SCHOOL LEADERSHIP, COLLABORATIVE PROFESSIONALISM AND STUDENT LEARNING

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BERLIN

SEPTEMBER 14, 2018
3 BIG IDEAS

NEW LEADERSHIP

- Cycles of trying things and making meaning
- Co-learning among all dominates
- 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

LEADERSHIP FROM THE MIDDLE

A strategy that increases the capacity of the middle as it becomes a better partner laterally, upward and downward.
**General Principles:**
*Exploit Upward; Liberate Downward; Lateralize Everywhere*

Shapes, Messaging, Invests, Interacts, Intervenes

Strengthens, Builds Capacity, Trusts and Interacts

Liberates as it interacts laterally and vertically

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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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**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.
COHERENCE…

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

Focusing Divisions
Purpose Driven
Goals That Impact
Clarity of Strategy
Change Leadership

LEADERSHIP
- Securing Accountability
- Creating Collaborative Cultures
- Deepening Learning

- Leadership

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?

CLARITY OF STRATEGY

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

LEADERSHIP
- Securing Accountability
- Deepening Learning
- Creating Collaborative Cultures
- Learning Leadership
- Capacity Building
- Collaborative Work

Focusing Direction

Three Keys to Maximizing Impact

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.
**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%.
THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

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

The Coherence Framework

- Focusing Direction
- Securing Accountability
- Creating Collaborative Cultures
- Deepening Learning

- Internal Accountability
- External Accountability

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

LEADERSHIP

Internal Accountability
External Accountability

Creating Collaborative Cultures

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

[Graph showing loss of enthusiasm by grade level]

Jenkins, 2012
EXCITING NEW LEARNING NEEDS TO BE:

▸ Irresistibly engaging
▸ Elegantly efficient
▸ Technologically ubiquitous
▸ Steeped in real life problem solving
▸ Involve deep learning
COLLECTIVE EFFICACY

- Shared belief in conjoint capacity to produce results
- Primary input is ‘evidence of impact’
- Culture of collaboration to implement high-yield strategies
- Leader participates in frequent, specific collaboration

**FIGURE 1: Factors Influencing Student Achievement**

<table>
<thead>
<tr>
<th>Influence</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Teacher Efficacy</td>
<td>1.57</td>
</tr>
<tr>
<td>Prior achievement</td>
<td>0.85</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>0.52</td>
</tr>
<tr>
<td>Home environment</td>
<td>0.52</td>
</tr>
<tr>
<td>Parental involvement</td>
<td>0.49</td>
</tr>
<tr>
<td>Motivation</td>
<td>0.68</td>
</tr>
<tr>
<td>Concentration/attendance/engagement</td>
<td>0.48</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
</tr>
</tbody>
</table>

Note: Effect sizes are based on Cohens’s d. The average effect size is d=0.45. This average summarizes the typical effect of all possible influences on education.