

LEADERSHIP FOR COHERENCE AND STUDENT LEARNING

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**WORKSHOP
AURORA PUBLIC SCHOOLS
COLORADO**

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New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

3 BIG IDEAS



Systemness


Pedagogy

Impact

1

NEW LEADERSHIP

- ▶Cycles of trying things and making meaning
- ▶Co-learning among all dominantes
- ▶Leaders listen, learn and ask questions
- ▶Leaders help crystallize, articulate and feed back what they see
- ▶Leaders act on what they see including assessing 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.

3

GENERAL PRINCIPLES:
EXPLOIT UPWARD; LIBERATE DOWNWARD; LATERALIZE EVERYWHERE

Shapes,
Messaging,
Invests, Interacts,
Intervenes

TOP FRAMES

MIDDLE STRENGTHENS

BOTTOM LIBERATES

Strengthens,
Builds
Capacity, Trusts
and Interacts

Liberates as it interacts laterally and vertically

BENEFITS OF LEADERSHIP FROM THE MIDDLE

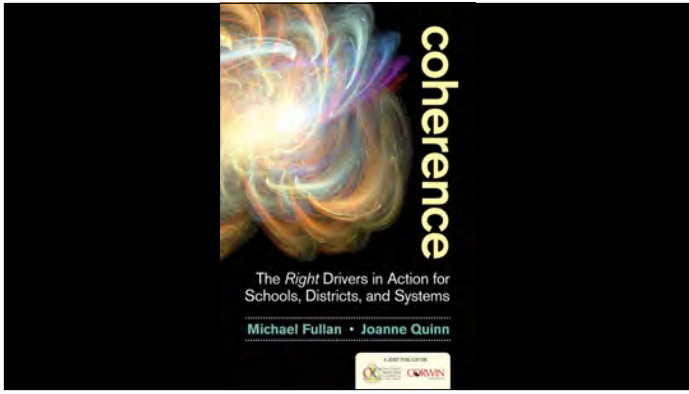


Unleashes badly needed innovation on a large scale while at the same time helping to assess and sort out what should be retained and spread.

CHANGE CHALLENGE

Turn to the person beside you and discuss one major change challenge that you are currently facing.

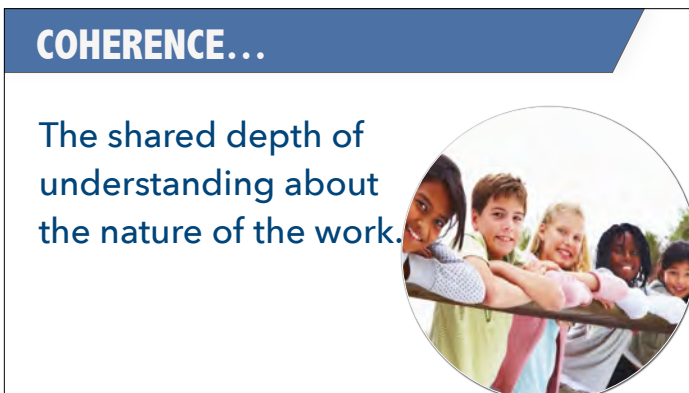
Commit to Identifying at least one good idea to address the challenge.



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8



9

The Coherence Framework



10

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? |

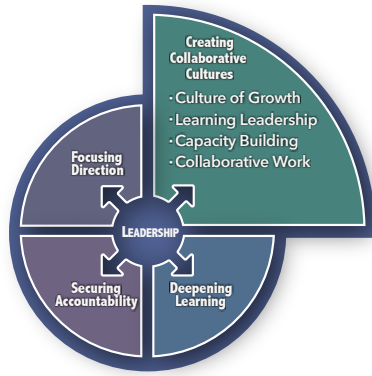
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CLARITY OF STRATEGY

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

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The Coherence Framework



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THREE KEYS TO MAXIMIZING IMPACT



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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.

