

SCHOOL LEADERSHIP, COLLABORATIVE PROFESSIONALISM AND STUDENT LEARNING

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3 BIG IDEAS

Systemness


Pedagogy

Impact

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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

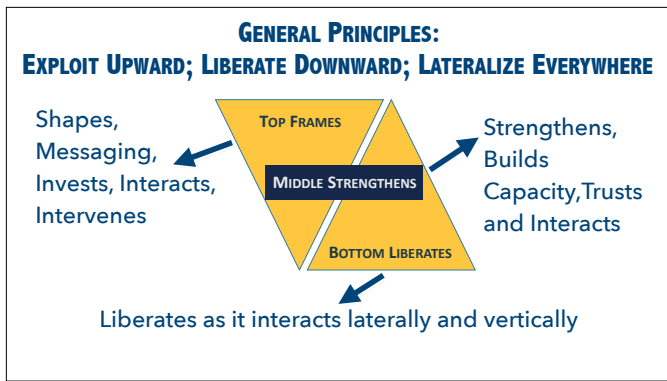


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LEADERSHIP FROM THE MIDDLE

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.

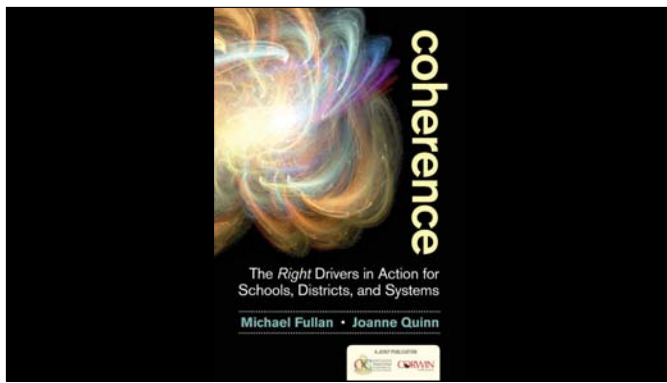
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CHANGE CHALLENGE

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.

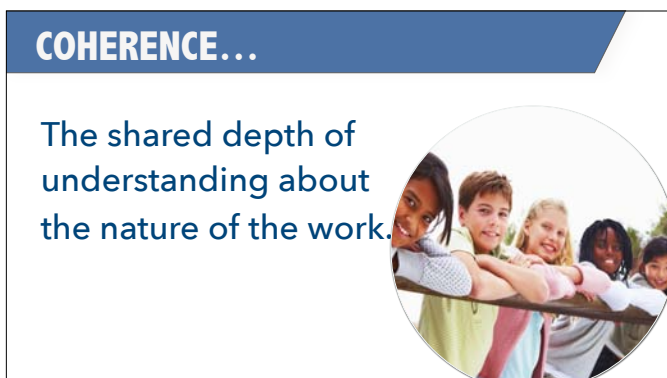
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The Coherence Framework



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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?

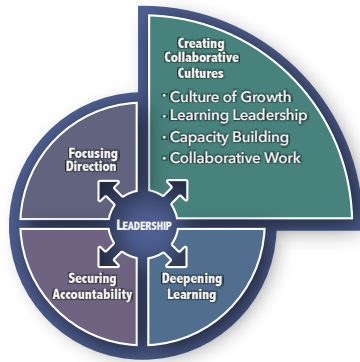
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CLARITY OF STRATEGY

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.

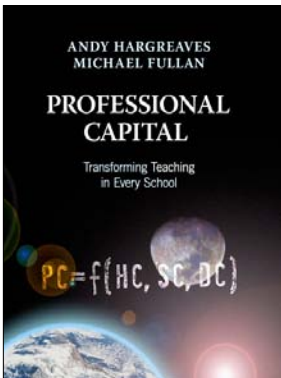
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INTRINSIC MOTIVATORS

- › 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

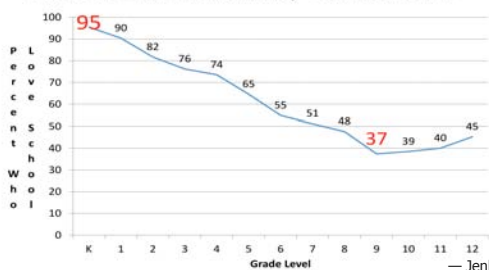
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IT'S GETTING WORSE ...

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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DEEP LEARNING

Engage the World Change the World



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