WHY SOME LEADERS FAIL AND OTHERS SUCCEED: *nuance*

MICHAEL FULLAN

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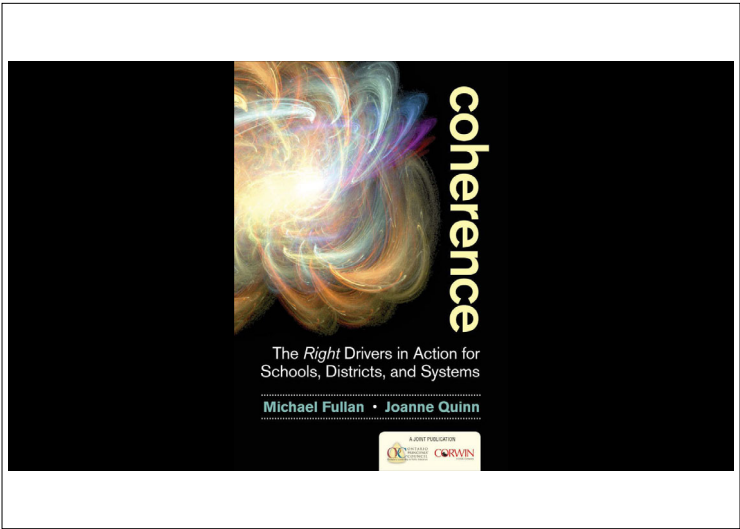### MARCH 12-13, 2019
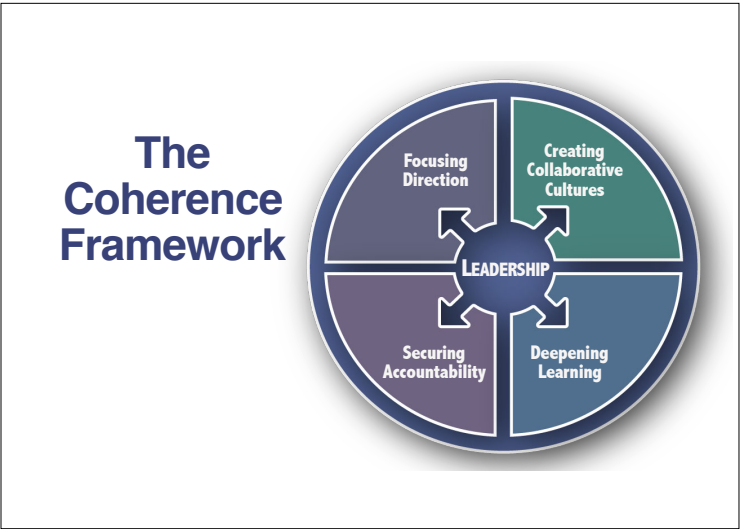
CORWIN

visible learning plus

OSIRIS
EDUCATIONAL

Slide 1

MODULE A
The Need for Change

Slide 2

The Need for Change

–Fullan, 2019

- Traditional schooling is boring
- Inequity is widening
- The world is troubled
- Deep learning innovations show promise

Slide 3

coherence

The *Right* Drivers in Action for Schools, Districts, and Systems

Michael Fullan • Joanne Quinn

A JOINT PUBLICATION
CORWIN

Slide 4

The Coherence Framework

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

Slide 5

ALIGNMENT VS COHERENCE

Alignment is Rational

Coherence is Emotional

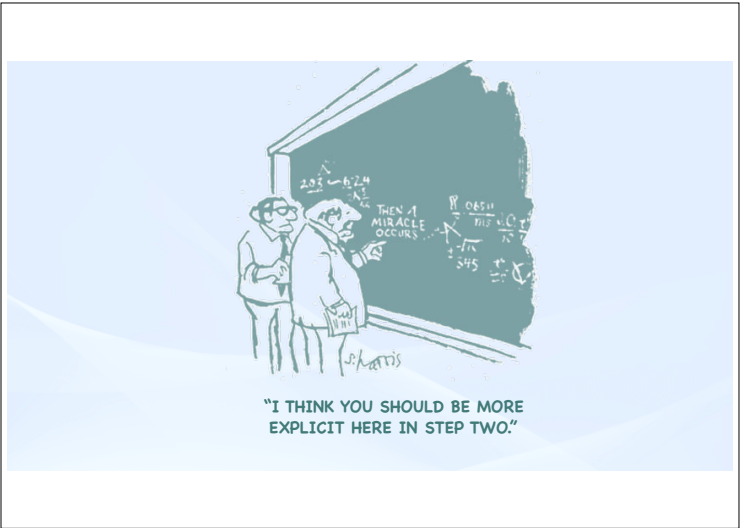**Slide 6**

"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."

THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

▸ Autonomy is not isolation

▸ Connected autonomy is essential

▸ Collaborative professionalism

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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

–Hattie, 2017

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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.

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

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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

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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

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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

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Slide 13

MICHAEL FULLAN

JOANNE QUINN

JOANNE MCEACHEN

DEEP LEARNING
Engage the World Change the World

A JOINT PUBLICATION

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Principals'

Slide 14

WHAT IS DEEP LEARNING?

- **Quality learning that sticks with you the rest of your life**

- **Learning that Engages the World Changes the World**

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

Slide 15

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.
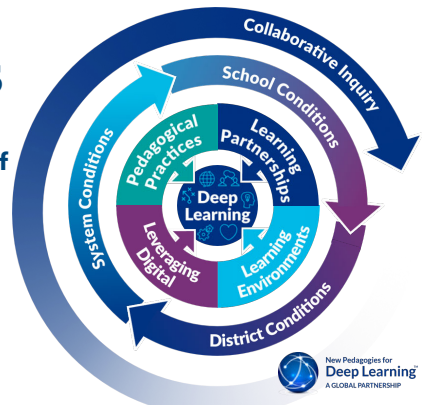
CREATIVITY
Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

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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Slide 16

HOW IT WORKS

Framework and set of tools and processes

Collaborative Inquiry
School Conditions
System Conditions
Pedagogical Practices
Learning Partnerships
Deep Learning
Leveraging Digital
Learning Environments
District Conditions

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

Slide 17

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
Deep Learning
A GLOBAL PARTNERSHIP
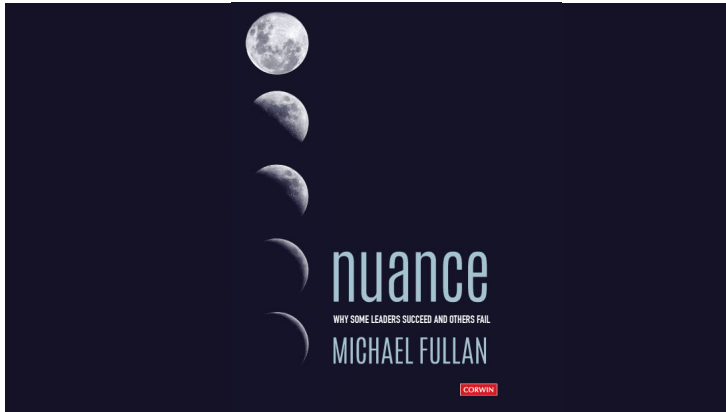
Slide 18

MORAL IMPERATIVE REDEFINED

The new definition of the moral imperative in education is:

Raising the bar and closing the gap in both learning/academic achievement, and in doing well in life ('connectedness').
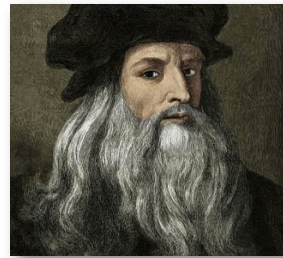
–Fullan, 2019

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PATRON SAINT OF NUANCE

Leonardo's learning motto was "experience and experiment". See the detail, note the connections, see the system at work, and then experiment further to see what more can be done with the insight. p.71

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POINT AND GO!

- Why might Leonardo di Vinci be considered a nuanced leader?
- Think of a leader that you would describe as being nuanced. Share your rationale.
- Why is this kind of leadership important today?

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SURFACERS VS. NUANCERS

- Surfacers treat problems as "technical" –if only we can get the right stepwise solutions.
- Nuancers work with key "principles" that lead to adjustable actions.
- …becoming good with nuance is conceptual and practical skill that requires immersive, reflective action. p. 2

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NUANCE

…the more complex the problem, the more that people with the problem must be part of the solution. p. 9

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NUANCE LEADERS

- Bring together apparently separate parts in the service of the 'whole'.
- Bias for action in making sure there is movement in the details, leaders who contest the inertia of over reflection, or the exhaustion of aimless freneticism.

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There can be no progress without unity of purpose and action that itself involves a process of continually unifying the sense of collective purpose and the individual and group capacity to make improvements. p. 42
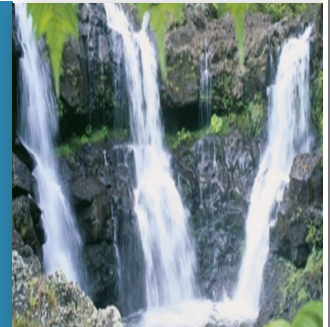
25

Slide 26
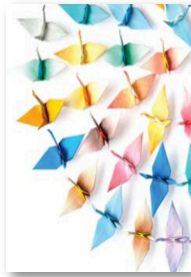
THE ESSENCE OF NUANCE LEADERSHIP

Joint determination

Adaptability

Culture-Based Accountability

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Jointly Determined Change

Your job as leader is to be right at the end of the meeting, not at the beginning of the meeting.

