

# LEADING DEEP LEARNING

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**LEARNING FORWARD 2018 ANNUAL CONFERENCE**

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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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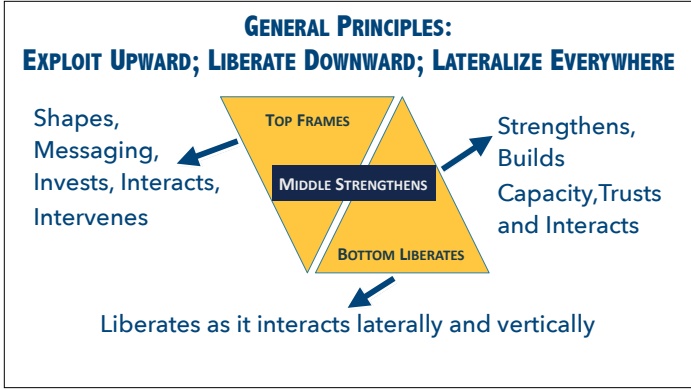
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**BENEFITS OF LEADERSHIP FROM THE MIDDLE**



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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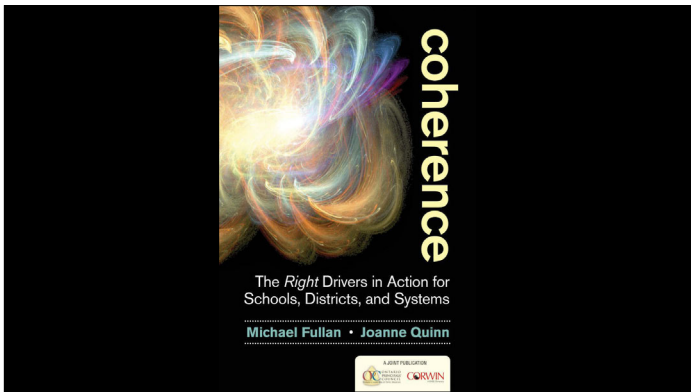
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## The Coherence Framework



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## COHERENCE...

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



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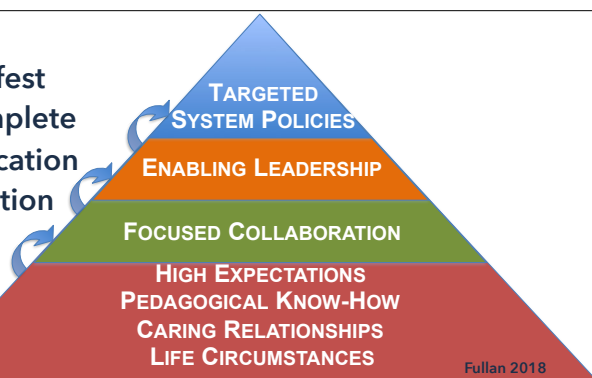
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The Briefest Complete Education Solution



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### 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.

Donohoo, Hattie, & Eells, 2018

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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

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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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## THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

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



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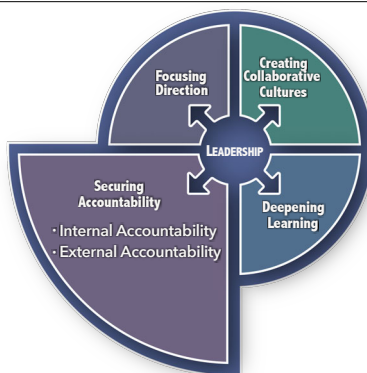
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## The Coherence Framework



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## 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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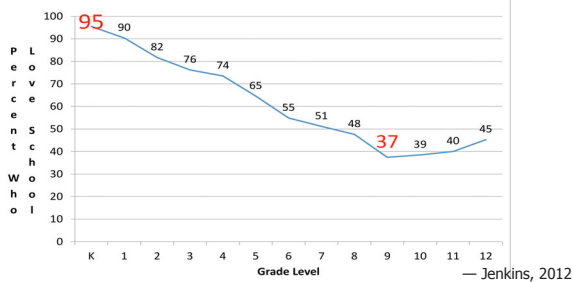
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## IT'S GETTING WORSE ...

Loss of Enthusiasm by Grade Level



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## EXCITING NEW LEARNING NEEDS TO BE:

- ▶ Irresistibly engaging
- ▶ Elegantly efficient
- ▶ Technologically ubiquitous
- ▶ Steeped in real life problem solving
- ▶ Involves deep learning



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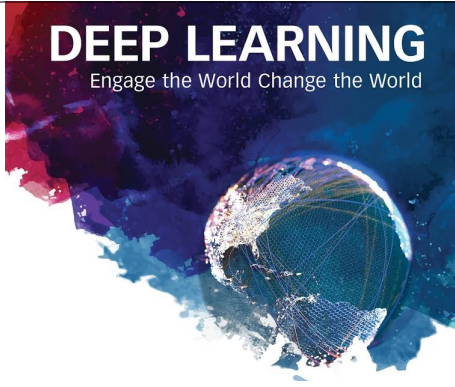
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**MICHAEL FULLAN**  
**JOANNE QUINN**  
**JOANNE MCEACHEN**