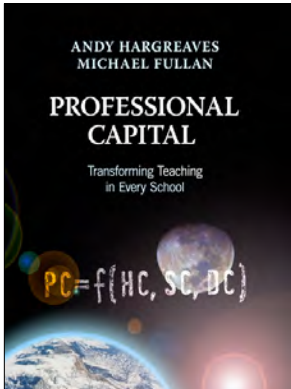
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INTRINSIC MOTIVATORS

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

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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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THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

- ▶Autonomy is not isolation
- ▶Connected autonomy is essential
- ▶Collaborative professionalism



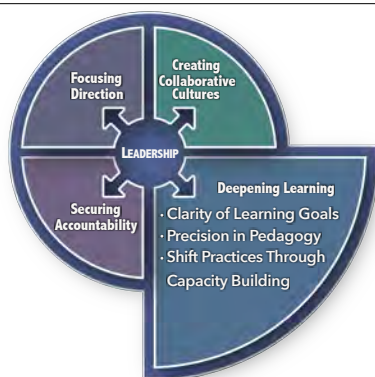
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The Coherence Framework



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The Coherence Framework



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STICKY PHRASES

1. Go Slow to Go Fast
2. Talk the Walk
3. Use the Group to Change the Group
4. Precision not Prescription
5. Trust and Interact/Candour and Autonomy
6. Go Outside to Learn Inside

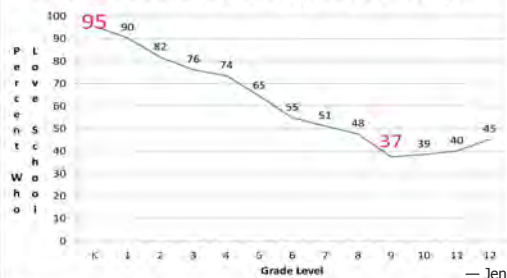
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IT'S GETTING WORSE ...

Loss of Enthusiasm by Grade Level



— Jenkins, 2012

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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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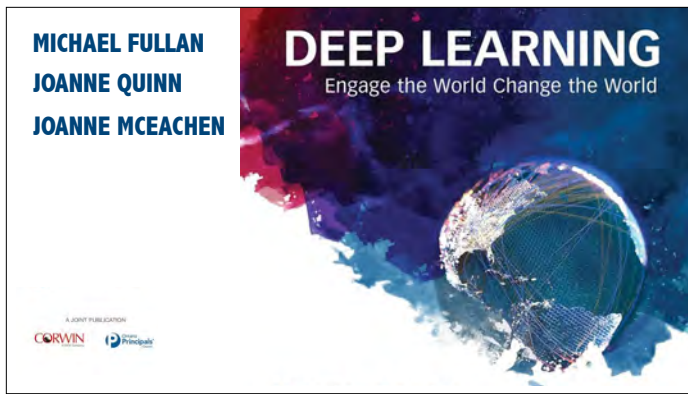
QUOTE WALKABOUT

Read the quotes below and select the one that most connects for you and why.

| | |
|---|---|
| 1. Resolving the equity- excellence miasma is at the heart of societal survival... p.xvii | 2. Some students arrive on the doorsteps of schools every day without the readiness to learn... The stance and mindset of teachers is crucial: Do they connect or correct? p.23 |
| 3. We take the position that learning is the foundational driver and technology can be a great accelerator. p.xiii | 4. Make deep learning the pull factor of the decade- people are ready for it even if they don't know until they experience it. p.10 |
| 5. The change lesson here is that we need to change the culture of learning not just the trappings or structures. p.26 | 6. Students have untapped potential but given voice and choice through deep learning we see them influencing dramatic changes to organizations, society and pedagogy. p.48 |
| 7. Deep learning occurs when we use the competencies to engage in issues and tasks of value to students and the world. p.18 | 8. Quite often things that look "cool" are not deep with respect to learning. p.69 |
| 9. Making the walls of the school transparent is not just about redesigning space but requires taking stock of the ways we can connect inside and outside the classroom. p.80 | 10. We cannot rely on individual teachers to turn the tide one by one, but rather we need an approach that mobilizes whole schools, districts and systems. p.97 |
| 11. If the teachers and leaders are not thinking deeply, its unlikely they will create those conditions for their students. p.98 | 12. Go outside to get better inside. p.118 |


Deep Learning: Engage the World Change the World. Fulan, Quinn & McEachern, Corwin, 2017

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WHAT IS DEEP LEARNING?



- Quality learning that sticks with you the rest of your life
- Learning that Engages the World Changes the World

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New Pedagogies for Deep Learning

A Global Innovation Partnership



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OUR PURPOSE

To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.



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Global Competencies for Deep Learning – 6 C's

Six Global competencies define what it means to be a deep learner.
Deep Learning experiences are engaging, relevant, authentic and build the 6 C's.



