**Leading System Change:
Reversal *not* Transversal**

ICSEI Foundation Years Forum
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M⚙TION
LEADERSHIP

1

Outline

‣ **Premises**
‣ **Massive wake-up call**
‣ **Early solutions are not nearly good enough**
‣ **Dare education create a new social order**
‣ **Deep learning: Engage the world change the world**
‣ **System change: The devil is in the details**
‣ **Reverse or die**

2

‣ In less than 50 years the world is heading to the brink of disaster
‣ Climate collapse; Socio-cultural fissure
‣ Can education reverse an avalanche?

Premises

3

Heat death, hunger, drowning, wildfire, disasters no longer natural, fresh water drain, dying oceans, unbreathable air, plagues of warming, economic collapse, climate conflict.

—Wallace-Wells, The Uninhabitable Earth, 2019

**Massive wakeup call:
Part A: Climate Avalanche**

4

"Global warming has improbably compressed into two generations (about 50 years) the entire story of civilization" (p. 29).

—Wallace-Wells, The Uninhabitable Earth, 2019

5

MASSIVE WAKEUP CALL: PART B: COLLAPSE OF TRUST

Originally separate from but soon becoming a mutually reinforcing dance of death is the rapid evolution of extreme inequality. Factually we have galloping inequity since 1980. A winner take all essence is built into the system that now has a life of its own.

Dignity and respect goes down the drain—deprivation and suicidal spirit are the remains.

— Winners Take All: The Elite Charade of Changing the World, Giridharadas, 2019

6

MASSIVE WAKEUP CALL: PART B: COLLAPSE OF TRUST

In about one generation climate avalanche and collapse of trust have "brought humanity to the brink of total instability"

— Wallace-Wells

What makes the current system especially pernicious is that it runs itself.

7

**Not good enough:
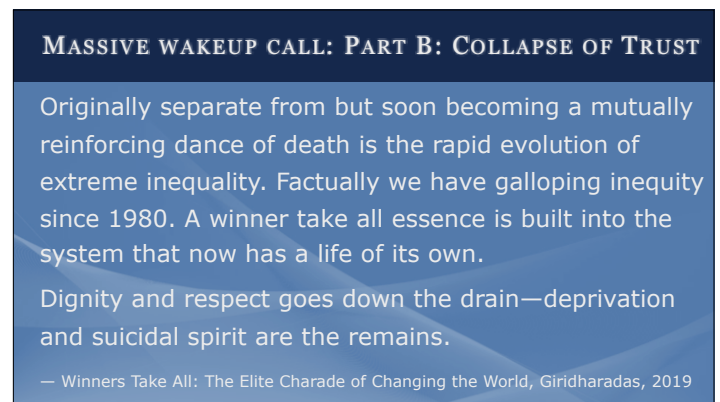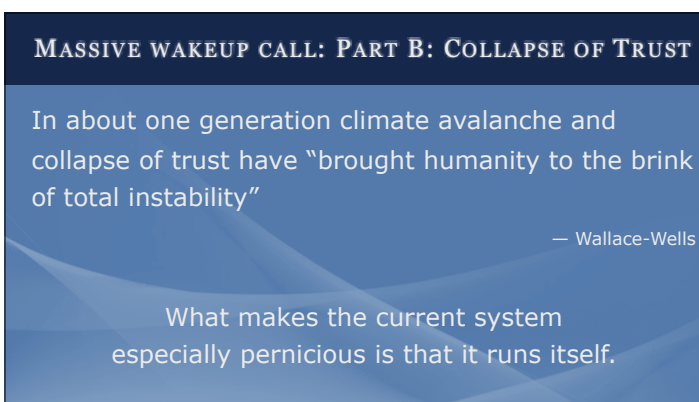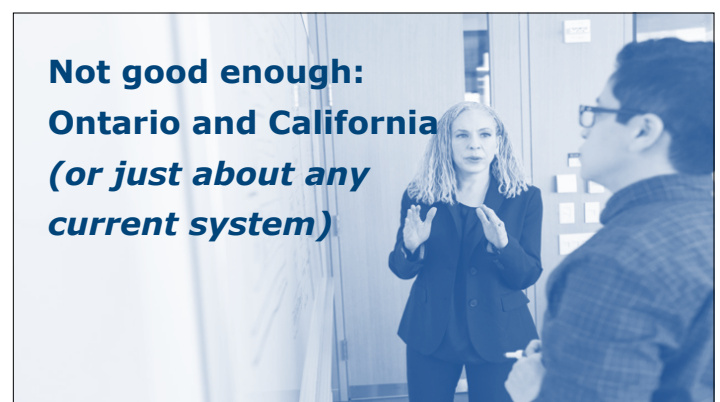Ontario and California
*(or just about any
current system)*

