Leading System Change: Reversal not Transversal

ICSEI Foundation Years Forum
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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

Premises

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

Massive wake-up call:
Part A: Climate Avalanche

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

— Wallace-Wells, The Uninhabitable Earth, 2019

Massive wake-up 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.
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

Mobilizing Data and Effective Practices

Provincial Results for Junior Writing

Figure 1: California’s Eight State Priorities

1. Basic Services
   - Rate of teacher/classroom shortages
   - Access to standards-aligned instruction
   - Facilities in good repair

2. Implementation of State Standards
   - Academic content
   - Performance standards

3. Parental Involvement
   - Effectiveness of parent involvement
   - Involvement in reading
   - Provision of parental opportunities

4. Pupil Achievement
   - Standardized test scores
   - Advanced placement test pass rates
   - English language proficiency and non-English proficiency rates
   - Incidence of college and career readiness

5. Pupil Engagement
   - Attendance rates
   - Middle & high school dropout rates
   - Graduation rates
   - Chronic absences rates

6. Science Grades
   - Suspension rates
   - Expulsion rates
   - Success of students in science and technology

7. Course Access
   - Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and physical education

8. Other Pupil Indicators
   - Pupil suspension in broad course of study

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

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.

Deep Learning

Engage the World Change the World

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What’s Deep about Deep Learning?

Deep Learning is the process of acquiring the six global competencies

Charism
- Passionate service to the life and learning of others
- Cultivate, proportion, and according
- Every day compassion and integrity

Citizenship
- A global perspective
- Cultural competence and sensitivity to diversity and cultural identity
- Respect others in shared and informed communal life
- Solving paradoxes and complex problems in the real world to benefit citizens

Collaboration
- Making decisions, as a basis
- Interpersonal and intrapersonal skills
- Social, emotional, and interpersonal skills
- Managing teams, processes, and strategies

Communication
- Communication designed for audience and impact
- Message advocates a purpose and enables an impact
- Reflective process for their development and impact communication
- Listen and deeply express, in complex humanity

Creativity
- A dominant and social entrepreneurship
- Asking the right inquiries
- Problem- and exploring social ideas, and solutions
- Leadership in 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

How it Works

Framework and set of tools and processes

Defining the Six Global Competencies for Deep Learning

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

Joint Determination

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

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

Breakthrough Leadership

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

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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

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

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

NEW LEADERSHIP

Leaders help crystallise, articulate and feed back what they see

Leaders act on emerging solutions with focus and concern for impact

Cycles of trying things and making meaning

Leaders listen, learn, and ask questions

—Fullan, 2019

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

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

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.”

Emerging discoveries
Character, citizenship and creativity are catalytic

Wellbeing

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."

Deep Learning Framework

Clarity of learning goals (6 C’s)

+ Precision in Pedagogy (4 elements)

+ Collaborative Inquiry

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.
Three Levels of the System
(Assume Deep Learning Agenda)

- Local
- Middle
- Top

Semi-Autonomous

- Local
  - Street Level Autonomy
- Middle
  - Regional Autonomy
- Top
  - Policy Autonomy

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.

GENERAL PRINCIPLES:
EXPLOIT UPWARD; LIBERATE DOWNWARD; LATERALIZE EVERYWHERE

- Shapes, Messaging, Invests, Interacts, Intervenes
- Strengthens, Builds Capacity, Trusts and Interacts
- Liberates as it interacts laterally and vertically

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

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?

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

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.
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.