

# BUILDING COHERENCE TO DEEPEN STUDENT LEARNING



## MICHAEL FULLAN

2017 - 2018

## SHIFTING TO THE RIGHT DRIVERS

RIGHT	WRONG
Capacity Building	Accountability
Collaborative work	Individual teacher and leadership quality
Pedagogy	Technology
Systemness	Fragmented strategies

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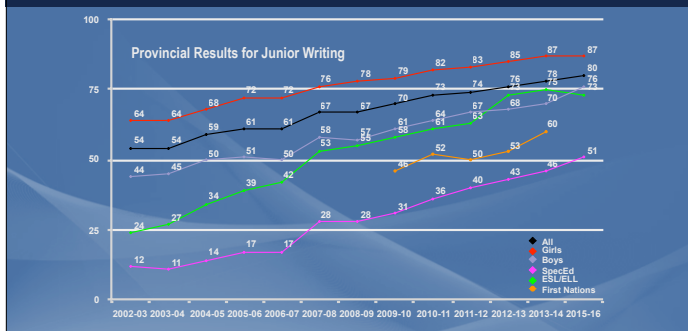
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## MOBILIZING DATA AND EFFECTIVE PRACTICES



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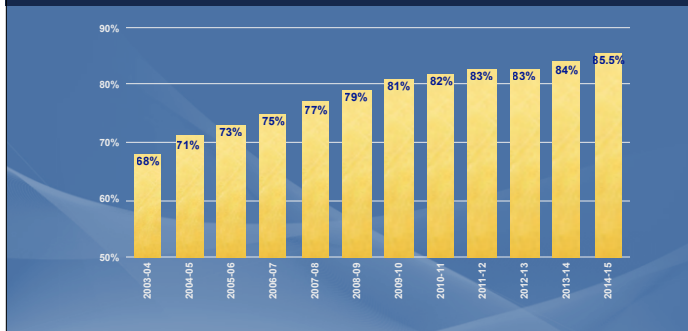
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## PROVINCIAL GRADUATION RATES



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- › 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.
- › As a group discuss what 'accountability' means and what resonates.

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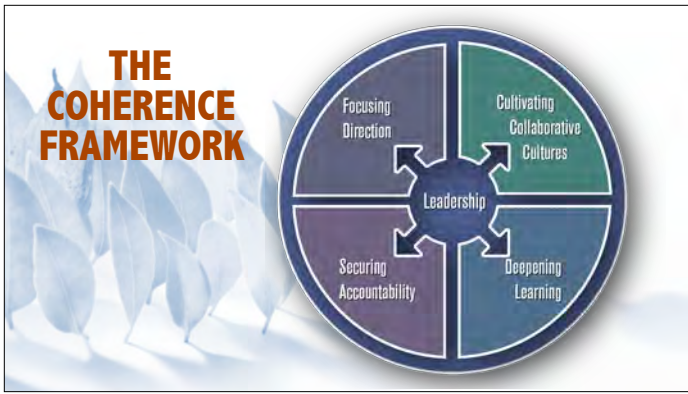
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**COHERENCE...**

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

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**FALSE SIGNALS**

- ▶ **ALIGNMENT IS NOT COHERENCE**
- ▶ **ACTIVITY IS NOT MOVEMENT**
- ▶ **CHAMPIONING CAPACITY BUILDING WITHOUT PRECISION**
- ▶ **GIVING A GENERAL ANSWER TO A SPECIFIC CRITICISM**
- ▶ **RESTRUCTURING WITHOUT RECULTURING**
- ▶ **DASHBOARDS WITHOUT A STEERING WHEEL**

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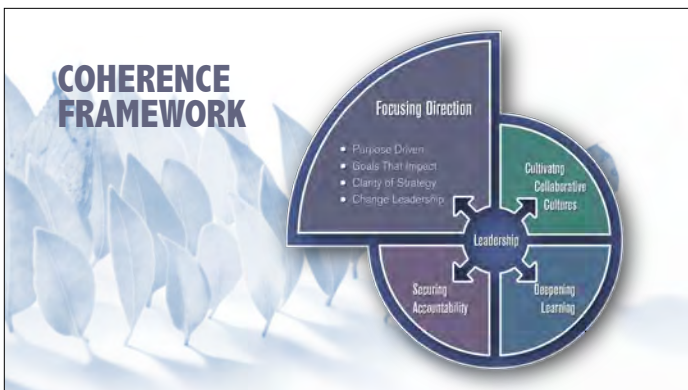
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## Purpose Driven: Quick Write

- 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? students?

