but at very superficial levels.

2. INERTIA

- Behind the classroom door, where teachers left each other alone with a license to be creative or ineffective.
- Innovative teachers receive little feedback on their ideas, nor do these ideas become available to others and isolated, less than effective teachers get little help to improve.

3. RESISTANCE

Innovations are highly prescribed (often detailed programs bought off the shelf) but culture is weak and teachers have not been involved sufficiently in developing ownership and new capacities, the result is pushback and resistance. If the programs are sound, they can result in short term gains (tightening an otherwise loose system), but because teachers have not been engaged in shaping the ideas or the strategy there is little willingness to take risks.

4. DEPTH

A strong climate for change with an explicitness of strategy is optimal. People operating in conditions of high trust, collaboration, and effective leadership, are more willing to innovate and take risks. If we balance that with a strategy that has precision, clarity, and measures of success, changes implemented will be deep and have impact.

CHANGE QUALITY QUADRANT

	Low EXPLICITNESS High	
High	1. SUPERFICIALITY	4. DEPTH
Low	2. INERTIA	3. RESISTANCE

(CHANGE — vertical axis label)

Change Climate (vertical axis): Describes the degree to which a culture supports change by fostering trust, non-judgmentalism, leadership, innovation, and collaboration.

Explicitness (horizontal axis): Describes the degree of explicitness of the strategy, including precision of the goals, clarity of the strategy, use of data, and supports.

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CULTIVATING COLLABORATIVE CULTURES

The Coherence Framework

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Focusing Direction

Leadership

Securing Accountability

Deepening Learning

THREE KEYS TO MAXIMIZING IMPACT

System Player

Change Agent

Maximizing Change

Leading Learning

The Lead Learner: The Principal's New Role

To increase impact, principals should use their time differently: they should direct their energies to developing the group.

The Principal's New Role

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.
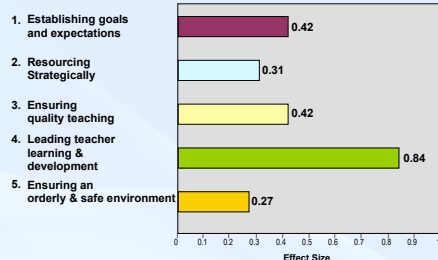
Five Dimensions of Student-Centred Leadership

1. Establishing goals and expectations — 0.42
2. Resourcing Strategically — 0.31
3. Ensuring quality teaching — 0.42
4. Leading teacher learning & development — 0.84
5. Ensuring an orderly & safe environment — 0.27

Effect Size

Mary Jean Gallagher

Use the Group

To Change the Group

WITHIN SCHOOL VARIABILITY

Variability of performance between schools is 36%, while variability within schools is 64%.
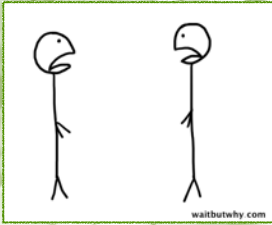
OECD

TURN AND TALK

Read the excerpt from John Hattie and discuss what the meaning of 'within school variability' is.

waitbutwhy.com

ANDY HARGREAVES
MICHAEL FULLAN

PROFESSIONAL CAPITAL

Transforming Teaching in Every School

$PC = f\{HC, SC, DC\}$

PC IS A FUNCTION OF:

- ‣ Human Capital
- ‣ Social Capital
- ‣ Decisional Capital

SCHOOL CULTURES

- ‣ Talented schools improve weak teachers
- ‣ Talented teachers leave weak schools
- ‣ Good collaboration reduces bad variation
- ‣ The sustainability of an organization is a function of the quality of its lateral

WHAT HAS A GREATER IMPACT ON TEACHING AND LEARNING?

