

Education Re-Imagined: Leadership for a New Era
 Professor Michael Fullan



WISE & Salzburg Global
 March 2nd, 2021

MichaelFullan.ca
 @MichaelFullan1
 MOTION LEADERSHIP

Deep Learning

1


Reason One for Urgent Transformation:
Downward Societal Spiral

- Climate collapse (disintegrating)
- Inequality (galloping)
- Social trust (plummeting)
- Mental health (staggering)

—Fullan, 2020



2



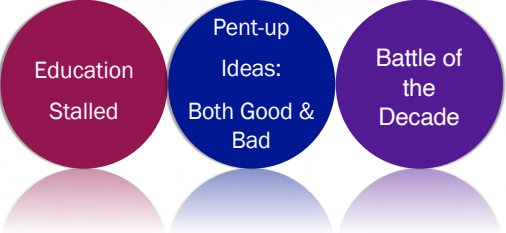
Reason Two for Urgent Transformation:
Badly Outdated School System

- The failure to connect students with purpose
- Learning goals that lack personal meaning
- The continued use of old pedagogy
- Failure to build relationships and belongingness

—Fullan, 2020

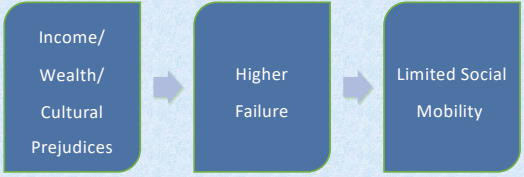
3

The Future is Up for Grabs



4

The Current System is Rigged



```

  graph LR
    A[Income/ Wealth/ Cultural Prejudices] --> B[Higher Failure]
    B --> C[Limited Social Mobility]
  
```

5



We all lose

- Destruction of the planet
- Wounded winners
- Low social trust implodes
- Life expectancy declines at all levels including the top

—Fullan, 2020

6

Yawning Gap:
How schools are organized vs how youth learn

- Opportunities to do work that has purpose and meaning
- Strong connections to adults and peers (relationships/belongingness)
- Need to be viewed in asset-based ways
- Their identities need to be valued
- Want the opportunity to contribute to the world

Mehta & Datnow, 2020

7

A New Purpose for Public Education

To develop learners who can engage and thrive in the increasingly complex universe of the 21st Century: *individually, collectively, and in relation to the planet.*

And, to do so while addressing equity and greater equality of outcomes.

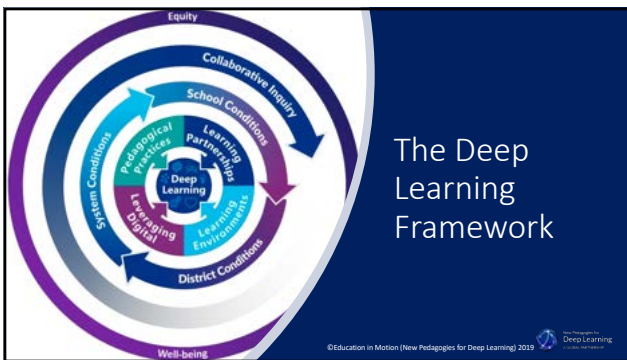
8



9



10



11

Global Competencies for Deep Learning-6Cs
Deep Learning is the process of developing 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 entrepreneurship
 - 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

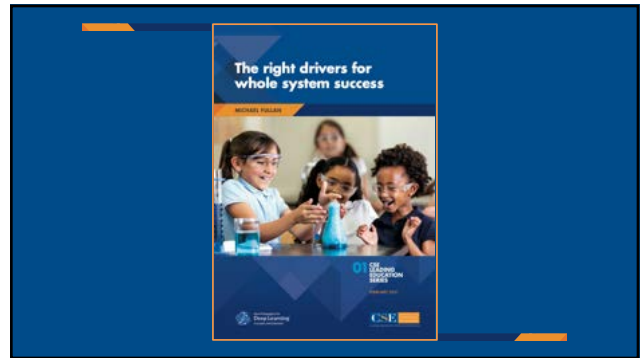
©Education in Motion (New Pedagogies for Deep Learning) 2019

12

The structure of 'Scientific revolutions' (replacing one model or a system with another) requires the failure of the present model, and the viability of an alternative solution. (Kuhn, 1962)

Ergo:
Dampen the existing four Wrong Drivers, and their destructive relationships, as you cultivate the *rise* of the four Right Drivers, and their synergistic power.

