

LEADING WITH COHERENCE A FRAMEWORK FOR SUCCESS

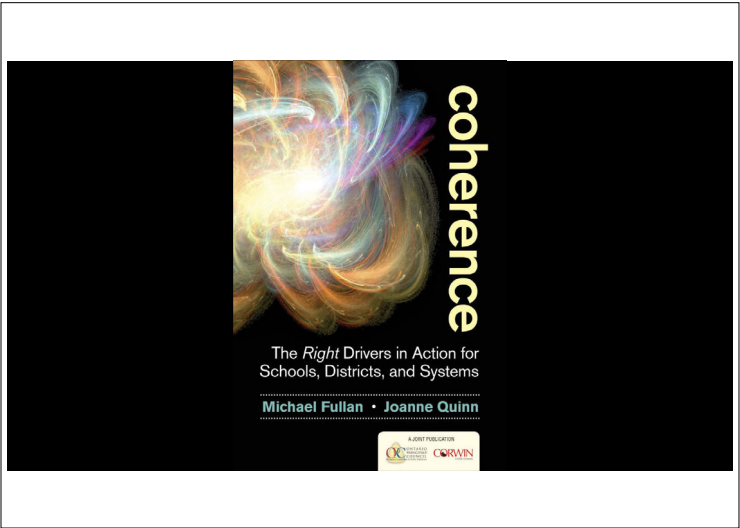
MICHAEL FULLAN

**VISIBLE LEARNING WORLD CONFERENCE
EDINBURGH INTERNATIONAL CONFERENCE CENTRE
MARCH 12-13, 2019**

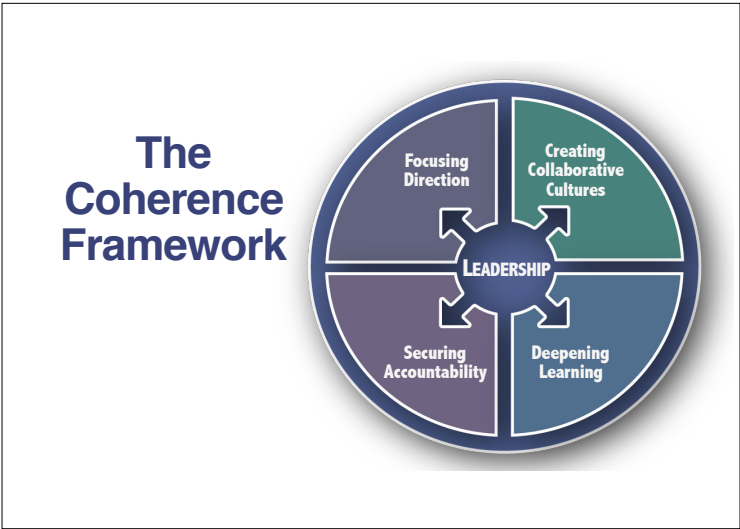




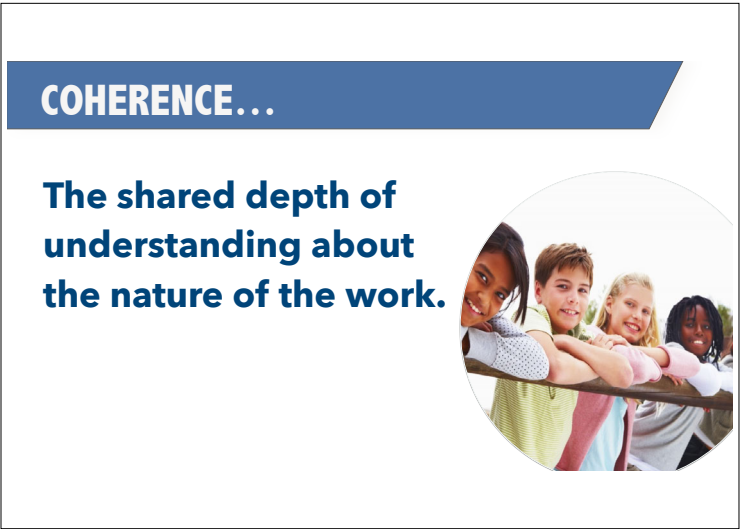
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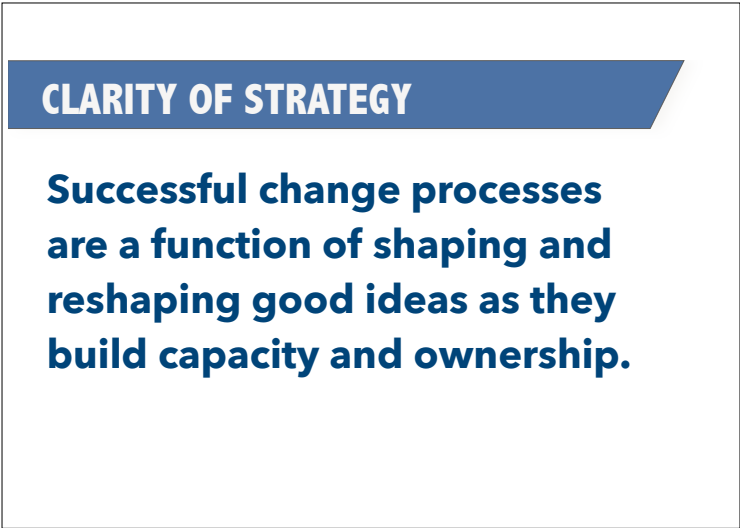
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5



6

The Coherence Framework



7

PURPOSE DRIVEN: QUICK WRITE (SEE HANDOUT)



- › 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.

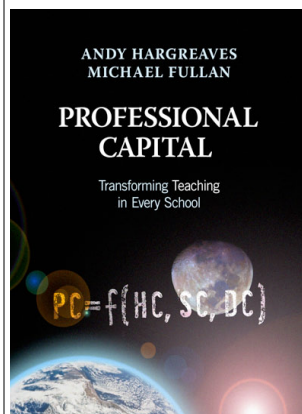
What is my moral purpose?
What actions do I take to realize this moral purpose?
How do I help others clarify their moral purpose?
Am I making progress in realizing my moral purpose?

8

The Coherence Framework



9



PC IS A FUNCTION OF:

- › Human Capital
- › Social Capital
- › Decisional Capital

10

THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

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



11

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

—Hattie, 2017

12

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.

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

13

PROFESSIONAL COLLABORATION WITH PURPOSE

- › Teachers didn't distinguish between formal and informal collaboration
- › Candid, deliberative, supportive norms
- › Critical stance on curriculum and pedagogy
- › Strive for continuous innovation and improvement
- › Collaboration sustained and protected from competing external demands
- › Collective sense-making and integration of curriculum policy and existing practice

—Datnow & Park, 2019

14

SUPPORTING TEACHERS EMOTIONALLY

- › Buffering teachers from external demands
- › Being a source of inspiration for improving practice
- › Lightening the burden around curriculum design and instructional planning
- › Being a site for celebrating student learning

—Datnow & Park, 2019

15

COLLABORATIVE PROFESSIONALISM not PROFESSIONAL COLLABORATION

- › The joint work of collaborative professionalism is embedded in the culture and life of the school.
- › Where educators care for each other as fellow professionals as they pursue their challenging work.
- › Where they collaborate in ways that are responsive to and inclusive of the culture of their students, themselves, the community and society.