## DEEP LEARNING

Engage the World Change the World

A JOINT PUBLICATION  
**CORWIN**  



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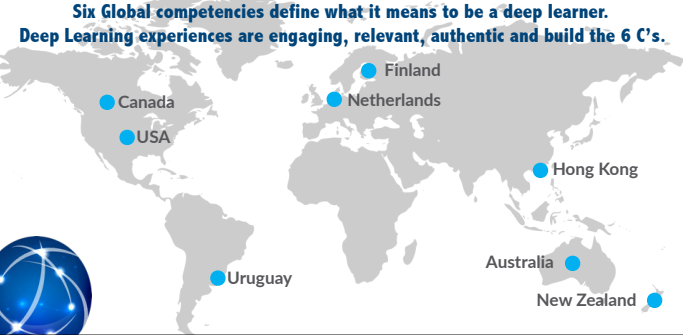
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**Global Competencies for Deep Learning – 6 C's**  
Six Global competencies define what it means to be a deep learner.  
Deep Learning experiences are engaging, relevant, authentic and build the 6 C's.



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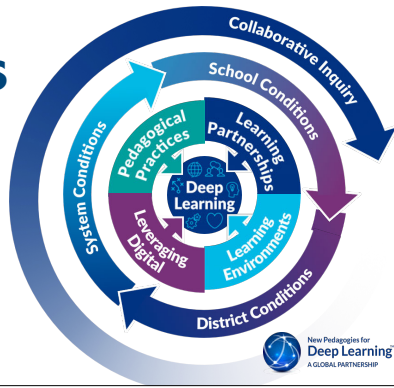
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## HOW IT WORKS

Framework and set of tools and processes



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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.

- |   |   |   |
|---|---|---|
| <p><b>CREATIVITY</b><br/>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.</p>   |       | <p><b>CRITICAL THINKING</b><br/>Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.</p>   |
| <p><b>COMMUNICATION</b><br/>Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.</p>  |       | <p><b>CHARACTER</b><br/>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.</p>   |
| <p><b>CITIZENSHIP</b><br/>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.</p> |   | <p><b>COLLABORATION</b><br/>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.</p> |

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32

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## YOUNG MINDS OF THE FUTURE



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## 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/welcome-a-new-class-of-international-students-starts-at-the-airport.html>

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## CANARY CHILDREN

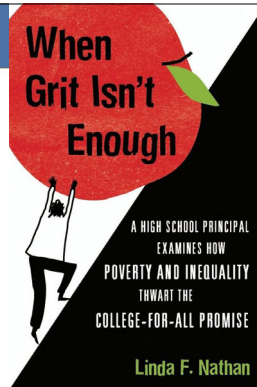
- ▶ Signs of imminent danger
- ▶ Miners trained to react; teachers not
- ▶ Attack inequity with Deep Learning
- ▶ Turned out Canary Children benefit themselves and society

(Thanks to Rebecca Wells for the idea)

37

## QUOTES

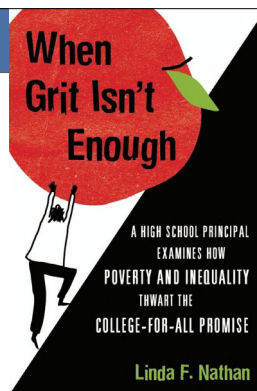
"It's frustrating to know that the kind of learning involved to pass standardized tests does not bolster students' sense of agency or belonging, and there is little room for the kind of learning that would – the kind where students deeply feel they can make change" (p. 158).



38

## 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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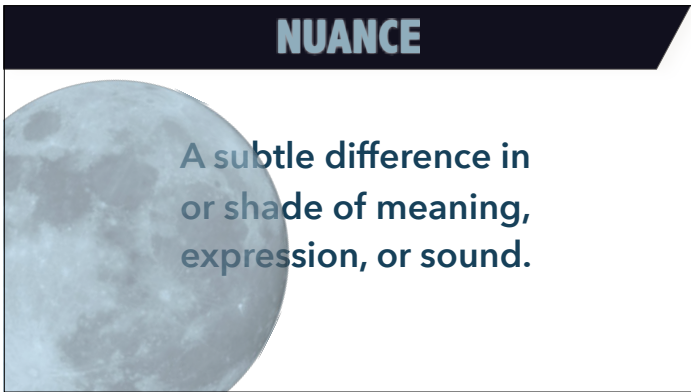
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## NUANCE

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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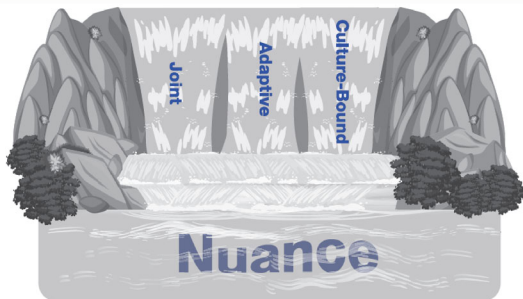
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## NUANCED LEADERSHIP: THE JAC MODEL



— Fullan, 2018, Figure 1.1, p. 13

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## CORE CHAPTERS AND STICKY PHRASES

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|-----------|---|
| 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              |

— Fullan, 2018, Figure 1.2, p. 14

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## NUANCED LEADERSHIP: THE JAC MODEL

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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

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## NUANCED LEADERSHIP: THE JAC MODEL

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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

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## STICKY CHANGE PHRASES

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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

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## NUANCED STRATEGIES

- › *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

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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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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?	