



STRONG PERFORMERS AND SUCCESSFUL PERFORMERS

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ON IMPROVEMENT IN EDUCATION



SAN FRANCISCO
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THE COHERENCE FRAMEWORK

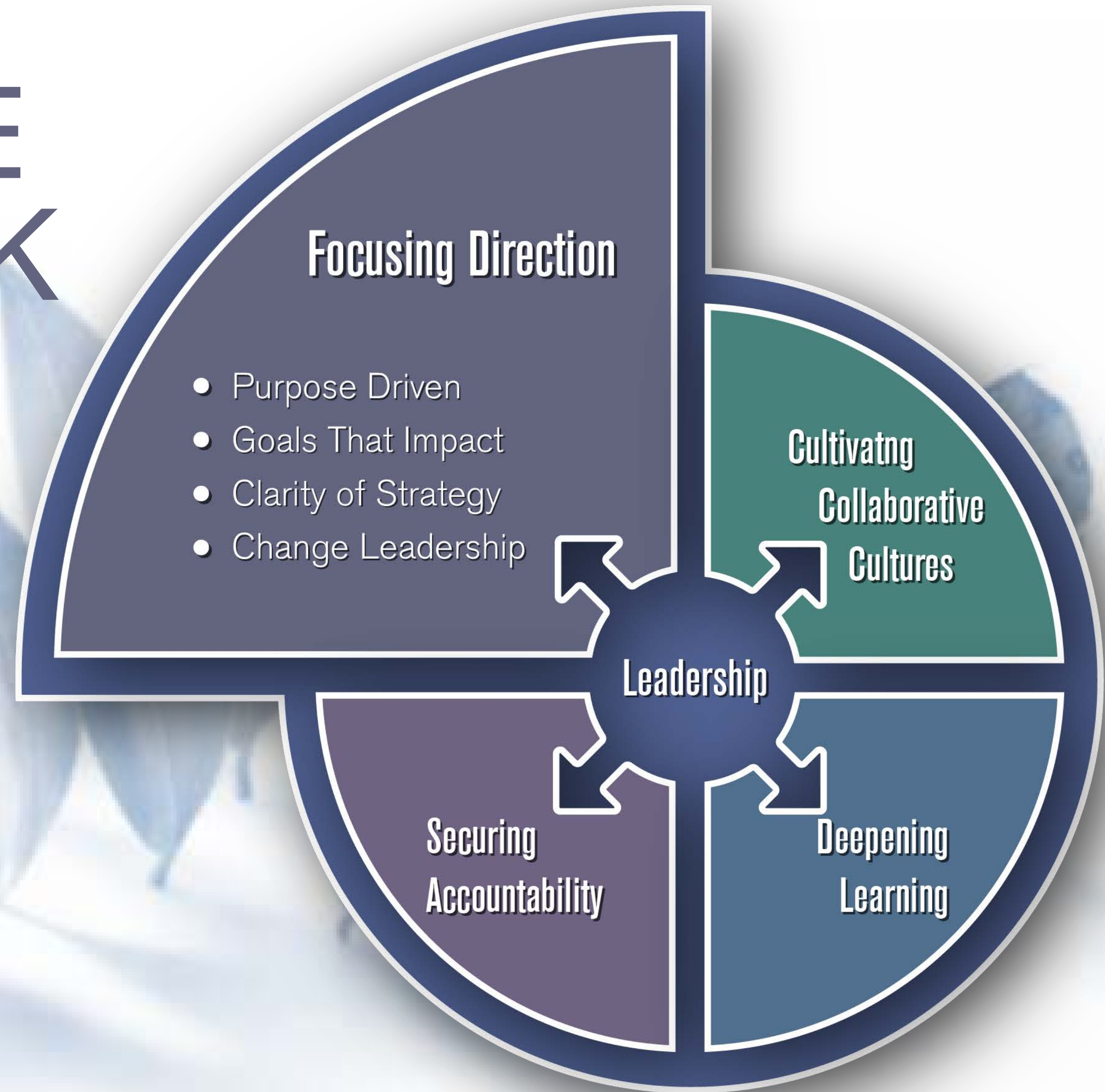


COHERENCE...

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



COHERENCE FRAMEWORK



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?