—Hargreaves & O'Connor, 2018

16

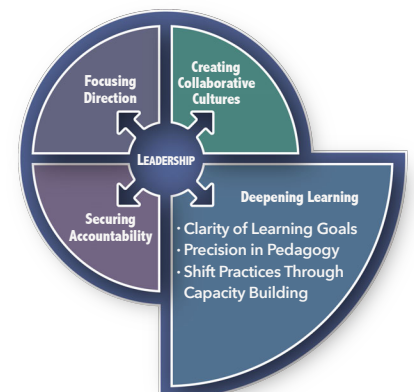
MOVING FROM PROFESSIONAL COLLABORATION TO COLLABORATIVE PROFESSIONALISM

FROM	→	TO
Talk or Action	→	Talk and Action
Narrow Achievement Goals	→	Learning with Meaning and Purpose
Episodic Meetings	→	Embedded Cultures
Administratively Imposed	→	Teacher Led
Comfortable or Contrived	→	Genuine and Respectful
Conversation	→	Dialogue
For Students	→	With Students

—Hargreaves & O'Connor, 2018

17

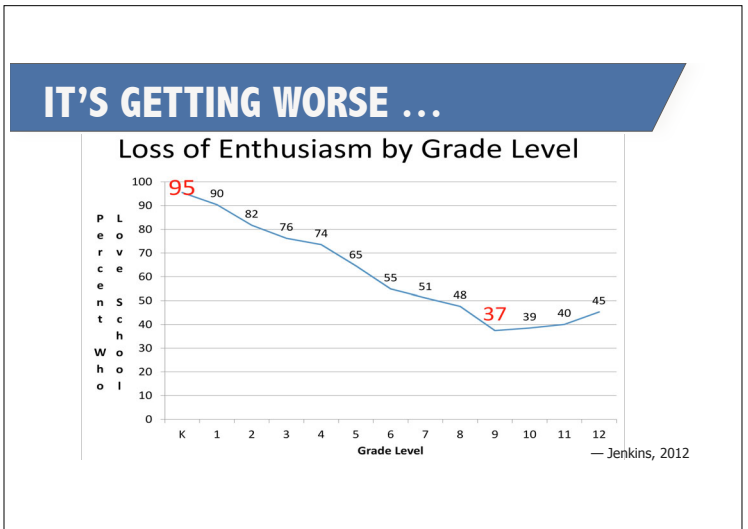
The Coherence Framework



18



19



20

EXCITING NEW LEARNING NEEDS TO BE:

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

21

WHAT IS DEEP LEARNING?

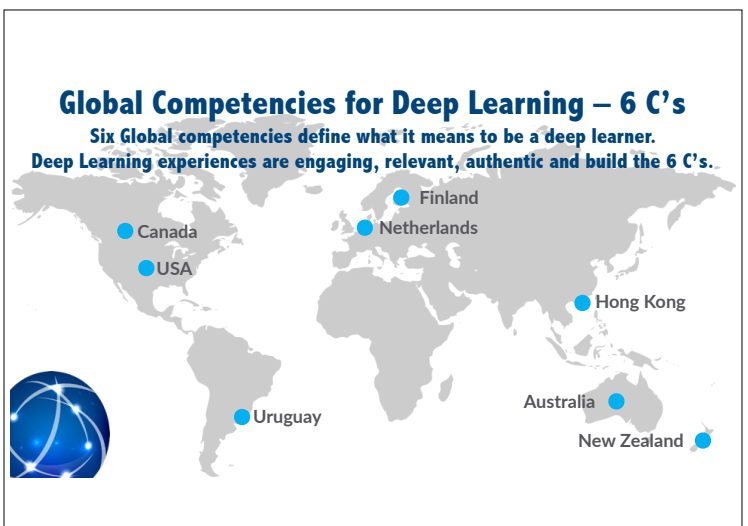
- Quality learning that sticks with you the rest of your life
- Learning that Engages the World Changes the World

22

New Pedagogies for Deep Learning

A Global Innovation Partnership

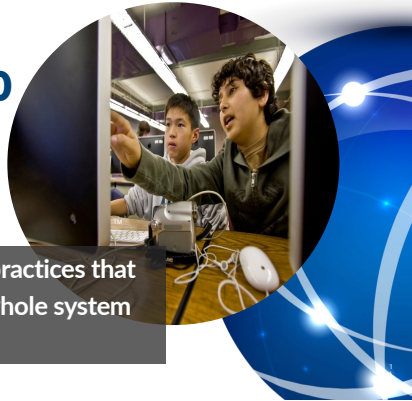
23



24

WHAT WE DO

We build knowledge and practices that foster deep learning and whole system change



25

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 those ideas and turn them into action.