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8

Factors Related to Success

1. Small number of ambitious goals
2. Focus on leadership and capacity building for effective pedagogy
3. Establishing a dedicated leadership unit at the provincial level
4. Mobilizing data and intervention in a non-punitive manner
5. Strategic action to engage every level in coherent implementation
6. Using multiple overlapping strategies to learn from and refine implementation
7. The emergence of leadership from the middle (LftM)
8. Investment of resources attacking equity with excellence

9

MOBILIZING DATA AND EFFECTIVE PRACTICES

Provincial Results for Junior Writing
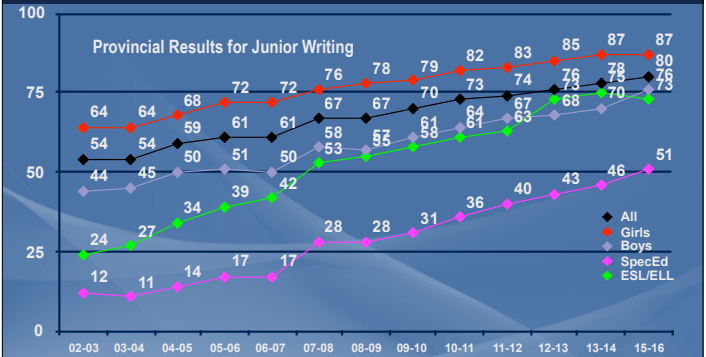
10

Figure 1
California's Eight State Priorities

1 Basic Services	2 Implementation of State Standards	3 Parental Involvement
• Rate of teacher misassignments • Access to standards-aligned materials • Facilities in good repair	• Academic content • Performance standards	• Efforts to seek parental input in decision making • Promotion of parent participation

4 Pupil Achievement	5 Pupil Engagement
• Standardized test scores • Advanced placement test pass rates • English learning proficiency and reclassification rates • Evidence of college and career readiness	• Attendance rates • Middle & high school dropout rates • Graduation rates • Chronic absenteeism rates

6 School Climate	7 Course Access	8 Other Pupil Outcomes
• Suspension rates • Expulsion rates • Sense of safety and connectedness (school climate surveys)	• Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education	• Pupil outcomes in broad course of study

Source: California Department of Education, State Priority Related Resources. https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp.

11

POSITIVE OUTLIERS: DISTRICT

1. Widely shared vision
2. Instructionally engaged learners
3. Recruiting and retaining high quality teachers
4. Collaborative professional learning
5. Developmental approach to instruction
6. Curriculum, instruction and assessment focused on DL
7. Evidence to inform teaching and improvement
8. System supports for students' academic social and emotional needs
9. Engagement of families and communities
                                        —Dion et al, LPI
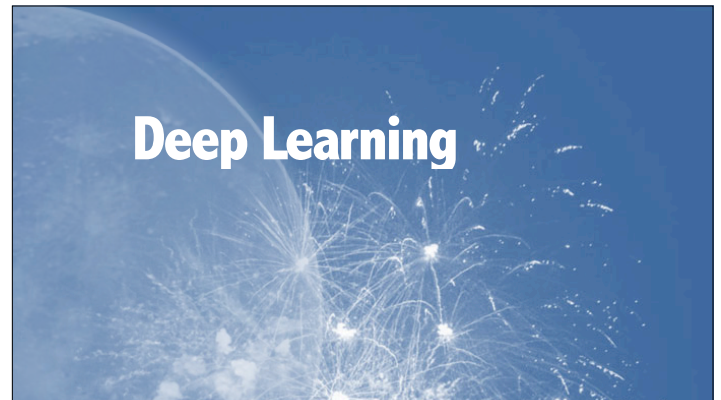
12