- ‣ Teacher appraisal
- ‣ Professional development
- ‣ Collaborative cultures

FORMS OF COOPERATION

‣ Building collaborative cultures

‣ Participating in networks of schools or districts to learn from each other

‣ Relating to state policies and priorities

SCHOOL CULTURES
‣ Focus on pedagogy
‣ Link to measurable results
‣ Non-judgmental
‣ Transparent
‣ Develop individuals
‣ Mobilize collective efficacy
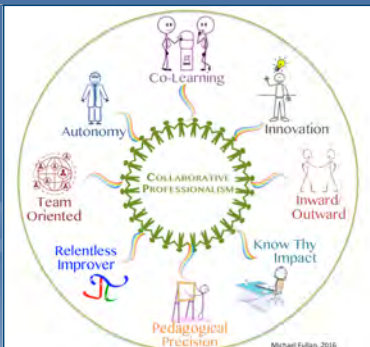‣ Combine principal and teacher leaders
‣ Are outward facing

THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

‣ Autonomy is not isolation

‣ Connected autonomy is essential

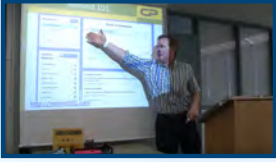## FIND YOUR OWN FINLAND

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DEEP LEARNING

The Coherence Framework

Focusing Direction

Cultivating Collaborative Cultures

Leadership

Securing Accountability

Deepening Learning
- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

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technology

change

STRATOSPHERE

pedagogy

EXCITING NEW LEARNING NEEDS TO BE

- Irresistibly engaging
- Elegantly efficient
- Technologically ubiquitous
- Steeped in real life problem solving
- Involve deep learning

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NEW PEDAGOGICAL PRACTICES
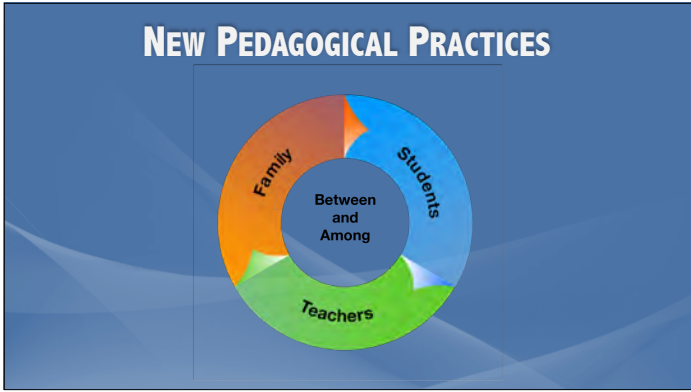
Family — Students — Teachers

Between and Among

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CREATIVITY
Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

CRITICAL THINKING
Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

COMMUNICATION
Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.

CHARACTER
Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

CITIZENSHIP
Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

COLLABORATION
Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

–NPDL.global

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New Pedagogies for Deep Learning
A Global Innovation Partnership

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

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What we do...

We build knowledge and practices that foster deep learning and whole system change

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

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DEEP LEARNING FRAMEWORK

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OLD AND NEW PEDAGOGIES
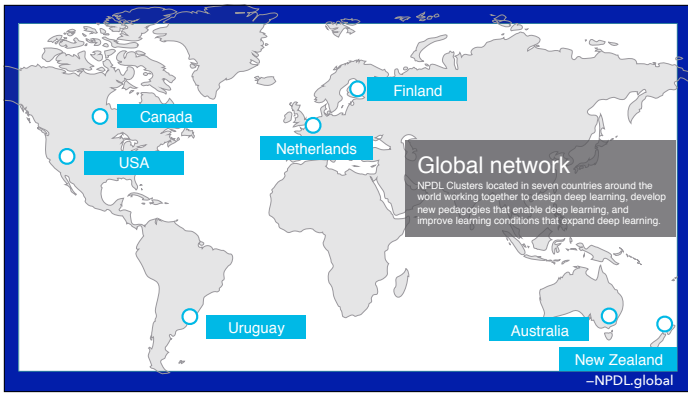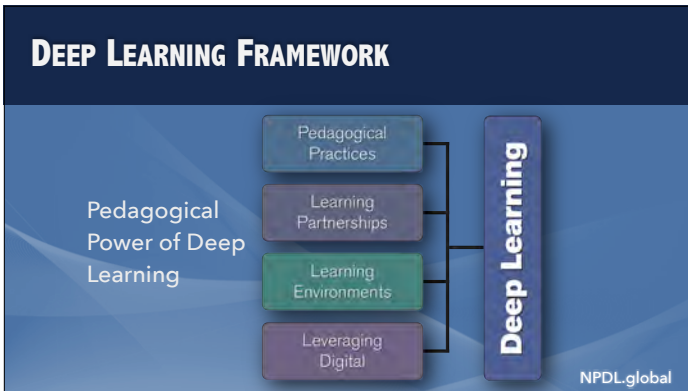
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STUDENTS AS CHANGE AGENTS
- Students as catalysts for pedagogical change
- Students as partners in organizational change
- Students as forces for societal change