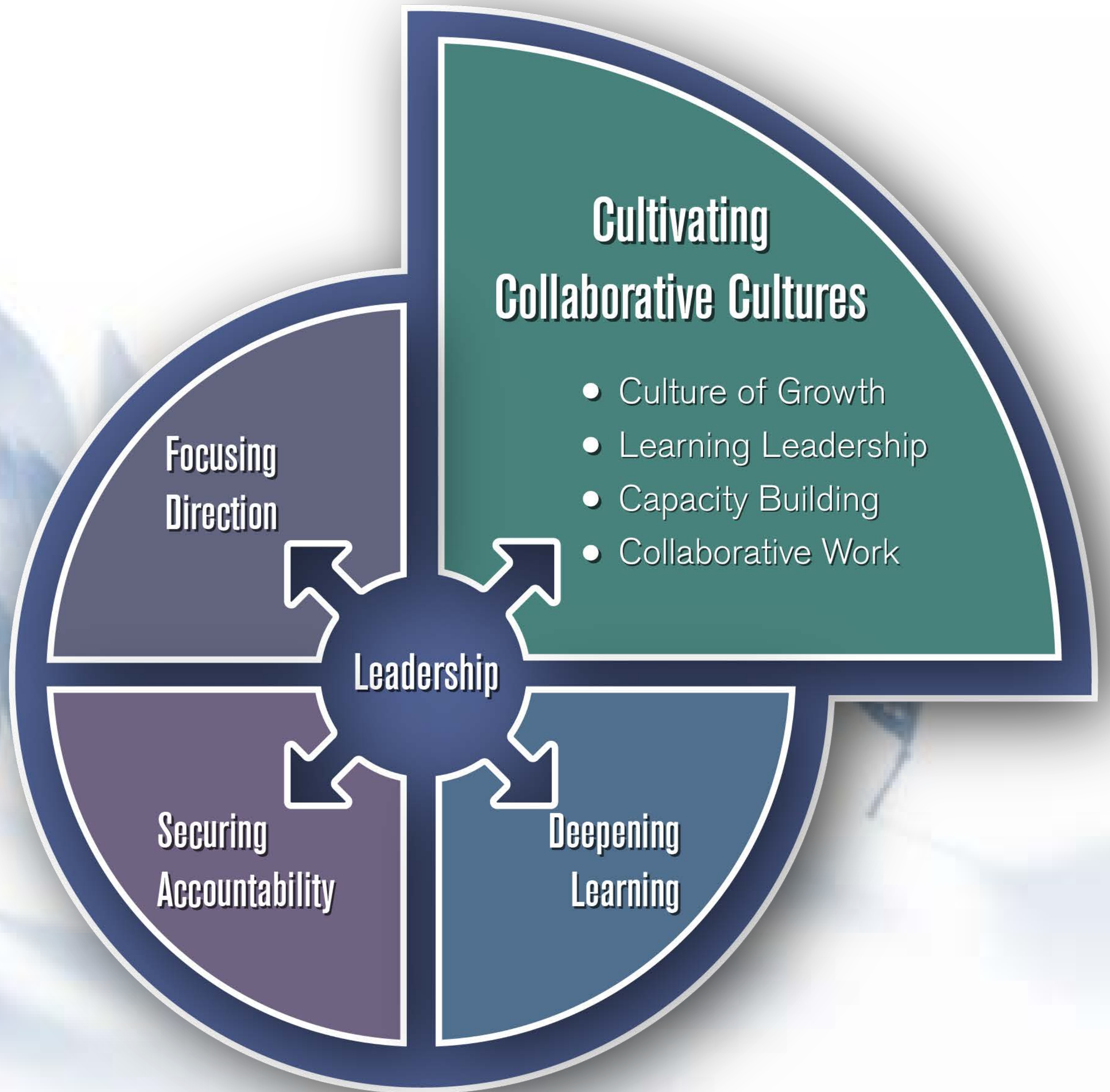
Am I making progress in realizing my moral purpose? students?

