LEADING DEEP LEARNING

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LEARNING FORWARD 2018 ANNUAL CONFERENCE
DALLAS, TEXAS
MONDAY, DECEMBER 3, 2018
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.

coherence
The Right Drivers in Action for Schools, Districts, and Systems
Michael Fullan + Joanne Quinn
The Coherence Framework

Creating Collaborative Cultures
Focusing Direction
Securing Accountability
Deepening Learning

领导

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

全纳教育解决方案

目标政策
促进领导
目标合作

高期望
教师知识
关怀关系
生活背景

Fullan 2018
**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>0.65</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>0.48</td>
</tr>
<tr>
<td>Concentration/persistence/engagement</td>
<td>0.48</td>
</tr>
<tr>
<td>Homework</td>
<td>0.29</td>
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</tbody>
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*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.*

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**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

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**Alignment vs Coherence**

- Alignment is Rational
- Coherence is Emotional
The Coherence Framework

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 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

THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

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

The Coherence Framework

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

Internal Accountability
External Accountability
**INTERNAL VS EXTERNAL ACCOUNTABILITY**

Investments in Internal Accountability ‘Logically Precedes’ any expectation that schools will respond productively to external pressure for performance.

—Elmore, 2004

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**IT’S GETTING WORSE ...**

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
- Involves deep learning

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.

- Canada
- USA
- Finland
- Netherlands
- Hong Kong
- Uruguay
- Australia
- New Zealand
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.

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.

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.

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

CITIZENSHIP
Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

COLLABORATION
Working interdependently and synergistically in teams with strong interpersonal and team-related skills, effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

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

YOUNG MINDS OF THE FUTURE
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 out Canary Children benefit themselves and society

(Thanks to Rebecca Wells for the idea)

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).

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).
PART B

NUANCE

WHY SOME LEADERS SUCCEED AND OTHERS FAIL
MICHAEL FULLAN

A subtle difference in or shade of meaning, expression, or sound.
Nuance leaders have a curiosity about what is possible, openness to other people, sensitivity to context, and a loyalty to a better future. They see below the surface, enabling them to detect patterns and their consequences for the system. They connect people to their own and each other’s humanity. They don’t lead; they teach. They change people’s emotions, not just their minds. They have an instinct for orchestration. They foster sinews of success. They are humble in the face of challenges, determined for the group to be successful, and proud to celebrate success. They end up developing incredibly accountable organizations because the accountability gets built into the culture. Above all, they are courageously and relentlessly committed to changing the system for the betterment of humanity.

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**NUANCED LEADERSHIP: THE JAC MODEL**

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**CORE CHAPTERS AND STICKY PHRASES**

- Chapter 2: Jointly determined change: Be right at the end of the meeting
- Chapter 3: Adaptability: Learn and lead in equal measure
- Chapter 4: Culture-based accountability: Trust and interact

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— Fullan, 2018, Figure 1.1, p. 13

— Fullan, 2018, Figure 1.2, p. 14
NUANCED LEADERSHIP: THE JAC MODEL

The leader is more responsible than anyone else for that integrative unity which is the aim of the organization . . . The great leader is one who is able to integrate the experience of all and use it for a common purpose. (Héon et al., 2017, p. 166)

— Fullan, 2018, p. 18

NUANCED LEADERSHIP: THE JAC MODEL

I have said that the leader must understand the situation, must see it as a whole, must see the interrelation of the parts . . . must see the evolving situation, the developing situation. (Héon et al., 2017, p. 167)

— Fullan, 2018, p. 18

STICKY CHANGE PHRASES

1. Use the group to change the group
2. Precision over prescription
3. Feedback: collaboration, candor, and autonomy
4. Trust and interact vs. trust but verify
5. See the forest and the trees
6. Accountability as culture

— Fullan, 2018, Figure 4.1, p. 79
Jointly determined change involves developing unity of purpose and action with those in the organization, pursuing and staying the course through continuous interaction.

Effective focus means that adaptability enables the organization to adjust or pivot, to use a modern language equivalent, according to what is being learned.

Culture-based accountability establishes strong mutual commitment and responsibility through trust and interaction.

— Fullan, 2018, p. 13
Purpose Driven: Quickwrite

- Clarify your own moral purpose by reflecting and recording your thought about these four question using the quick write protocol.
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