DARE EDUCATION CREATE A NEW SOCIAL ORDER?

1. Ordinary deep learning solutions will not be strong enough.
2. Only a version akin to 'Engage the world Change the world' will do.
3. Because massive engagement by learners in deep learning to understand and make corresponding changes in the world is the only thing strong enough to change the world.
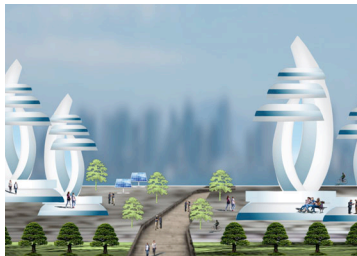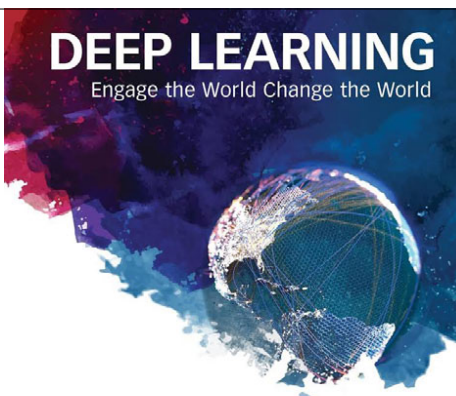

13

Deep Learning

14

MICHAEL FULLAN
JOANNE QUINN
JOANNE MCEACHEN

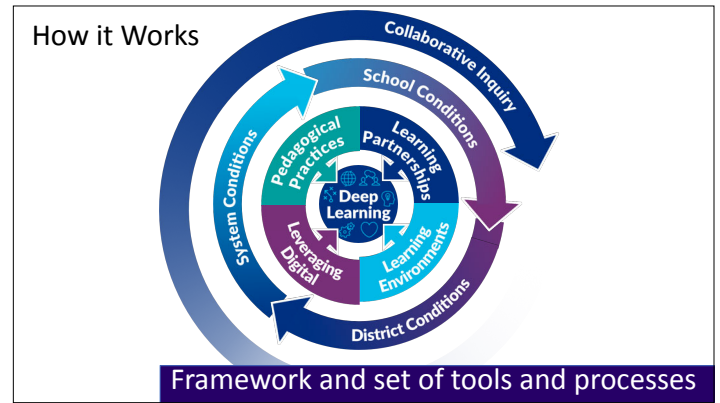
DEEP LEARNING
Engage the World Change the World

A JOINT PUBLICATION
CORWIN   Ontario Principals'

15

Engage the world
Change the world

2

16

Slide 17

What's Deep about Deep Learning?

Dive into DEEP LEARNING
Tools for Engagement

JOANNE QUINN
JOANNE McEACHEN
MICHAEL FULLAN
MAG GARDNER
MAX DRUMMY

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

17

Slide 18

How it Works

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

Framework and set of tools and processes

18

Slide 19

Defining the Six Global Competencies for Deep Learning

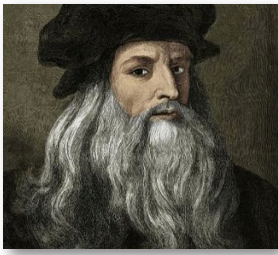Deep Learning is the process of acquiring the six global competencies