CLARITY OF STRATEGY

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



COHERENCE FRAMEWORK



THREE KEYS TO MAXIMIZING IMPACT



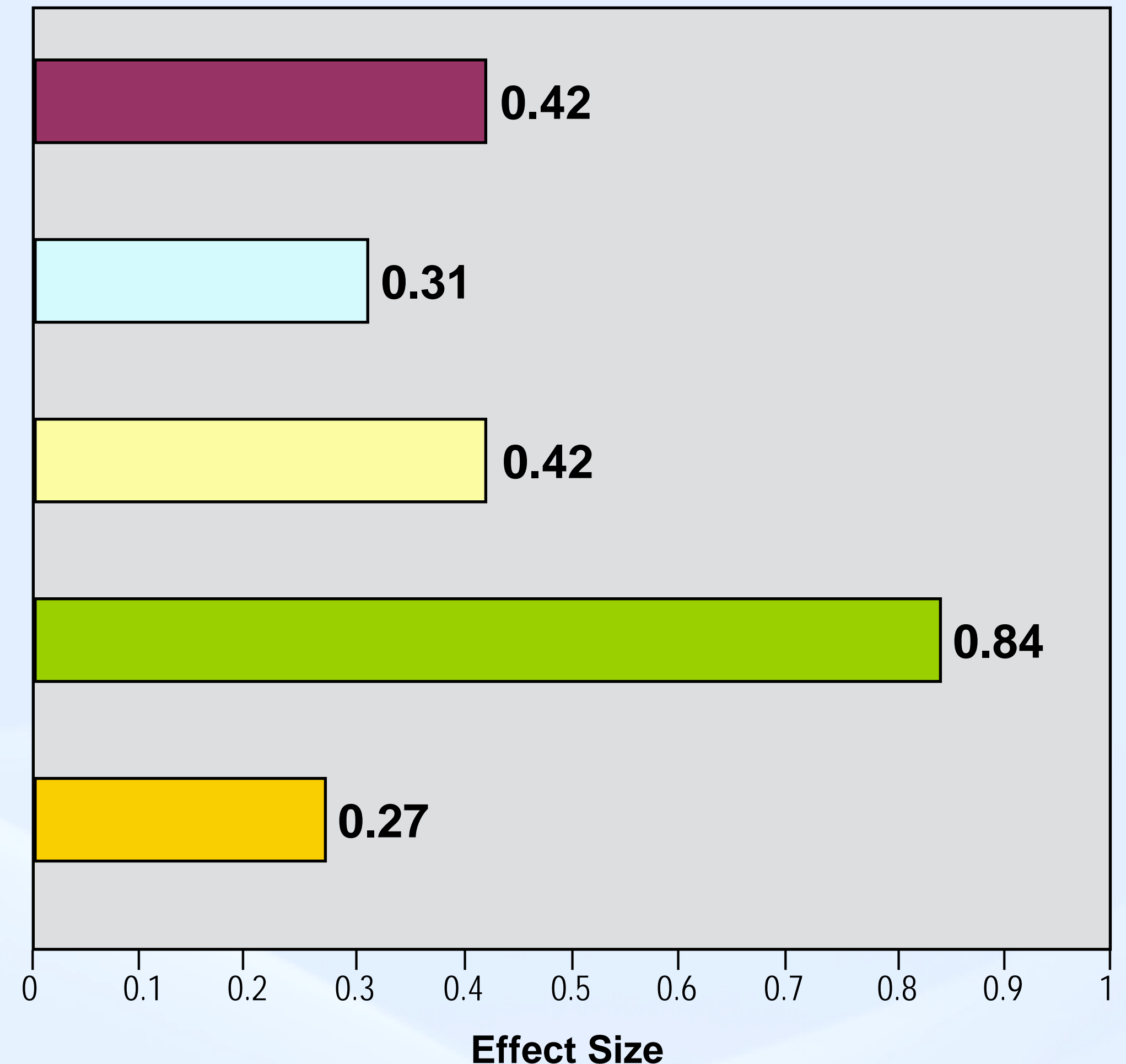
The Principal's New Role

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.



FIVE DIMENSIONS OF STUDENT-CENTRED LEADERSHIP

1. Establishing goals and expectations
2. Resourcing strategically
3. Ensuring quality teaching
4. Leading teacher learning & development
5. Ensuring an orderly & safe environment



THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

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

THE COHERENCE FRAMEWORK



DEEP LEARNING

Engage the World Change the World

MICHAEL FULLAN
JOANNE QUINN
JOANNE MCEACHEN

A JOINT PUBLICATION



Making Deep Learning the Momentum Maker

“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.”