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## CLARITY OF STRATEGY

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

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## Change Quality Quadrant

		EXPLICITNESS		
		Low	High	
CHANGE CLIMATE	High	1. Superficiality	4. Depth	Change Climate (vertical axis): Describes the degree to which a culture supports change by fostering trust, non-judgmentalism, leadership, innovation, and collaboration.
	Low	2. Inertia	3. Resistance/ Compliance	

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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## COHERENCE FRAMEWORK



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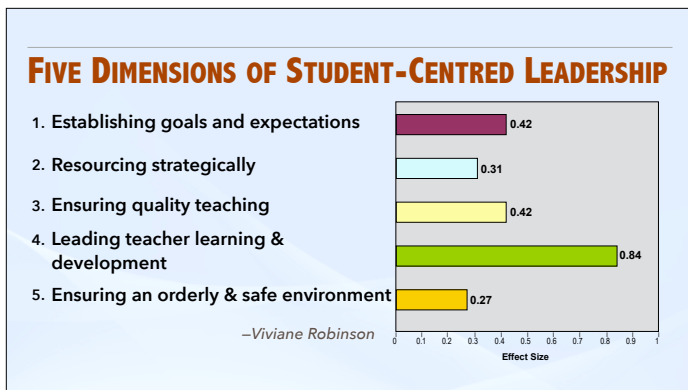
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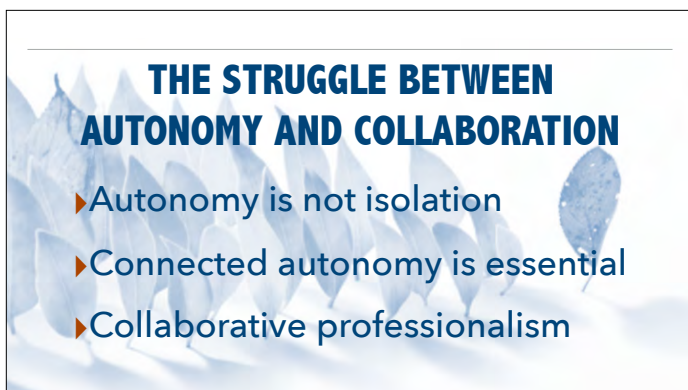
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## CONDITIONS FOR SUCCESS

- ▶ Trust/Non-judgmentalism
- ▶ Transparency
- ▶ Specificity



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## INTRINSIC MOTIVATORS

- ▶ Sense of purpose
- ▶ Mastery
- ▶ Degree of autonomy
- ▶ Connectedness



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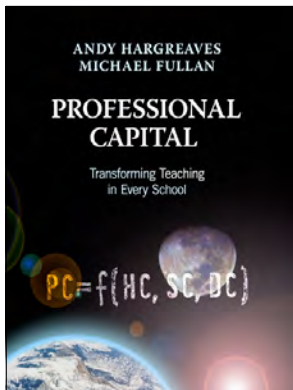
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### PC IS A FUNCTION OF:

- ▶ Human Capital
- ▶ Social Capital
- ▶ Decisional Capital

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## WITHIN SCHOOL VARIABILITY

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



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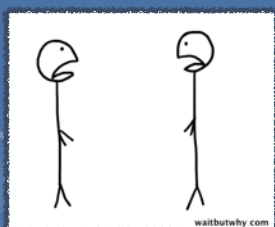
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## TURN AND TALK



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

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## 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 relationships



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## COLLABORATIVE PROFESSIONALISM (ONTARIO GOVERNMENT, 2016)

- ▶ PROFESSIONAL LEARNING THAT ENABLES STUDENT ACHIEVEMENT
- ▶ BUILDS ON STRENGTHS OF ALL INDIVIDUALS
- ▶ LEADERSHIP THAT VALUES EXPERTISE OF ALL
- ▶ COMMITMENT TO PROFESSIONAL CAPACITY AT ALL LEVELS
- ▶ PROFESSIONAL PRACTICE INFLUENCED BY RESEARCH AND PRACTICAL EVIDENCE
- ▶ CREATES A TRUSTING ENVIRONMENT THAT ENABLES TEAMS TO LEARN FROM ONE ANOTHER