LEADERSHIP IN THE LEARNING AGE: DIRECTION, EXPLORING, CONSOLIDATING
- A cycle of trying things & making meaning
- Co-learning dominates
- Listen, learn, ask questions, leverage, & lead
- Help articulate what is happening & how it relates to impact
- Role of tools & protocols: Guide focus without constraining
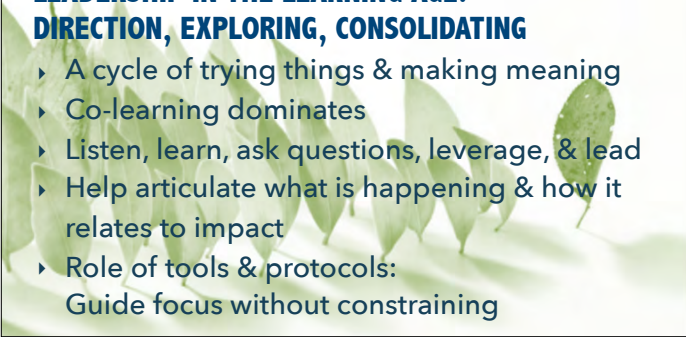
ENGAGE THE WORLD
- Outdated school meets a troubled world
- Immediacy of opportunity
- Making change together
- Learning now and for tomorrow
- A taste of one's place in life
- Efficacious me

CHANGE THE WORLD

4
SECURING ACCOUNTABILITY

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THE COHERENCE FRAMEWORK

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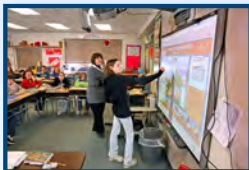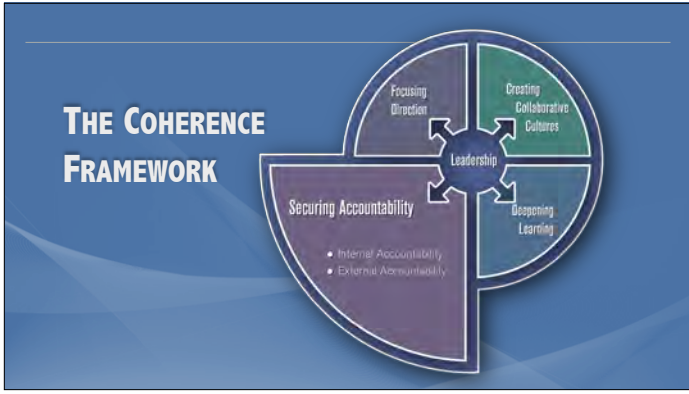
‣ Within your table read the five quotes from Coherence (pp 14-15) and circle the one you like the best.

‣ Go around the table and see who selected which quotes.

‣ As a group discuss what 'accountability' means and what resonates.

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DEEP SOLUTIONS

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OUTDATED SCHOOL MEETS A TROUBLED WORLD

GLOBAL CONDITIONS SHIFT

‣ Big picture and small picture fuse
‣ Access to information and the world explodes
‣ New set of global competencies come to the fore (The 6Cs)
‣ New engaging pedagogies appear and spread

GLOBAL CONDITIONS SHIFT

‣ Leadership from the middle and liberation of the bottom emerges
‣ Equity and excellence seek each other
‣ Leadership changes: co-learners rule
‣ Helping humanity theme erupts spontaneously

10 WAYS TO DIE WITH DEEP LEARNING

1. If you haven't experienced deep or powerful learning yourself.
2. If you are unwilling to reimagine the "grammar" of schooling.
3. If you don't respect your students in the present as opposed to the future.
4. If you don't give students some choice.
5. If you don't live by "less is more."