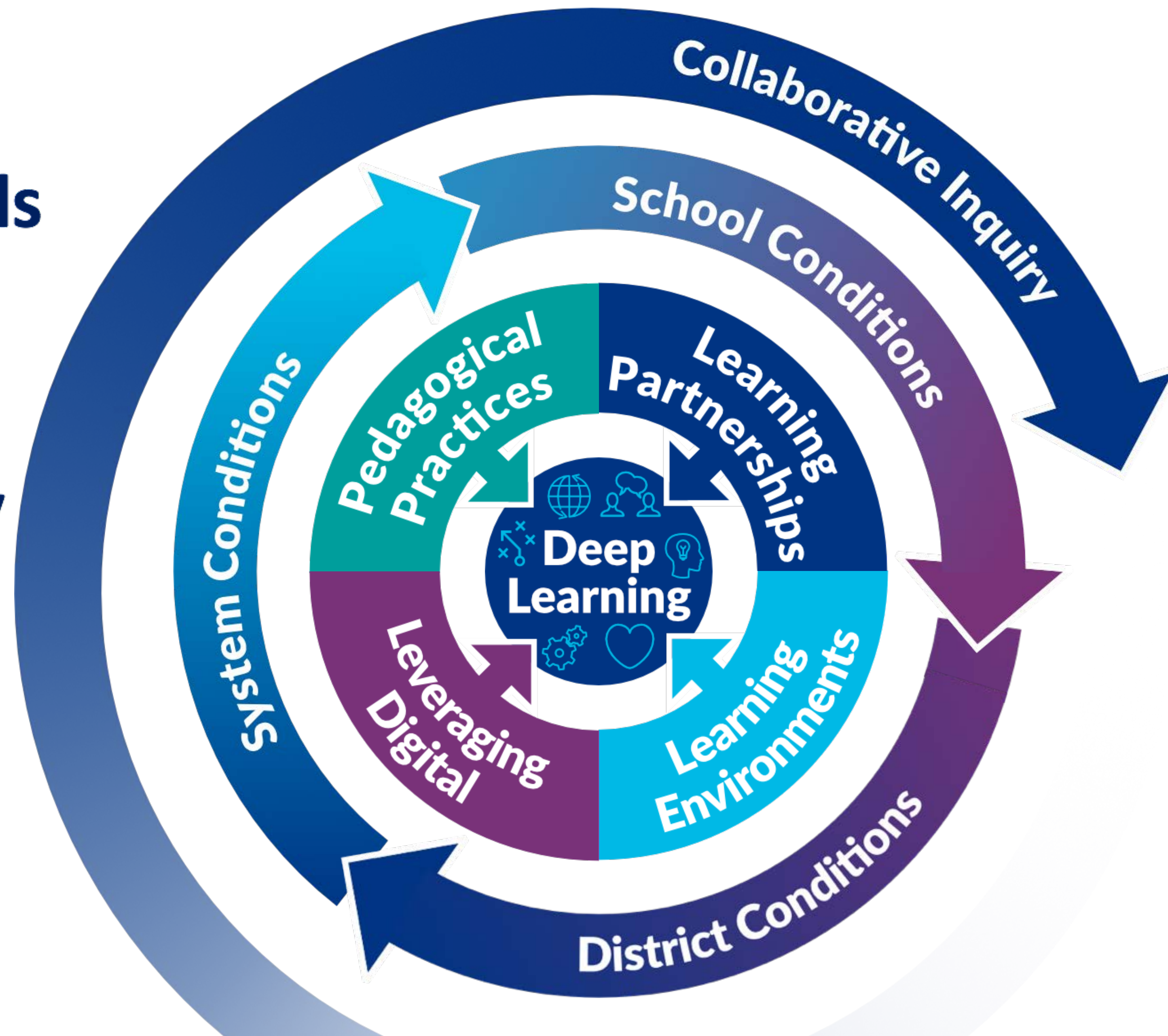
**Clarity of learning goals
(6 C's)**

+

**Precision in Pedagogy
(4 elements)**

+

**Collaborative work
(inquiry cycle)**



A Framework for Deep Learning



New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

Coherence Framework



THE GARDEN GROVE STORY

1. Persistent pursuit of core learning goals for all.
2. Goals linked to measurable impact.
3. Clear and specific culture: 'The Garden Grove Way'.
4. Development of change leadership.



HERITAGE STAFF RESPONSES ON SCHOOL CULTURE SURVEY

| Item | | 2016 A/SA* | 2017 A/SA* |
|------|---|---------------|---------------|
| 1 | Students have at least one adult at the school who really cares about them. | 84% | 94% |
| 2 | Students feel safe at school. | 71% | 94% |
| 3 | Students are proud to attend this school. | 65% | 75% |
| 4 | Students ask questions when they don't understand. | 33% | 71% |
| 5 | This school is an inviting place for students to learn. | 71% | 81% |

Note: A = agree SA = strongly agree

—Fullan & Pinchot, 2018

HERITAGE STAFF RESPONSES ON SCHOOL CULTURE SURVEY

| | Item | 2016 A/SA* | 2017 A/SA* |
|----|--|---------------|---------------|
| 6 | This school promotes trust and collegiality among staff. | 68% | 88% |
| 7 | This school has a safe environment for giving peer-to-peer feedback. | 44% | 93% |
| 8 | Site leadership fosters professional growth through constructive feedback, training and support. | 30% | 86% |
| 9 | Site leadership asks for and listens to staff suggestions prior to major decisions. | 47% | 75% |
| 10 | District leadership provides an opportunity for two-way communication. | 50% | 65% |

Note: A = agree SA = strongly agree

—Fullan & Pinchot, 2018

LEADERSHIP FACTORS FOR DEEP LEARNING

| | |
|---|---|
| 1 | Consider the principal as lead learner. |
| 2 | Have a sense of focused urgency about reducing inequity. |
| 3 | Use the group to change the group. |
| 4 | Spread and deepen 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. |

Note: These factors don't represent an ordered sequence, but a constellation of factors that must be addressed in concert.

—Fullan & Stiegelmeier, 2018



IT'S TIME TO
TRANSFORM
LEARNING