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

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



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.

CITIZENSHIP
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.



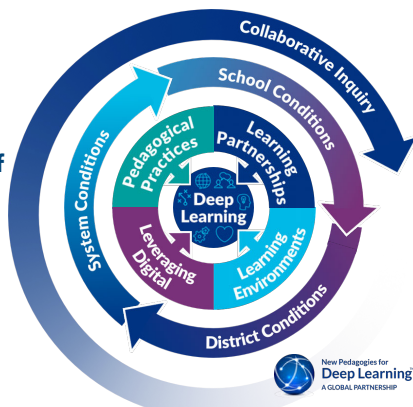
COLLABORATION
Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

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26

HOW IT WORKS

Framework and set of tools and processes



New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

27

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



New Pedagogies for
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28

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

New Pedagogies for
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29

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

30

QUICK WRITE (SEE HANDOUT)



- How do you address both academics and well being?
- Have you ever seen a student transform from disconnected to highly engaged (describe)?

31

THE SYNERGY OF WELL-WELL

		LEARNING	
		Low	High
CONNECTEDNESS	Low	ILL-BEING	STRESSED
	High	PRESENTISM	WELL-BEING

—Fullan, 2019

The quadrant depicts the new framework. Quadrant four: well-being represents being good at learning and good at life. [A note of caution: this is an early version of a new idea so there will be future refinements required. For example, learning can mean a lot different things. But for the time being the distinctions are useful for exploring fruitful new definitions of the role of the moral imperative.]

32

CANARY CHILDREN

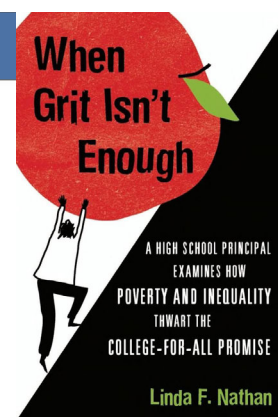
- Signs of imminent danger
- Miners trained to react; teachers not
- Attack inequity with Deep Learning
- Turned out Canary Children benefit themselves and society

(Thanks to Rebecca Wells for the idea)

33

QUOTES

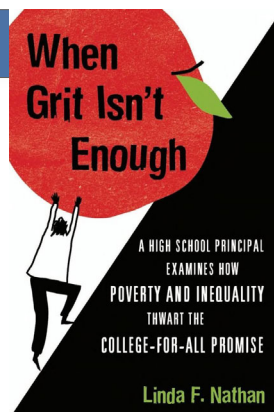
"It's frustrating to know that the kind of learning involved to pass standardized tests does not bolster students' sense of agency or belonging, and there is little room for the kind of learning that would – the kind where students deeply feel they can make change" (p. 158).



34

QUOTES

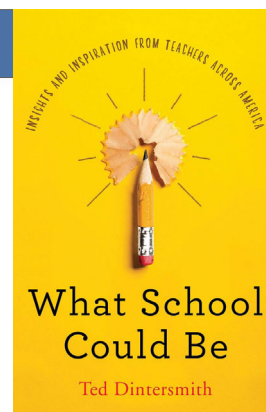
"When the emphasis on grit ends up as a stand-alone pedagogy, the context of students' family life and family circumstances is ignored" (p.76).



35

FINDING PURPOSE

"Over and over educators relate to me their delight in seeing under achieving kids spring into accomplishment when taking on something they believe is important that aligns with their sense of purpose" (p. 104-105).



36



37