

# FINDING COHERENCE IN COMPLEX SYSTEMS

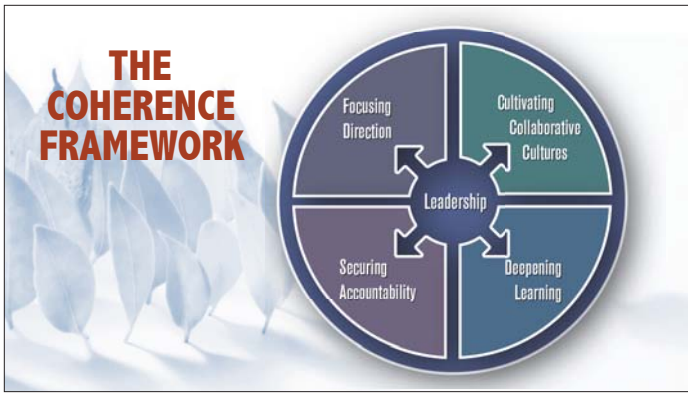


## MICHAEL FULLAN



2018





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## COHERENCE...

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

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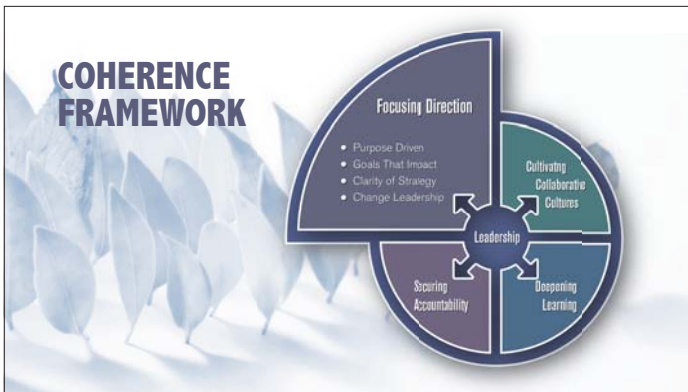
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### Purpose Driven: Quick Write

- 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? students?

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## CLARITY OF STRATEGY

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

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## COHERENCE FRAMEWORK



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## THREE KEYS TO MAXIMIZING IMPACT



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## The Principal's New Role

To lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't.



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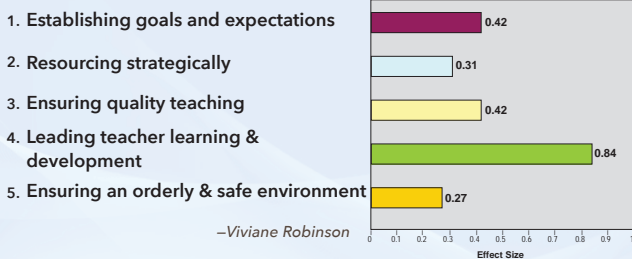
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### FIVE DIMENSIONS OF STUDENT-CENTRED LEADERSHIP




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### THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

- ▶Autonomy is not isolation
- ▶Connected autonomy is essential
- ▶Collaborative professionalism

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### CONDITIONS FOR SUCCESS

- ▶ Trust/Non-judgmentalism
- ▶ Transparency
- ▶ Specificity

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### INTRINSIC MOTIVATORS

- ▶ Sense of purpose
- ▶ Mastery
- ▶ Degree of autonomy
- ▶ Connectedness




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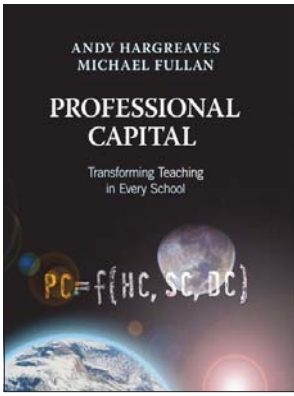
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**PC IS A FUNCTION OF:**

- ▶ Human Capital
- ▶ Social Capital
- ▶ Decisional Capital

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**WITHIN SCHOOL VARIABILITY**

Variability of performance **between** schools is 36%, while variability **within** schools is 64%.



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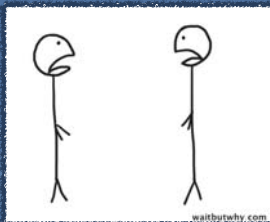
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**TURN AND TALK**



Read the excerpt from John Hattie and discuss what the meaning of 'within school variability' is.

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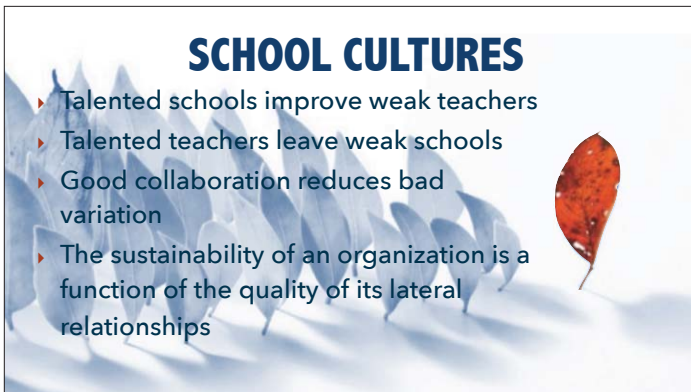
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**SCHOOL CULTURES**

- ▶ Talented schools improve weak teachers
- ▶ Talented teachers leave weak schools
- ▶ Good collaboration reduces bad variation
- ▶ The sustainability of an organization is a function of the quality of its lateral relationships



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## LEADERSHIP STRATEGIES FOR DEEP TRANSFORMATION IN SCHOOLS

1. Principal as lead learner.
2. Have a sense of focused urgency about reducing inequity.
3. Use the group to change the group.
4. The spread and depth of teacher leadership.
5. Establish procedures and communication during implementation involving all staff.
6. Focus on pedagogy and student progress.
7. Use evidence.
8. Go outside to get better inside.