Character
- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action

Citizenship
- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens

Collaboration
- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges

Communication
- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity

Creativity
- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

Critical Thinking
- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
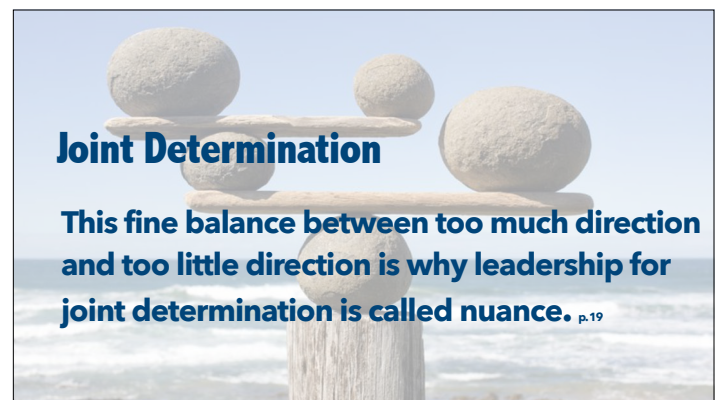- Experimenting, reflecting and taking action on ideas in the real world

New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

19

Slide 20

nuance

WHY SOME LEADERS SUCCEED AND OTHERS FAIL

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20

Slide 21
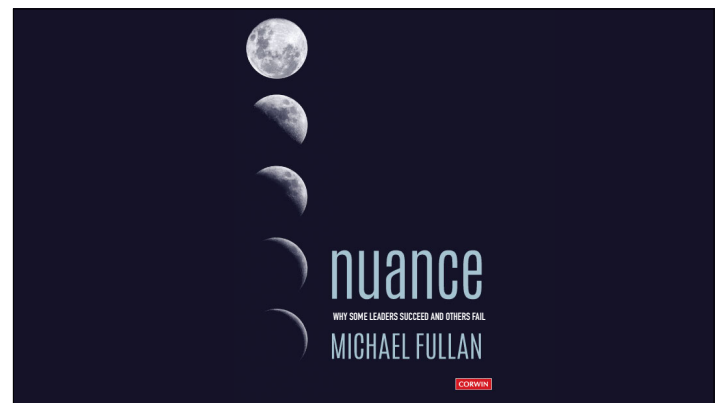
LEONARDO'S WAY

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

21

Slide 22

Joint Determination

This fine balance between too much direction and too little direction is why leadership for joint determination is called nuance. p.19

22

Slide 23

NUANCE : A NEW AND CRITICAL FINDING!

- **Action informed by DEEP CONTEXTUAL literacy**
- **Exquisitely tuned into context**
- **Know that when you move to a new context you become automatically de-skilled**

BOTTOM LINE:

ACTION INFORMED BY DEEP CONTEXTUAL LITERACY

23

Slide 24

BREAKTHROUGH LEADERSHIP

- **Respect and reject the status quo**
- **Be an expert and an apprentice**
- **Experiment and commit**

–Roger Martin & Sally Osberg, 2015

3

24

MODELLING AND MENTORING LEADERSHIP IN OTHERS

- ‣ Build collaborative cultures for 6 years or so to the point where you become dispensable

- ‣ Mentor aspiring leaders in the habits of nuance

25

NUANCED LEADERSHIP FOR JOINTLY DETERMINED CHANGE

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
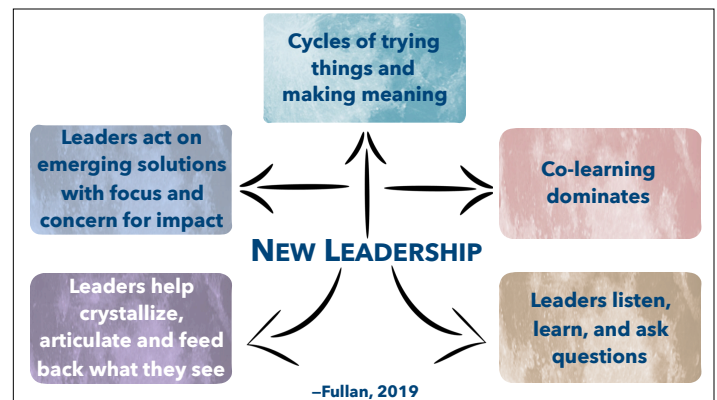
26

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

–Fullan, 2019

27

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

28

Learning Experiences that foster Deep Learning.....