13

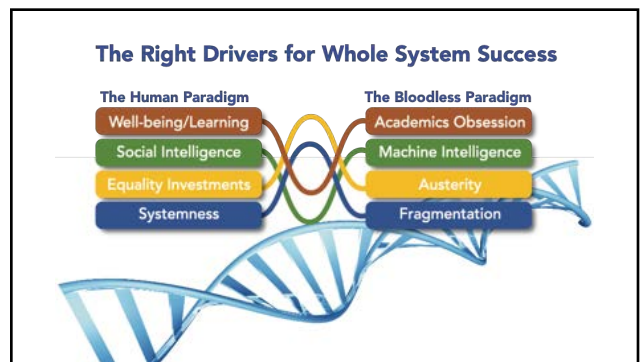


14

The Nature of the Right Drivers Report

- Not a blueprint or strategy for implementation
- An invitation to crowdsource ideas and implementation within and across the Drivers
- A requirement that leadership must occur within and across all levels

15



16

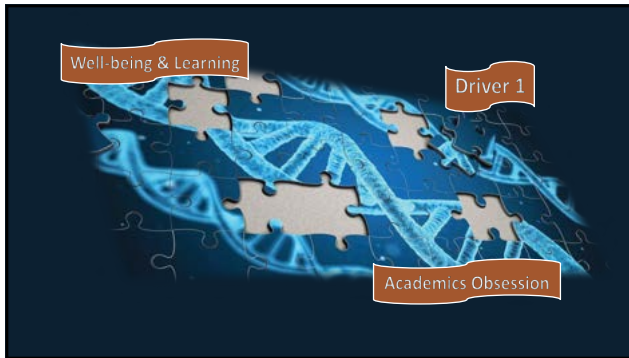
- Right Drivers**
- Well-being and Learning (essence)
 - Social Intelligence (limitless)
 - Equality Investments (dignity)
 - Systemness (wholeness)

17

Overall Strategy

The *Rise* of the Right Drivers;
 The *Dampening* of the Wrong Drivers

18



19

Driver 1 Dampening of Academics Obsession
(on the way to Rising Well-being and Learning)

1. Schooling far too narrow 'to fit' us for life in 2021
2. The school system is rigged to favor the elite
3. The privileged exploit the narrow assessment system (testing and grades)
4. Learning to pass standardized tests does not bolster sense of urgency and belonging
5. Social mobility virtually disappears 1980 to the present
6. Does being good at education mean being good at life?
7. Winners are losers too (wounded winners)

20

Driver 1 The Rise of Well-being and Learning

1. Feeling safe, valued, having a sense of purpose and meaning
2. Engaged with others in worthwhile activities that contribute to the world
3. Able to navigate resources in the face of adversity
4. Compassion, empathy as active citizens of the world
5. Being exquisitely aware of and active in addressing inequality of all kinds
6. Realizing that wellbeing and learning feed on each other
7. Live in dignity with oneself, with others, and with the planet

21



22

Driver 2 The Dampening of Machine Intelligence

1900-1960 – Education raced ahead of Machines
1970s-present – Machines raced ahead of Education

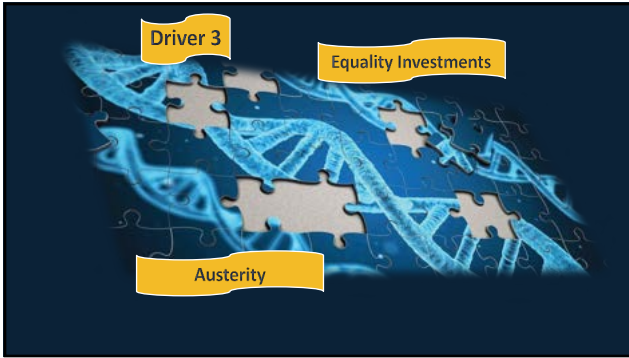
- Have humans overestimated machines, and underestimated themselves?
- Remind ourselves that machines can't care.
- Always ask how machines support human endeavors, education being a prime example.

23

Driver 2 The Rise of Social Intelligence (SI)

- Make social intelligence a comprehensive priority
- Establish SI as a core goal of education (individuals and groups)
- Make focused collaboration a basic strategy of the learning profession (teachers and related professions)
- Situate SI as a system development strategy (ie. within and across entities)
- Make improved Social Trust a societal, indeed Global, priority
- Cultivate youth as changemakers

24



25

Driver 3 The Dampening of Austerity

Face the Facts:

- GDP in the US tripled between 1975 and the present
- The lion's share has gone to capital (shareholders and owners)
- The share of the top 1% has gone from 9.4% total wealth to 22.6%
- In the same period income of those in the 40th percentile increased by 0.3%, while those at the top 0.1% quadrupled
- Trends of income, wealth, and mobility interact to increase the gap
- As the percentage of those not doing well increases (and gets locked in) loss of dignity rises with all its nefarious derivatives

26

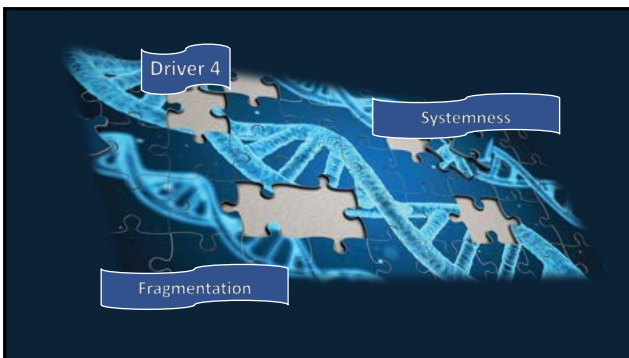
Driver 3 The Rise of Equality Investments

- Increased investment, and thus debt is essential for reversing the current exponential downward spiral
- New investments must be targeted to the infrastructure in relation to resources and capacity of people at the middle and lower ranks
- Coordinate investments in the first two right drivers (Well-being/Learning, and Social Intelligence) as a set
- Make specific investments in universal childcare and pre-school, the teaching profession, and family-community partnerships
- Continue to invest in individual and group equity programs, and other immediate supports for the underserved

27



28



29

Driver 4 The Dampening of Fragmentation

- Reduce the sheer number of initiatives (less is more)
- Re-examine every initiative that focuses on a Wrong Driver in isolation
- Check on degree of coherence at local, middle and central levels with respect to main priorities, and related strategies of implementation

30

Driver 4 The Rise of Systemness

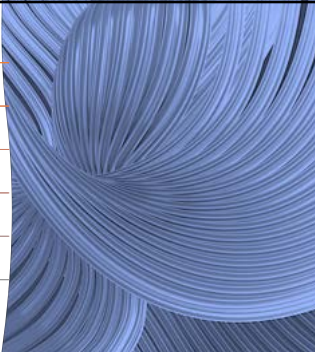
- Systemness is the subjective state and action that you are the system, and have corresponding responsibilities therein
- Focus on the three previous 'Right Drivers' as the main source for developing priorities and strategy
- Explicitly take stock of each of the three levels of the system (local, middle, and central) – *and their interrelationships* – when formulating and monitoring system priorities and policies
- Wherever you are in the system act from a position of 'connected autonomy' (combining independent and conjoint responsibility for changing, and monitoring the system)

31

Systems change when...

- Crucial mass is dissatisfied with status quo
- Substantially validated alternative exists
- Disruptive moment occurs
- Courageous leaders transform policies, resources and actions
- The power of social movements is an irresistible force
- The new generations embrace the change as their future

© Copyright 2020 Education in Motion (New Pedagogies for Deep Learning) www.npdl.global



32



Where's Leadership?

33

Systemness Leadership for the 2020s

- Leadership is all of us; You in relation to others 'are' the system
- It is about people who are in touch with their purpose
- Always relational; Building and participating in networks of collaboration that bring about change in thinking and doing
- Legacy: How many leaders you leave behind
- Leaders with 'contextual knowledge' forging unity of purpose
- A state of mind; Subjectively identifying with a new future

34



Moonshot Capabilities

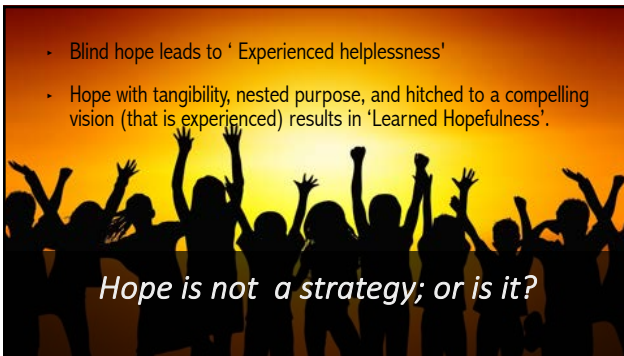
- Leadership and engagement
- Coordination
- Administration
- Risk-taking and experimentation
- Dynamic evaluation

—Mazzucato, Mission Economy, 2021

35

- Blind hope leads to 'Experienced helplessness'
- Hope with tangibility, nested purpose, and hitched to a compelling vision (that is experienced) results in 'Learned Hopefulness'.

Hope is not a strategy; or is it?



36