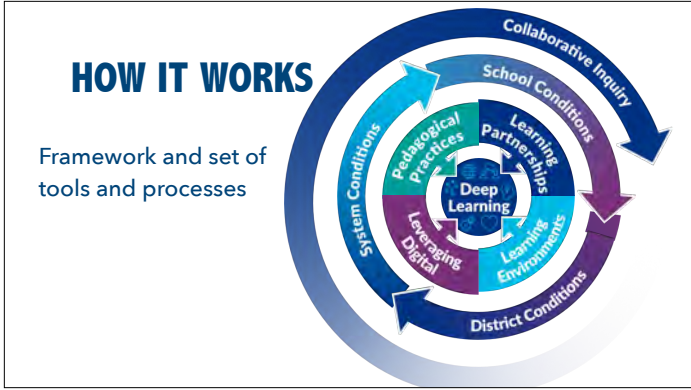
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WHAT WE DO

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



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GLOBAL COMPETENCIES FOR DEEP LEARNING – 6 C'S

SIX GLOBAL COMPETENCIES DEFINE WHAT IT MEANS TO BE A DEEP LEARNER. DEEP LEARNING EXPERIENCES ARE ENGAGING, RELEVANT, AUTHENTIC AND BUILD THE 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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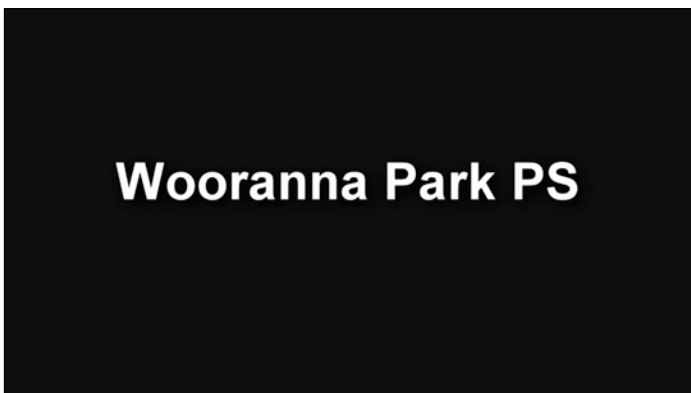


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**Make a note of
any 6Cs you see
in the Young
Minds video**

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PRECISION IN PEDAGOGY: VIDEO CASE STUDY (SEE HANDOUT)

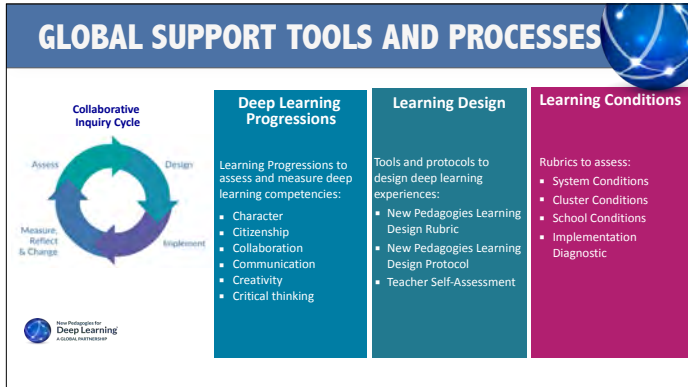
Observe the video and identify evidence of your assigned element of learning design.

| | |
|-----------------------|--|
| Pedagogical Practices | |
| Learning Partnerships | |
| Learning Environment | |
| Leveraging Digital | |

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GLOBAL SUPPORT TOOLS AND PROCESSES

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LOGISTICS - WHAT DO SCHOOLS DO?

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- ▶ Identify a school lead as contact
- ▶ Assess current capacity using rubrics
- ▶ Support teachers to participate in collaborative inquiry cycles using the progressions and tools at least twice annually
- ▶ Support teachers to submit ratings on one progression annually
- ▶ Select and submit one exemplar to the cluster annually



LOGISTICS - WHAT DO CLUSTERS DO?