- Involve higher-order cognitive processes to reach a deep understanding of content and issues in a contemporary world
- Include immersion in addressing areas or issues that are often cross disciplinary
- Integrate academic and personal capabilities
- Are active, authentic, challenging, and student centered
- Are often designed to impact the world, locally or more widely
- Take place in a range of settings and increasingly use digital and connectivity

29

A New Role for Teachers

Three ways teachers can think about their role to engage and propel the learning process as:

Activator
- establish challenging learning goals and success criteria
- access pedagogical practices to meet varying needs and contexts
- provide effective feedback to activate higher levels of learning

Culture Builder
- Establish norms of trust & risk-taking to foster innovation and creativity
- Engage student voice as co-designers
- Cultivate learning environments to support perseverance, self control and belonging

Collaborator
- Connect to students, families, community
- Engage in collaborative inquiry with colleagues
- Build and share knowledge of deep learning

Fullan, Quinn & McEachen, Deep Learning: Engage the World Change the World, Corwin 2018
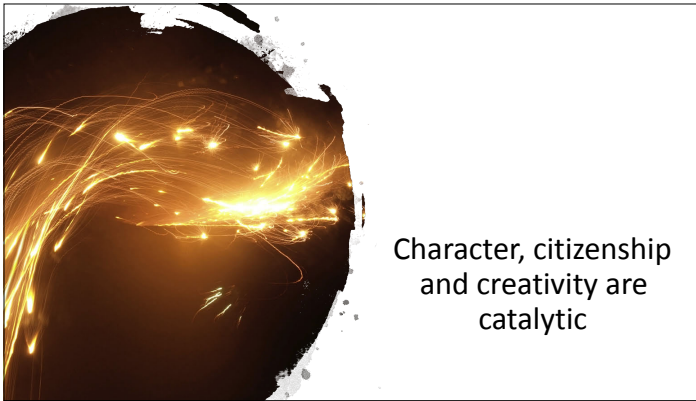
30

Emerging discoveries

31

4

Engagement

"One of the emerging findings is that the co-design of learning by teachers and students that builds on student needs and interests and links to authentic learning significantly impacts engagement."

32

Character, citizenship and creativity are catalytic

33

A focus on the 6 C's **immunizes and protects against social and emotional difficulties** thus building positive mental health and resilience… **levels the playing field for kids from challenging backgrounds**."
Jean Clinton, p22

Wellbeing

34

Equity and excellence are **intertwined**

"We are seeing that the nature of the deep learning tasks is intrinsically motivating for students because they delve into topics that are of **real interest to them**, have authentic meaning, and are more rigorous. It makes them want to persist and succeed."