— Mehta, 2016

10 WAYS TO DIE WITH DEEP LEARNING

6. If you aren't willing to admit you don't know the answer.
7. If you don't normalize failure and create opportunities for revision and improvement.
8. If you don't help students feel like they belong in your class or in your domain.
9. If you aren't willing to set the world a little askew.
10. If you don't realize that creating deeper learning is a countercultural enterprise.

— Mehta, 2016

10 WAYS TO DEEP LEARNING HEAVEN

1. Going from simple to complex ideas and competencies (6).
2. Learning that is simultaneously personal and collective.
3. Learning that changes relationships and pedagogy.
4. Learning that sticks.
5. Learning that involves a critical mass of others.

– Fullan, 2016

10 WAYS TO DEEP LEARNING HEAVEN

6. Learning built on innovation relative to key problems/issues.
7. Learning that attacks inequity to get excellence for all.
8. Learning that 'Engages the world to Change the world'.
9. Learning that creates citizens of tomorrow today.
10. Learning where younger people make older people better.

– Fullan, 2016

PROVINCIAL GRADUATION RATE

Year	Rate
2003-04	68%
2004-05	71%
2005-06	73%
2006-07	75%
2007-08	77%
2008-09	79%
2009-10	81%
2010-11	82%
2011-12	83%
2012-13	83%
2013-14	84%
2014-15	85.5%
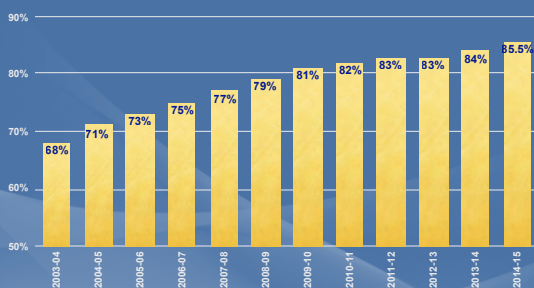
SPECIALIST HIGH SCHOOLS MAJOR (GRADUATION RATE)

‣ From 600 to 46,000 students

‣ From 27 programs in 44 schools to 46,000 students in over 700 schools

‣ 150,000 additional graduates

‣ Example programs: agriculture, transportation, health and wellness, energy, aviation, sports, ICT, justice

INTENTIONAL SOCIAL MOVEMENT

- Going to scale is not the right image
- Collaborative culture movement is the strategy
- System laced vertically and horizontally with focused work

–Fullan, Adapted from Ramo, Seventh Sense, 2016

INTENTIONAL SOCIAL MOVEMENT

- Improved pedagogy/realtionships with causal links to student learning
- Combines autonomy and collaboration
- Transparent learning from implementation

–Fullan, Adapted from Ramo, Seventh Sense, 2016

ATTACK INEQUITY

Attack inequity with excellence and the rest will be covered.

Don't dumb-down; Smarten-up

https://www.thestar.com/news/gta/2016/09/05/welcoming-a-new-class-of-international-students-starts-at-the-airport.html

DEEP LEARNING VIGNETTES

Previously disengaged students become deeply engaged

PROFOUND SOLUTION

Deep learning serves to immunize students against further social and emotional difficulties.

–J. Clinton

DEEP LEARNING'S BIGGEST CHALLENGE

Reversing the effects of concentrated, intergenerational poverty

THE THEORY AT PLAY

- ‣ Increased self and other expectations
- ‣ Student engagement through personalization and ownership
- ‣ Connects students to the world in terms of their cultural identity
- ‣ Inquiry builds skills, knowledge, self-confidence, and self-efficacy

THE THEORY AT PLAY

- ‣ Builds new learning relationships between and among students, teachers, and families
- ‣ Deepens human desire to connect with others and do good

THE NEW JOB DESCRIPTION

Helping
Humanity

Project Open Network, otvorenamreza.org

LEADERSHIP FOR CHANGE COMPETENCIES

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

–Kirtman & Fullan, 2015

LEADERSHIP FOR CHANGE COMPETENCIES

5. Has a high sense of urgency for change and sustainable results in improving student achievement
6. Has a commitment to continuous improvement for self and organization
7. Builds external networks and partnerships

–Kirtman & Fullan, 2015

what ARE YOU waiting FOR?