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- ▶ Develop a plan to select and support schools and School Leads
- ▶ Plan professional learning and resources to support implementation
- ▶ Facilitate a moderation of exemplars of Deep Learning from schools and submit up to 10 to the global team
- ▶ Participate in the monthly Cluster Team Calls
- ▶ Attend the NPDL Global Events and Regional events as possible

WHAT IS DEEP LEARNING



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- ▶ Learning that sticks with you the rest of your life
- ▶ Learning that connects with passion
- ▶ Learning that is team related
- ▶ Learning that has significance (Engage Change the World)
- ▶ Learning that involves higher order skills

EMERGENT DISCOVERIES



- ▶ Helping humanity
- ▶ Life and learning merge
- ▶ Students as change agents
- ▶ Working with others is an intrinsic motivator
- ▶ Character, citizenship and creativity are catalytic
- ▶ Attack inequity with excellence

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ATTACK INEQUITY

- ▶ Attack inequity with excellence and the rest will be covered.
- ▶ Don't dumb-down; Smarten-up.



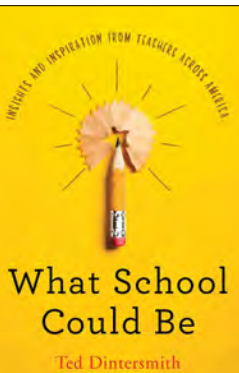
<https://www.thestar.com/news/gta/2016/09/05/welcoming-a-new-class-of-international-students-starts-at-the-airport.html>

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CANARY CHILDREN

- ▶ Signs of imminent danger
 - ▶ Miners trained to react; teachers not
 - ▶ Attack inequity with Deep Learning
 - ▶ Turned on Canary Children benefit themselves and society
- (Thanks to Rebecca Wells for the idea)

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INTEGRATION VS ADAPTING

"Most young girls are enthusiastic about science in elementary school but seldom pursue STEM careers..."

Young women are far more interested in pursuing STEM to solve big challenging problems " (p. 133).

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INTEGRATION VS ADAPTING

"Over and over educators relate to me their delight in seeing under achieving kids spring into accomplishment when taking on something they believe is important that aligns with their sense of purpose" (p. 104-105).

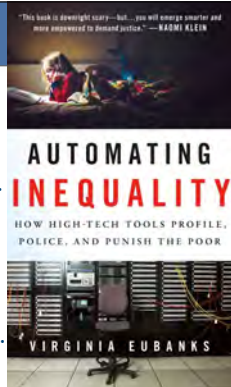


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QUOTES

"Across the country, poor and working-class people are targeted by new tools of digital poverty management and face life-threatening consequences as a result" (p. 1).

"Automated tools for classifying the poor, left on their own, will produce towering inequalities unless we make an explicit commitment to forge another path" (p. 200).



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QUOTES

"Because STEM fields are stereotypically associated with men and masculinity, women perceive them as antithetical to themselves as female and that they do not belong in those contexts" (p. 84).

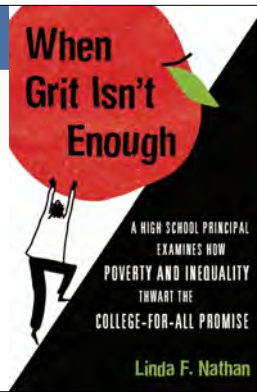
– Meredith Broussard, Artificial Unintelligence



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QUOTES

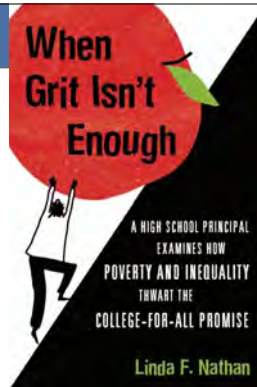
"It's frustrating to know that the kind of learning involved to pass standardized tests does not bolster students' sense of agency or belonging, and there is little room for the kind of learning that would – the kind where students deeply feel they can make change" (p. 158).



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QUOTES

"When the emphasis on grit ends up as a stand-alone pedagogy, the context of students' family life and family circumstances is ignored" (p.76).



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FIGURE 1. Factors Influencing Student Achievement

| Influence | Effect Size |
|--------------------------------------|-------------|
| Collective Teacher Efficacy | 1.57 |
| Prior achievement | 0.65 |
| Socioeconomic status | 0.52 |
| Home environment | 0.52 |
| Parental involvement | 0.49 |
| Motivation | 0.48 |
| Concentration/persistence/engagement | 0.48 |
| Homework | 0.29 |

Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.