It's your job to flush out all the facts, all the opinions… because you'll get measured on whether you made a good decision, not whether it was your idea at the beginning. (Bryant 2013) p. 16

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NUANCED LEADERSHIP: LONG DEFINITION

Nuance leaders have a curiosity about what is possible, openness to other people, sensitivity to context, and 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 accountability gets built into the culture. Above all, they are courageously and relentlessly committed to changing the system for the betterment of humanity. (Fullan, 2019, p. 12)

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Slide 29

NUANCED LEADERSHIP: SHORT DEFINITION

‣ **Action informed by deep contextual literacy**
‣ **Knows that new contexts automatically de-skills you**

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Slide 30
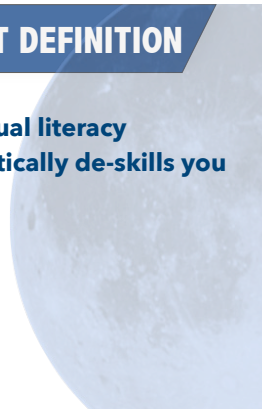
NUANCE: CULTURE-BASED ACCOUNTABILITY

Trust

and

Interact

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ACCOUNTABILITY QUOTE WALKABOUT (SEE HANDOUT)

‣ Essentially culture based accountability is individual and collective responsibility is embedded in the culture.
‣ "No amount of external accountability will be effective in the absence of internal accountability" Richard Elmore p. 78
‣ Use the group to change the group. p. 79
‣ Precision over prescription…Normally you don't' have to impose something that works it it has been developed in practice with your peers. p.81

Nuance: Quote Walkabout
Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin.

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ACCOUNTABILITY QUOTE WALKABOUT (SEE HANDOUT)

‣ Autonomy and collaboration combine to produce natural accountability.
‣ Effective organizations don't just passively follow state directives and data; they proactively examine the information at hand.
‣ At the end of the day improvement and accountability are one and the same–they are both culture based.
‣ The two systems–external and internal–work best when there is two-way interaction between them.

Nuance: Quote Walkabout
Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin.

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RIGHT DRIVERS ARE NUANCE

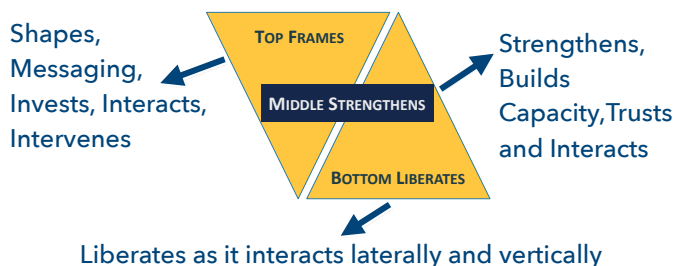| RIGHT	WRONG
Capacity Building	Accountability
Collaborative work	Individual teacher and leadership quality
Pedagogy	Technology
Systemness	Fragmented strategies

33

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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GENERAL PRINCIPLES:
EXPLOIT UPWARD; LIBERATE DOWNWARD; LATERALIZE EVERYWHERE

Shapes, Messaging, Invests, Interacts, Intervenes

TOP FRAMES

MIDDLE STRENGTHENS

BOTTOM LIBERATES

Strengthens, Builds Capacity, Trusts and Interacts

Liberates as it interacts laterally and vertically

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Cycles of trying things and making meaning

Leaders act on emerging solutions with focus and concern for impact

Co-learning dominates

NEW LEADERSHIP

Leaders help crystallize, articulate and feed back what they see

Leaders listen, learn, and ask questions

–Fullan, 2019

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NUANCED LEADERS

- Have a curiosity about what is possible
- Are open and connect to people
- Loyal to a better future
- See below the surface
- Teach
- Change people's emotions not minds

- Foster sinews of success
- Are humble
- Determined for the group to be successful
- Are proud to celebrate successes
- Courageously and relentlessly committed to changing the system for the betterment of humanity

—Fullan, Nuance, 2019, P. 112

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Nuanced Leaders Exhibit Unique Combinations

- Courage and humility
- High expectations and empathy
- Great celebrators and an unshakable loyalty to a better future

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STICKY PHRASES

1. Go Slow to Go Fast
2. Talk the Walk
3. Use the Group to Change the Group
4. Precison not Prescription
5. Trust and Interact/Candour and Autonomy
6. Go Outside to Learn Inside

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Nuanced leaders will.....

Engage the world
Change the world

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