ENGAGE THE WORLD
CHANGE THE WORLD

Learning now and for tomorrow

Making change together

Immediacy of Opportunity

A taste of one's place in life
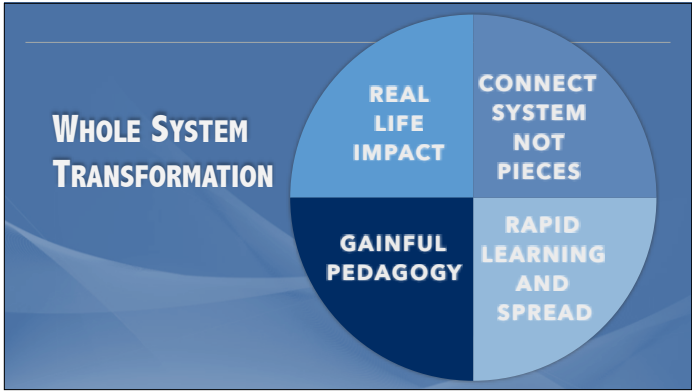
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NATURE OF SYSTEM CULTURE STRATEGY

‣ Organic
‣ Bottom Enriched
‣ Middle Enabled
‣ Top Framed
‣ Laced with co-learning/doing/assessing
 (up, down, sideways)

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THE FUTURE BECOMES

Immediate

Precarious

Influenceable

My, Your, Our
Responsibility

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EFFICACIOUS ME

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Coherence Quotes
Coherence: The Right Drivers in Action for Schools, Districts, and Systems
Fullan, M., & Quinn, J. (2015). Corwin & Ontario Principals' Council.

1. There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction. All of this requires the right mixture of "pressure and support": the press for progress within supportive and focused cultures. p. 2	
2. Coherence making in other words is a continuous process of making and remaking meaning in your own mind and in your culture. Our framework shows you how to do this. p. 3	
3. *Effective change processes shape and reshape good ideas as they build capacity and ownership among participants.* There are two components: the quality of the idea and the quality of the process. p.14	
4. … that these highly successful organizations learned from the success of others but never tried to imitate what others did. Instead, they found *their own pathway to success.* They did many of the right things, and they learned and adjusted as they proceeded. p.15	
5. Most people would rather be challenged by change and helped to progress than be mired in frustration. Best of all, this work tackles "whole systems" and uses the group to change the group. People know they are engaged in something beyond their narrow role. It is human nature to rise to a larger call if the problems are serious enough and if there is a way forward where they can play a role with others. Coherence making is the pathway that does this. p. ix	
6. What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose—coherence emerges and powerful things happen. p. 1	
7. Coherence pertains to people individually and especially collectively. To cut to the chase, coherence consists of the shared depth of understanding about the purpose and nature of the work. Coherence, then, is what is in the minds and actions of people individually and especially collectively. p. 1-2	

Turn and Talk

Read the excerpt from John Hattie and discuss what the meaning of 'within school variability' is.

Hattie, J. (2015). *What Works Best in Education: The Politics of Collaborative Expertise,* pp. 1-2, Pearson.

The Largest Barrier to Student Learning: Within-School Variability

If we are to truly improve student learning, it is vital that we identify the most important barrier to such improvement. And that barrier is the effect of within-school variability on learning. The variability between schools in most Western countries is far smaller than the variability within schools (Hattie 2015). For example, the 2009 PISA results for reading across all OECD countries shows that the variability between schools is 36 per cent, while the variance within schools is 64 per cent (OECD 2010).

There are many causes of this variance within schools, but I would argue that the most important (and one that we have some influence to reduce) is the variability in the effectiveness of teachers. I don't mean to suggest that all teachers are bad; I mean that there is a great deal of variability among teachers in the effect that they have on student learning. This variability is well known, but rarely discussed, perhaps because this type of discussion would necessitate potentially uncomfortable questions. Hence, the politics of distraction are often invoked to avoid asking them.