The Power of Collective Efficacy, Jenni Donohoo, John Hattie, & Rachel Eells, Educational Leadership, March 2018

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Purpose Driven: Quickwrite

- Clarify your own moral purpose by reflecting and recording your thought about these four question using the quick write protocol.
- Share your thoughts with other members of your team and discuss themes that emerge.

| | |
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| Learning Environments | |
| Leveraging Digital | |

Canary Child – A Catalyst for Deep Learning

Adapted from Rebecca Wells, 2018

The term *canary down the mine* has been used in many contexts, but no term better describes the warning signals given to teachers by students as they disengage from learning. Just as the canary was a good indicator of imminent danger to the miner, our canary children are sending constant warnings about the state of education in our classrooms, schools and systems. The difference is, however, that where workers in mines were taught to look for distress signals in their birds, teachers are taught no such thing. When a student is not behaviourally or cognitively engaged in the learning, the problem is thought to lie with the student, rather than the environment, content or mechanisms of the teaching. There are myriad reasons given for this, from learning disabilities, poverty or disadvantaged home situations, to laziness and poor attitude. In short the child is scrutinised for not fitting the pedagogy, rather than the other way round.

Canaries and students, it turns out, are not too dissimilar in how they show their distress. Canaries ruffle their feathers, hide their heads beneath their wings and jump to other perches in their cage to try and escape unfavourable conditions. How many students, unable to follow the learning, falling behind, disinterested and disempowered, will also ruffle their feathers and create a scene, or hide away quietly, hoping not to be noticed?

Every classroom has at least one canary child, if not several. They are the students whose sense of purpose and self-esteem is slowly eroded through exposure to systems they are not compatible with, or learning they are not connected to. They are the children who don't fit, don't belong, can't keep up or can't see any meaningful purpose in the tasks and work they are asked to do. They are victims of their environment and a system that increasingly values competition over personal best, a system that strives to churn out ever higher scores to compete on local and global rankings, rather than striving to produce productive, empowered and creative citizens.

These students eventually become the youth who disengage. They leave our schooling systems in increasing numbers worldwide, at great personal cost to their own futures, and diminishing the potential talent pool and contribution to the wellbeing of the entire human race. This same group remain marginalised beyond age 19, undereducated and underemployed. The proportion of canary children is at least 25%, and much more if we include all children who are not engaged in learning.

However rather than cause for concern, the canary child should be viewed as a gift. They offer teachers, schools, districts and policy makers an opportunity to reset the direction of education, and rewrite the journey. They demand discussion and debate about who exactly education is for, simply by showing that it isn't working for them. They are the proof that things must change so that the educational experience is relevant, meaningful, authentic and purposeful. They are the catalyst to awaken us to the realisation that success must be attainable for every single child, and that learning be intentionally designed, system-wide, to engage, challenge, excite and provide the conditions for all children to thrive.

Underground, miners watched their birds diligently. They were acutely aware that any discomfort or signs of distress in their birds could result in their own deaths. There was an urgency to their relationship. For teachers, schools and systems there is no real threat to their existence if a student falls through the cracks. In many cases there is even a benefit to the disengagement from schooling from underperforming students. One less underachieving student increases overall scores in measures that rank students, schools, systems and even countries, from high school certificates and tertiary entry rankings in secondary schools to global PISA rankings.

As long as we sustain education systems that value the end result over the journey, we fail our children. When we fail our children, we fail our society. We fail as human beings. Yet there is plenty of reason for hope. Right across the world Deep Learning is 'attacking inequity' by engaging canary children. Still it is not enough. We need to make this a social movement of grand proportions.

Canary Child Worksheet

Rebecca Wells and Michael Fullan

Name a Canary Child you encountered (pseudonym) and his/her age.

| | |
|---|--|
| 1. What were indicators of being disconnected? | |
| 2. What was the degree of engagement at the beginning? (Scale of 1-10 with 1 being lowest.) | |
| 3. What actions did you take to respond to the student? | |
| 4. How did the student respond over time? | |
| 5. What progress did you make over what time frame? | |
| 6. What was the degree of engagement at this later stage? (Scale of 1-10 with 1 being lowest.) | |
| 7. What single action do you think had the biggest impact on this student? | |
| 8. How did the leadership of your school or system enable or empower you to respond to there needs of this child? | |
| 9. Were there any conditions that you felt unable to change for this child in your context? | |