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# COHERENCE FRAMEWORK

**COHERENCE FRAMEWORK**

**Leadership**

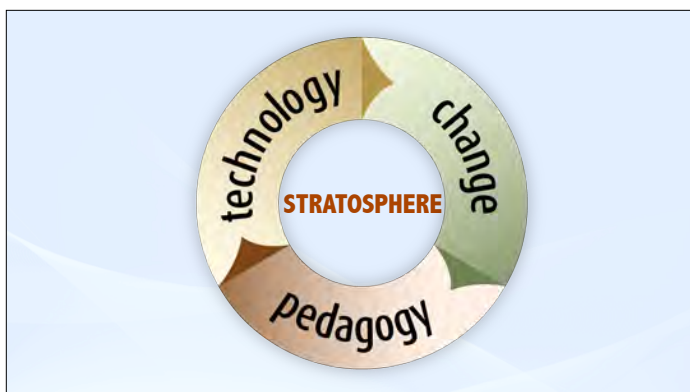
**Focusing Direction**

**Cultivating Collaborative Cultures**

**Securing Accountability**

**Deepening Learning**

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



## It's Getting Worse...

The graph shows the percentage of students who lose enthusiasm as they progress through grade levels. The data points are as follows:

Grade Level	Percentage
6	95
7	90
8	82
9	76
10	74
11	60
12	55
13	51
14	48
15	37
16	39
17	40
18	45

— Jenkins, 2012



## UNSTOPPABLE MOMENTUM:

### 8 LESSONS, MOORESVILLE

1. Secure the vision
2. Build the culture
3. Determine the digital resources
4. Develop capacity for professional capital
5. Focus on instructional design
6. Cultivate coherence
7. Confront distractors
8. Align resources for sustainability

—Fullan and Edwards, 2017

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## 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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## DEEP LEARNING

Engage the World Change the World

MICHAEL FULLAN  
JOANNE QUINN  
JOANNE MCEACHEN

A JOINT PUBLICATION  
CORWIN | Principals

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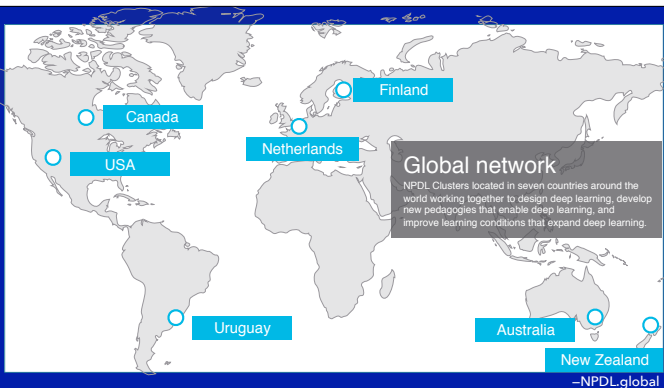
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## WHAT IS DEEP LEARNING

- ▶ Learning that connects to passion
- ▶ Learning that is team related
- ▶ Learning that sticks
- ▶ Learning that has human significance
- ▶ Learning that involve higher order cognitive processes

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## Global Competencies for Deep Learning – 6 C's

**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.



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## Enabling Deep Learning



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## New Pedagogies for Deep Learning

Clarity of learning goals  
(6 C's)

+

Precision in Pedagogy  
(4 elements)

+

Collaborative work  
(inquiry cycle)



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## Deep Learning

- Increases self and others' expectations for more learning and achievement by providing a process
- Increases student engagement in the learning through personalization and ownership
- Connects students to the "real world," which is often more reflective of their own reality and cultural identity that can be particularly important for students from other cultures
- Resonates with spiritual values that connect to vast numbers of the population whether secular or religious



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## Deep Learning

- Builds skills, knowledge, self-confidence, and self-efficacy through inquiry
- Builds new relationships with and between the learner, their family, their communities, and their teachers
- Deepens human desire to connect with others to do good