Overcoming Variability Through Collaborative Expertise

There is every reason to assume that by attending to the problem of variability within a school and increasing the effectiveness of all teachers there will be a marked overall increase in achievement. So the aim is to bring the effect of all teachers on student learning up to a very high standard. The 'No Child Left Behind' policy should have been named 'No Teacher Left Behind'.

This is not asking teachers and school leaders to attain some impossibly high set of dream standards; this is merely asking for all teachers to have the same impact as our best teachers. Let's consider some analogies: not all doctors have high levels of expertise, and not all are in an elite college of surgeons; not all architects are in royal societies; and not all engineers are in academies of engineers. Just because a doctor, architect or engineer is not a member of these august bodies, however, does not mean that they are not worth consulting. They may not have achieved the upper echelon, but they will still have reached a necessary level of expertise to practise.

Similarly, the teaching profession needs to recognise expertise and create a profession of educators in which all teachers aspire to become members of the college, society or academy of highly effective and expert teachers. Such entry has to be based on dependable measures based on expertise. In this way, we can drive all upwards and not only reduce the variability among teachers and school leaders but also demonstrate to all (voters, parents, politicians, press) that there is a 'practice of teaching'; that there is a difference between experienced teachers and expert teachers; and that some practices have a higher probability of being successful than others. The alternative is the demise of teacher expertise and a continuation of the politics of distraction.

So, my claim is that the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.

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Simply stated, accountability is taking responsibility for one's actions. At the core of accountability in educational systems is student learning. As City, Elmore, Fiarman, and Teitel (2009) argue, "the real accountability system is in the tasks that students are asked to do" (p. 23). Constantly improving and refining instructional practice so that students can engage in deep learning tasks is perhaps the single most important responsibility of the teaching profession and educational systems as a whole. In this sense, accountability as defined here is not limited to mere gains in test scores but on deeper and more meaningful learning for all students.

Internal accountability occurs when individuals and groups willingly take on personal, professional, and collective responsibility for continuous improvement and success for all students (Hargreaves & Shirley, 2009). " p. 110-111

External accountability is when system leaders reassure the public through transparency, monitoring, and selective intervention that their system is performing in line with societal expectations and requirements. The priority for policy makers, we argue, should be to lead with creating the conditions for internal accountability, because they are more effective in achieving greater overall accountability, including external accountability. Policy makers also have direct responsibilities to address external accountability, but this latter function will be far more effective if they get the internal part right.

pp. 117-118.

1. Accountability is now primarily described as an accountability for student learning. It is less about some test result and more about accepting ownership of the moral imperative of having every student learn. Teachers talk about "monitoring" differently. As they engage in greater sharing of the work, they talk about being accountable as people in the school community know what they are doing and looking to see what is changing for students as a result. And as they continue to deprivatize teaching, they talk about their principal and peers coming into their classrooms and expecting to see the work [of agreed-upon practices] reflected in their teaching, their classroom walls, and student work. (Anonymous, personal communication, November 2014)

2. Teachers and administrators talk about accountability by deprivatizing their practice. If everyone knows what the other teacher or administrator is working on and how they are working on it with students, it becomes a lot easier to talk about accountability. When everyone has an understanding of accountability, creating clear goals and steps to reach those goals, it makes it easier for everyone to talk and work in accountable environments. (Elementary principal, personal communication, November 2014)

3. *We are moving to define accountability as responsibility. My district has been engaged in some important work that speaks to intrinsic motivation, efficacy, perseverance, etc., and accountability is seen as doing what is best for students . . . working together to tackle any challenge and being motivated by our commitment as opposed to some external direction. (Superintendent, personal communication, November 2014)*

4. I do believe that a lot of work remains to be done on building common understanding on the notion of accountability. Many people still believe that someone above them in the hierarchy is accountable. Very few take personal accountability for student learning and achievement. There are still those who blame parents and students' background for achievement. (Consultant, personal communication, November 2014)

5. In one school, the talk about accountability was pervasive as the school became designated as underperforming. The morale of the school went down significantly, and the tension was omnipresent at every meeting. The team switched the conversation to motivation, innovation, and teamwork and the culture changed. The school is energized and the test scores went up in one year. The team is now committed to results and continuous improvement. (Consultant, personal communication, November 2014)