"This combination of autonomy, belongingness, and meaningful work is building capacity in all students, but we have emerging evidence that it is catalytic for success in previously disadvantaged/under-engaged students who are beginning to flourish."
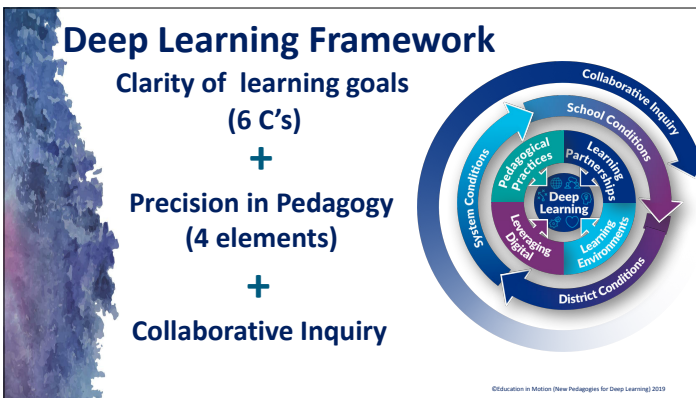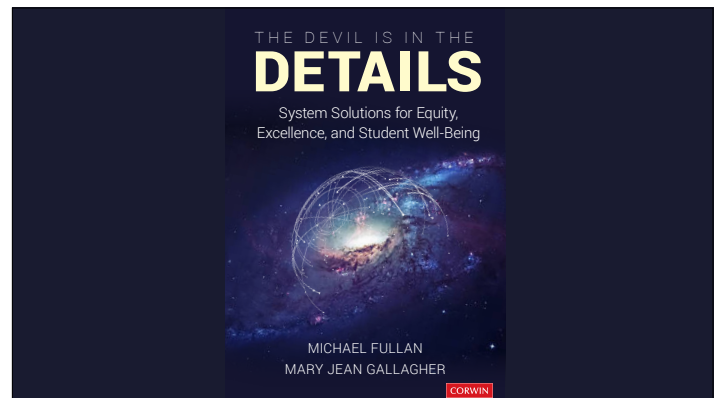
35

Students as agents of change

- Life and learning merge

- Helping humanity

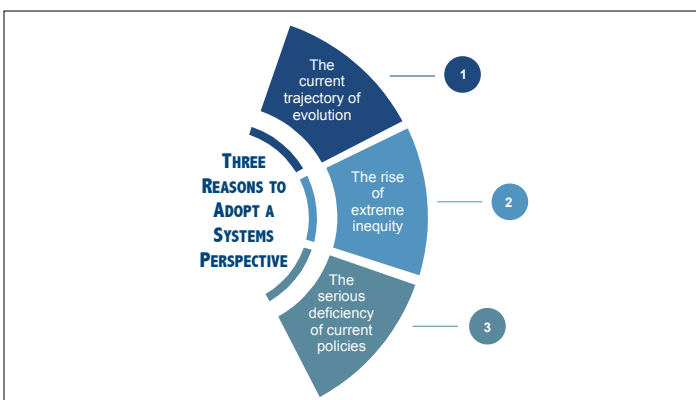- Working with others is an intrinsic motivator

36

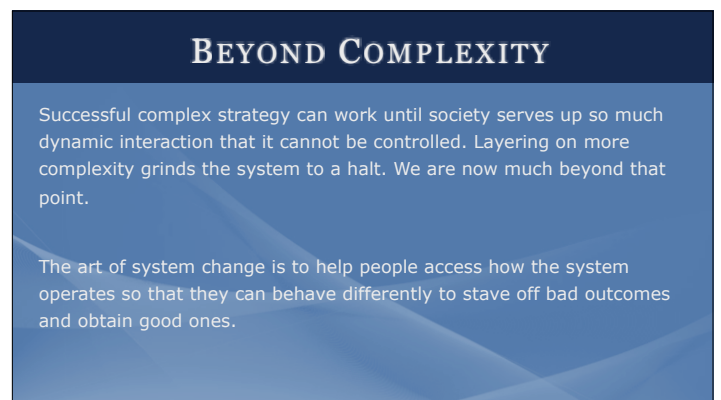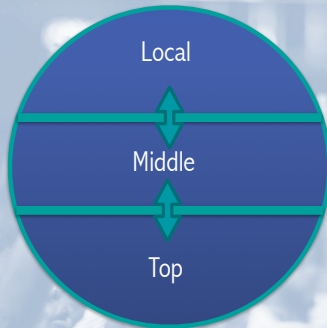## Deep Learning Framework

Clarity of learning goals (6 C's)

+

Precision in Pedagogy (4 elements)

+

Collaborative Inquiry

©Education in Motion (New Pedagogies for Deep Learning) 2019

37

THE DEVIL IS IN THE
DETAILS
System Solutions for Equity, Excellence, and Student Well-Being

MICHAEL FULLAN
MARY JEAN GALLAGHER

CORWIN

38

THREE REASONS TO ADOPT A SYSTEMS PERSPECTIVE

1. The current trajectory of evolution
2. The rise of extreme inequity
3. The serious deficiency of current policies

39

BEYOND COMPLEXITY

Successful complex strategy can work until society serves up so much dynamic interaction that it cannot be controlled. Layering on more complexity grinds the system to a halt. We are now much beyond that point.

