LEADING WITH COHERENCE
A FRAMEWORK FOR SUCCESS

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Coherence Making

The Coherence Framework

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

CLARITY OF STRATEGY
Successful change processes are a function of shaping and reshaping good ideas as they build capacity and ownership.

ALIGNMENT VS COHERENCE
Alignment is Rational
Coherence is Emotional
The Coherence Framework

Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership
- Creating Collaborative Cultures
- Deepening Learning
- Securing Accountability

Leadership

The Coherence Framework

PC IS A FUNCTION OF:
- Human Capital
- Social Capital
- Decisional Capital

THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION
- Autonomy is not isolation
- Connected autonomy is essential
- Collaborative professionalism

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

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?

PC IS A FUNCTION OF:
- Human Capital
- Social Capital
- Decisional Capital
FACTORS INFLUENCING STUDENT ACHIEVEMENT

<table>
<thead>
<tr>
<th>INFLUENCE</th>
<th>EFFECT SIZE</th>
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<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>
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<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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</table>

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

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

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

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

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

The Coherence Framework
EXCITING NEW LEARNING NEEDS TO BE:

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

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 finding ways to pursue these 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.

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

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.

COLLABORATION
- Working 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.

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.

How do you address both academics and well being?

Have you ever seen a student transform from disconnected to highly engaged (describe)?

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.]

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)

“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).

“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).
IT’S TIME TO TRANSFORM LEARNING