STRONG PERFORMERS AND SUCCESSFUL PERFORMERS

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ON IMPROVEMENT IN EDUCATION

SAN FRANCISCO
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THE COHERENCE FRAMEWORK

- Focusing Direction
- Leadership
- Securing Accountability
- Cultivating Collaborative Cultures
- Deepening Learning
The shared depth of understanding about the nature of the work.
COHERENCE FRAMEWORK

Focusing Direction
- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Leadership

Securing Accountability

Deepening Learning

Cultivating Collaborative Cultures
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?
CLARITY OF STRATEGY

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

Cultivating Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work
THREE KEYS TO MAXIMIZING IMPACT

Maximizing Change

System Player

Change Agent

Leading Learning
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.
**FIVE DIMENSIONS OF STUDENT-CENTRED LEADERSHIP**

1. Establishing goals and expectations  
   - Effect Size: 0.42
2. Resourcing strategically  
   - Effect Size: 0.31
3. Ensuring quality teaching  
   - Effect Size: 0.42
4. Leading teacher learning & development  
   - Effect Size: 0.84
5. Ensuring an orderly & safe environment  
   - Effect Size: 0.27

—Viviane Robinson
THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

▸ Autonomy is not isolation
▸ Connected autonomy is essential
▸ Collaborative professionalism
THE COHERENCE FRAMEWORK
The new set of crises is forcing humankind to reconsider its relationship to each other, and to the planet and universe; it is essential that we proactively change the world through learning.

Resolving the equity/excellence miasma is at the heart of societal survival, and deep learning is capable of bringing together excellence and equity for all, thereby reversing the deadly trend of growing inequality in the world.

This is not just a moral question; it is a matter of survival, and even better prosperity.
Clarity of learning goals (6 C’s)

Precision in Pedagogy (4 elements)

Collaborative work (inquiry cycle)
Coherence Framework

Focusing Direction
Creating Collaborative Cultures
Deepening Learning

Securing Accountability

- Internal Accountability
- External Accountability
THE GARDEN GROVE STORY

1. Persistent pursuit of core learning goals for all.
2. Goals linked to measurable impact.
4. Development of change leadership.
### HERITAGE STAFF RESPONSES ON SCHOOL CULTURE SURVEY

<table>
<thead>
<tr>
<th>Item</th>
<th>2016 A/SA*</th>
<th>2017 A/SA*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students have at least one adult at the school who really cares about them.</td>
<td>84%</td>
<td>94%</td>
</tr>
<tr>
<td>2. Students feel safe at school.</td>
<td>71%</td>
<td>94%</td>
</tr>
<tr>
<td>3. Students are proud to attend this school.</td>
<td>65%</td>
<td>75%</td>
</tr>
<tr>
<td>4. Students ask questions when they don’t understand.</td>
<td>33%</td>
<td>71%</td>
</tr>
<tr>
<td>5. This school is an inviting place for students to learn.</td>
<td>71%</td>
<td>81%</td>
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*Note: A = agree  SA = strongly agree —Fullan & Pinchot, 2018*
## HERITAGE STAFF RESPONSES ON SCHOOL CULTURE SURVEY

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<td>6</td>
<td>This school promotes trust and collegiality among staff.</td>
<td>68%</td>
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<tr>
<td>7</td>
<td>This school has a safe environment for giving peer-to-peer feedback.</td>
<td>44%</td>
</tr>
<tr>
<td>8</td>
<td>Site leadership fosters professional growth though constructive feedback, training and support.</td>
<td>30%</td>
</tr>
<tr>
<td>9</td>
<td>Site leadership asks for and listens to staff suggestions prior to major decisions.</td>
<td>47%</td>
</tr>
<tr>
<td>10</td>
<td>District leadership provides an opportunity for two-way communication.</td>
<td>50%</td>
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*Note: A = agree   SA = strongly agree  
—Fullan & Pinchot, 2018*
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<th>LEADERSHIP FACTORS FOR DEEP LEARNING</th>
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<tr>
<td>1</td>
<td>Consider the principal as lead learner.</td>
</tr>
<tr>
<td>2</td>
<td>Have a sense of focused urgency about reducing inequity.</td>
</tr>
<tr>
<td>3</td>
<td>Use the group to change the group.</td>
</tr>
<tr>
<td>4</td>
<td>Spread and deepen teacher leadership.</td>
</tr>
<tr>
<td>5</td>
<td>Establish procedures and communication during implementation involving all staff.</td>
</tr>
<tr>
<td>6</td>
<td>Focus on pedagogy and student progress.</td>
</tr>
<tr>
<td>7</td>
<td>Use evidence.</td>
</tr>
<tr>
<td>8</td>
<td>Go outside to get better inside.</td>
</tr>
</tbody>
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*Note: These factors don’t represent an ordered sequence, but a constellation of factors that must be addressed in concert.*

—Fullan & Pinchot, 2018
IT'S TIME TO TRANSFORM LEARNING