The art of system change is to help people access how the system operates so that they can behave differently to stave off bad outcomes and obtain good ones.

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40

Three Levels of the System
(Assume Deep Learning Agenda)

Local

Middle

Top

41

Semi-Autonomous

Local
Street Level Autonomy
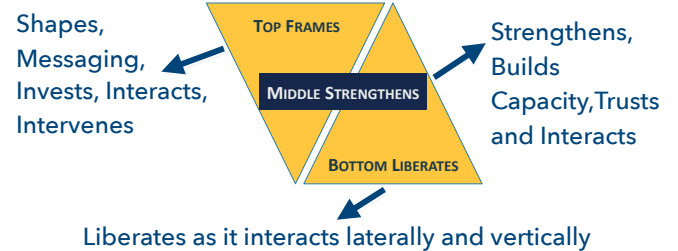
Middle
Regional Autonomy

Top
Policy Autonomy

42

Connected Autonomy
(Assume Deep Learning Agenda)

- Each level strives for intra-level peer planning and learning.
- Each level seeks purposeful two-way interaction between itself and the other two levels.
- The principle is:
  exploit/leverage upward;
  liberate downward;
  learn laterally, and vertically

Local
Street Level Autonomy

Middle
Regional Autonomy

Top
Policy Autonomy

43

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

44

ESTABLISH DEEP LEARNING (DL) AGENDA

- Learning goals a la DL
- Explicitly feature Climate and Equity/Excellence
- Alter Assessment System accordingly
- Invest in system learning through focused partnerships
- Monitor progress

45

THE DEVIL IN THE DETAILS TOC:

1. The nature of the beast
2. The emergence of system solutions
3. The bottom: The leading edge of change
4. The middle: Fuel and glue
5. The macro: Direction and liberation
6. Where do we go from here?

46

System Action in a Nutshell

- Theories of action must encompass what people at each level think
- Participate as a learner in all interactions
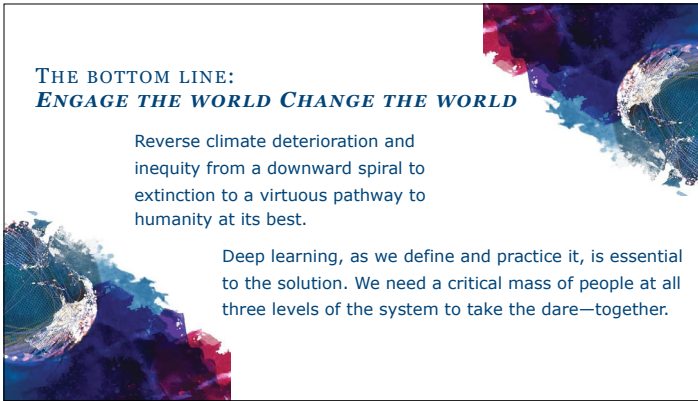- Networking and collaboration are key to success

47

Global North and Global South

- Big difference, but moving to more in common than we might think.
- The Global North needs to/might me moving away from top-down models.
- Global South has big capacity problems, but has more potential for community organizing, and for innovation and mobilization of youth.

6

48

THE BOTTOM LINE:
ENGAGE THE WORLD CHANGE THE WORLD

Reverse climate deterioration and inequity from a downward spiral to extinction to a virtuous pathway to humanity at its best.

Deep learning, as we define and practice it, is essential to the solution. We need a critical mass of people at all three levels of the system to take the dare—together.

49