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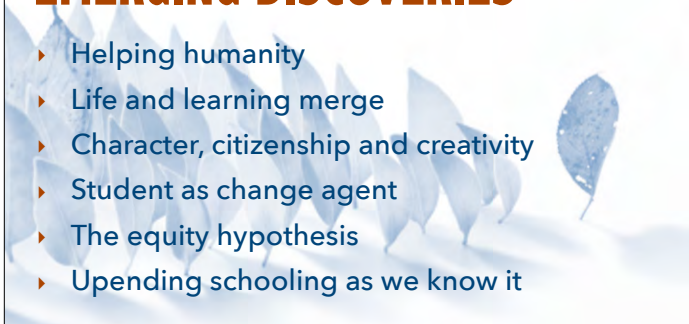
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## EMERGING DISCOVERIES

- Helping humanity
- Life and learning merge
- Character, citizenship and creativity
- Student as change agent
- The equity hypothesis
- Upending schooling as we know it



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## 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>

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## INTERNAL ACCOUNTABILITY/EXTERNAL

- ▶ Transparency
- ▶ Specificity
- ▶ Evidence
- ▶ Non-judgmentalism
- ▶ Causal pathways to measurable student progress
- ▶ Go outside to get better inside
- ▶ Trust

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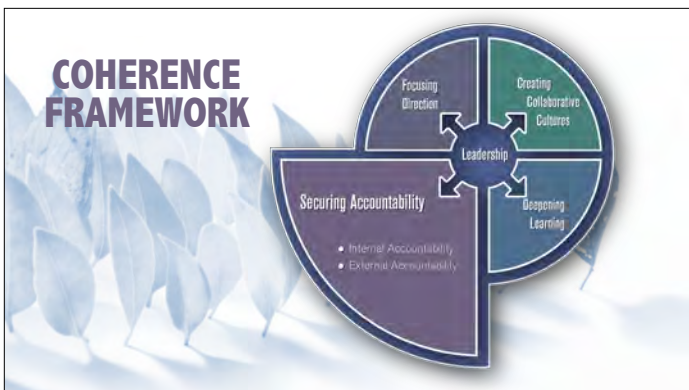
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## ACCOUNTABILITY

**Number off 1-5**  
**Read the 5 Accountability quotes**  
**Report back**

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## FORMS OF COOPERATION

page 2

- › Building collaborative cultures
- › Participating in networks of schools or districts to learn from each other
- › Relating to state policies and priorities

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- › Respect and Reject the Status Quo
- › Be an Expert and an Apprentice
- › Experiment and Commit

—Adapted from Martin & Osberg, 2015

**Breakthrough Leadership**

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## NEW LEADERSHIP FOR DEEP WORK

- › Cycles of trying things and making meaning
- › Co-learning (among all) dominated
- › Leaders listen, learn and ask questions
- › Leaders help crystallize, articulate and feed back what they see
- › Leaders act on emerging solutions, including focus on impact

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## LEADERSHIP FROM THE MIDDLE

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

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## BENEFITS OF LEADERSHIP FROM THE MIDDLE



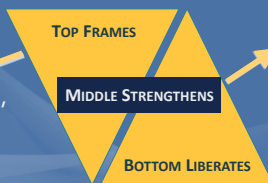
Unleashes badly needed innovation on a large scale while at the same time helping to assess and sort out what should be retained and spread.

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## WHOLE SYSTEM TRANSFORMATION

GENERAL PRINCIPLES: EXPLOIT UPWARD: LIBERATE DOWNWARD

Shapes,  
Messaging,  
Invests, Interacts,  
Intervenes



Strengthens,  
Builds  
Capacity, Trusts  
and Interacts

Liberates as it interacts laterally and vertically

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## OLD AND NEW PEDAGOGIES

Good	1. TREASURE CHEST	4. FRONTIER
	2. JUNK HEAP	3. SHINY OBJECTS
Bad	Old	New

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## 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

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## 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

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## 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

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## 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

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## SCHOOL CULTURES: LEARN FROM EACH OTHER

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

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**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

### **1. Superficiality**

When 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**

This quadrant represents the history of the teaching profession—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**

When 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.



## Introduction

**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.

### **Accountability Quotes**

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)