NEW LEARNING:
WHAT IS DEEP LEARNING?

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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

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

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.
The Coherence Framework

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

COHERENCE...

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

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

LEADERSHIP
- Securing Accountability
- Deepening Learning
- Creating Collaborative Cultures

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

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

PC IS A FUNCTION OF:

- Human Capital
- Social Capital
- Decisional Capital

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

LEADERSHIP
- Securing Accountability
  - Internal Accountability
  - External Accountability
- Creating Collaborative Cultures
- Deepening Learning
  - Clarity of Learning Goals
  - Precision in Pedagogy
  - Shift Practices Through Capacity Building

Focusing Direction

Deepening Learning

Creating Collaborative Cultures

Securing Accountability

The Coherence Framework
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

IT’S GETTING WORSE …

Loss of Enthusiasm by Grade Level

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Jenkins, 2012
EXCITING NEW LEARNING NEEDS TO BE:

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

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 wealth... p.xvii
2. Some students arrive at the doorsteps of schools every day without the readiness to learn... Do they succeed or fail? p.22
3. The change lesson here is that we need to change the culture of learning not just the trappings or structures. p.26
4. Students have untapped potential but given voice and choice through deep learning we see these influencing dramatic changes to organizations, society and pedagogy. p.48
5. Deep learning occurs when we use the competencies to engage in issues and tasks of value to students and the world. p.69
6. 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
7. If the teachers and leaders are not thinking deeply, it is unlikely they will create these conditions for their students. p.98
8. Go outside to get better inside. p.118

WHAT IS DEEP LEARNING?

• Quality learning that sticks with you the rest of your life
• Learning that Engages the World Changes the World
OUR PURPOSE
To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.

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.

WHAT WE DO
We build knowledge and practices that foster deep learning and whole system change.
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 that vision.

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

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

CHARACTER
Learning to be brave, 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 from a deep understanding of diverse values and worldviews, and the ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

COLLABORATION
Working independently and as a team, reflecting on individual roles and responsibilities, taking ownership of both successes and challenges, making collective decisions together, and learning from and contributing to the learning of others.
Make a note of any 6Cs you see in the Young Minds video
WHAT IS DEEP LEARNING

- 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

ATTACK INEQUITY

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

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)

STEM: FAILURE TO INTEGRATE RE

- Transformation of Learning
- Character and Citizenship (the 6Cs)
- Attack Inequity with Deep Learning
- Change Culture not just Programs and Standards
- World is Awry: Stress, Anxiety, Unpredictability

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).
“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

“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).

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

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>1.87</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/Perseverance/Engagemet</td>
<td>0.68</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
</tr>
</tbody>
</table>

Note: Effect sizes are based on Cohen’s d. The average effect size is d=0.48. This average summarises the typical effect of all possible influences on education.