—Fullan & Pinchot, 2018, *Education Leadership submission*

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## COLLABORATIVE PROFESSIONALISM (ONTARIO GOVERNMENT, 2016)

- ▶ PROFESSIONAL LEARNING THAT ENABLES STUDENT ACHIEVEMENT
- ▶ BUILDS ON STRENGTHS OF ALL INDIVIDUALS
- ▶ LEADERSHIP THAT VALUES EXPERTISE OF ALL
- ▶ COMMITMENT TO PROFESSIONAL CAPACITY AT ALL LEVELS
- ▶ PROFESSIONAL PRACTICE INFLUENCED BY RESEARCH AND PRACTICAL EVIDENCE
- ▶ CREATES A TRUSTING ENVIRONMENT THAT ENABLES TEAMS TO LEARN FROM ONE ANOTHER

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## COHERENCE FRAMEWORK



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## EXCITING NEW LEARNING NEEDS TO BE

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



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## INTERNAL ACCOUNTABILITY/EXTERNAL

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- ▶ Transparency
- ▶ Specificity
- ▶ Evidence
- ▶ Non-judgmentalism
- ▶ Causal pathways to measurable student progress
- ▶ Go outside to get better inside
- ▶ Trust

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## Introduction

**Hattie, J. (2015). What Works Best in Education: The Politics of Collaborative Expertise, pp. 1-2, Pearson.**

### **The Largest Barrier to Student Learning: Within-School Variability**

If we are to truly improve student learning, it is vital that we identify the most important barrier to such improvement. And that barrier is the effect of within-school variability on learning. The variability between schools in most Western countries is far smaller than the variability within schools (Hattie 2015). For example, the 2009 PISA results for reading across all OECD countries shows that the variability between schools is 36 per cent, while the variance within schools is 64 per cent (OECD 2010).

There are many causes of this variance within schools, but I would argue that the most important (and one that we have some influence to reduce) is the variability in the effectiveness of teachers. I don't mean to suggest that all teachers are bad; I mean that there is a great deal of variability among teachers in the effect that they have on student learning. This variability is well known, but rarely discussed, perhaps because this type of discussion would necessitate potentially uncomfortable questions. Hence, the politics of distraction are often invoked to avoid asking them.

### **Overcoming Variability Through Collaborative Expertise**

There is every reason to assume that by attending to the problem of variability within a school and increasing the effectiveness of all teachers there will be a marked overall increase in achievement. So the aim is to bring the effect of all teachers on student learning up to a very high standard. The 'No Child Left Behind' policy should have been named 'No Teacher Left Behind'.

This is not asking teachers and school leaders to attain some impossibly high set of dream standards; this is merely asking for all teachers to have the same impact as our best teachers. Let's consider some analogies: not all doctors have high levels of expertise, and not all are in an elite college of surgeons; not all architects are in royal societies; and not all engineers are in academies of engineers. Just because a doctor, architect or engineer is not a member of these august bodies, however, does not mean that they are not worth consulting. They may not have achieved the upper echelon, but they will still have reached a necessary level of expertise to practise.

Similarly, the teaching profession needs to recognise expertise and create a profession of educators in which all teachers aspire to become members of the college, society or academy of highly effective and expert teachers. Such entry has to be based on dependable measures based on expertise. In this way, we can drive all upwards and not only reduce the variability among teachers and school leaders but also demonstrate to all (voters, parents, politicians, press) that there is a 'practice of teaching'; that there is a difference between experienced teachers and expert teachers; and that some practices have a higher probability of being successful than others. The alternative is the demise of teacher expertise and a continuation of the politics of distraction.

So, my claim is that the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.

### **Accountability Quotes**

1. Accountability is now primarily described as an accountability for student learning. It is less about some test result and more about accepting ownership of the moral imperative of having every student learn. Teachers talk about “monitoring” differently. As they engage in greater sharing of the work, they talk about being accountable as people in the school community know what they are doing and looking to see what is changing for students as a result. And as they continue to deprivatize teaching, they talk about their principal and peers coming into their classrooms and expecting to see the work [of agreed-upon practices] reflected in their teaching, their classroom walls, and student work. (Anonymous, personal communication, November 2014)
2. Teachers and administrators talk about accountability by deprivatizing their practice. If everyone knows what the other teacher or administrator is working on and how they are working on it with students, it becomes a lot easier to talk about accountability. When everyone has an understanding of accountability, creating clear goals and steps to reach those goals, it makes it easier for everyone to talk and work in accountable environments. (Elementary principal, personal communication, November 2014)
3. We are moving to define accountability as responsibility. My district has been engaged in some important work that speaks to intrinsic motivation, efficacy, perseverance, etc., and accountability is seen as doing what is best for students . . . working together to tackle any challenge and being motivated by our commitment as opposed to some external direction. (Superintendent, personal communication, November 2014)
4. I do believe that a lot of work remains to be done on building common understanding on the notion of accountability. Many people still believe that someone above them in the hierarchy is accountable. Very few take personal accountability for student learning and achievement. There are still those who blame parents and students' background for achievement. (Consultant, personal communication, November 2014)
5. In one school, the talk about accountability was pervasive as the school became designated as underperforming. The morale of the school went down significantly, and the tension was omnipresent at every meeting. The team switched the conversation to motivation, innovation, and teamwork and the culture changed. The school is energized and the test scores went up in one year. The team is now committed to results and continuous improvement. (Consultant, personal communication, November 2014)