

Leading Quality Change



**digital
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leadership

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SUCCESS

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approaches

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Michael Fullan
Australia Spring 2014



Welcome to the workshop!

In this workshop, key strategies that integrate quality ideas with quality change processes will be presented as they apply to concrete change situations.

Participants will learn about effective approaches to each of the following levels: within school success; success across schools and regions; and how to relate to the state and federal levels. Specific examples will be examined at each level. Next generation reform will be identified related to factors that will deepen and accelerate learning required for future societies through powerful new pedagogies linked to digital resources.

We have organized this session around four modules:

Module I	Effective Change Processes	p. 1-12
Module II	Success Within Schools and Communities	p. 13-24
Module III	Leadership in a Digital Age	p. 25-38
Module IV	Networks and System Coherence	p. 39-44
References		p. 45

Please feel free to reproduce and use the material in this booklet with your staff and others.

2014





Fireside Chat

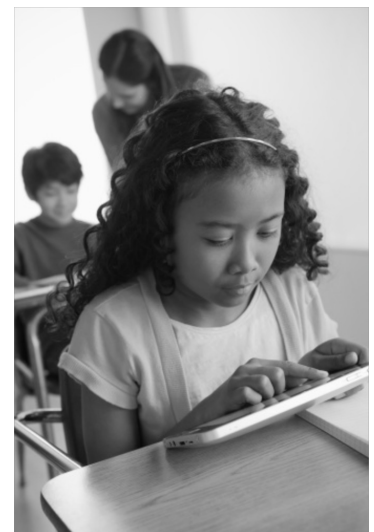
- Get up and link with two other people (not at your table).
- Identify a change challenge or priority you are currently facing.
- Commit to finding some good ideas today to address the challenge.

Shifting to the Right Drivers

Right	Wrong
<ul style="list-style-type: none">▪ Capacity building▪ Collaborative work▪ Pedagogy▪ Systemness	<ul style="list-style-type: none">▪ Accountability▪ Individual teacher and leadership quality▪ Technology▪ Fragmented strategies

Moving Compliance to the Side of Your Plate

- Read the Kirtman and Fullan passage following and select the sentence or phrase that you most identify with.



Chapter 3: Moving Compliance to the Side of Your Plate

Kirtman, L., & Fullan, M. (in press). *Leaders Who Lead*. Solution Tree.

The phrase the ‘elephant in the room’ does not just mean that it is unacknowledged. It also means that it takes up so much space that there is room for little else. The Gordon Commission commenting on accountability policies in the state of New Jersey put it this way:

‘Accountability is not the problem The problem is that other purposes of assessment, such as providing instructionally relevant feedback to teachers, get lost when the sole goal of the state is to use them to obtain an estimate of how much students have learned in the course of the year’ (Gordon Commission, 201, pp. 8).

Let’s ask the elephant to wait outside so that we can make the changes essential for actual improvement. It turns out that this produces greater accountability to boot.

In this chapter we will find out: why a focus on compliance decreases results; why we need to bring back the energy and excitement of learning for everyone in education; how the most effective leaders are dramatically decreasing their time on compliance and accountability; and how leaders can create innovative, risk taking environments that produce better results.

We do advise policy makers to cut back on compliance directives, and we see some movement in that direction (for example in California where both of us are working). In the meantime leaders who really lead have to be pragmatic. Our advice is to do what other effective leaders do in the same circumstances, namely to find ways to reduce the time you spend directly on compliance activities. We cite several examples of how to do this in this chapter. Think of it this way—you are stuck with the policies coming from above, but you are not stuck with the mindsets behind them. You can cultivate your own mindset around the 7 competencies in action.

Accountability: Friend or Foe?

The key word of our educational policy for closing the achievement gap is ‘accountability’! Our national strategy is to provide structure and standards to prevent schools from mishandling our student’s education. The belief is that we cannot trust our educators to make sure our students learn and follow the rules that the adults have established for their own good. Wikipedia’s first three words in the definition of accountability are answerability, blameworthiness, and liability. While these are not necessarily the assumptions of policy makers in their focus on accountability they do set a tone for the reality of how educators today feel about the focus on accountability.

We see the deleterious effects of increased micro accountability in the evolution of the principalship, ironically in the name of instructional leadership (see Fullan, 2014). As increased compliance takes its course it becomes evermore intrusive, and detailed and evermore ineffective. We take New Jersey one of a hundred or more examples we could cite. The new policy framework starts off reasonably enough with the goal of specifying student growth objectives'. Teachers are then required to develop student growth objectives for each and every student, have them approved by the principal, and in turn submitted to the state. Individual teachers are monitored with ratings discussed annually between the principal and each teacher. On top of this a new role of instructional supervisor has been established (district office people who supervise the principal—supervise the supervisor so to speak). There are not enough hours in the day to carry out these tasks, not to mention that it is alienating work that undercuts the professional relationship between principals and teachers, and principals and district personnel. Dufour and Marzano (2009) had already warned about this trend when they said "time devoted to the capacity of teachers to work in teams is far better spent than time devoted to observing individual teachers" p. 67).

In short, accountability and compliance can result in educational leaders feeling restricted and constrained which not only makes daily work ineffective, but also obviously curtails creativity and innovation. Think about the batter in baseball who feels the pressure of accountability and holds the bat too tight or the golfer tensing up on their grip on a key shot. Think of the musician who is so worried that they will play the wrong note that they lose their passion for a piece and appear mechanical in their performance. The tension associated with compliance and accountability can put a focus on fear of failure. That fear will hold back a leader from the freedom to create and the willingness to try a new approach that could result in superior performance.

Can we obtain accountability with a less heavy-handed approach and improve student achievement? Accountability can be accomplished with a small but significant shift in our paradigm for creating sustainable achievement in education globally.

How Do You Begin to Move Compliance to the Side?

The first premise is that you must complete all the compliance requirements on time or even early! It is not worth your time to challenge and try to change the state and federal government. Many people have tried through the years and have spent inordinate time on committees that are designed to streamline government, decrease the focus on inputs and move time to outputs and a myriad of other attempts to decrease bureaucracy in America. Most of these efforts has been futile and fall by the wayside as administrations change and new issues emerge. The committees file their reports and fade away. Meanwhile, the bureaucracies have once again created more regulations and requirements.

If you want to save time and build your fun, innovative, and creative environments for results stop fighting city hall. The return on your time investment is rarely worth it. The new paradigm that will free you up from your time on meaningless tasks is—You do not have to get an 'A' in all compliance

Requirements— A 'C' will suffice. This is a tough concept for educators who always want an 'A' in everything. Compliance is often about meeting minimum requirements not getting a perfect score. Some educators are calling this concept creative insubordination because it allows one to control their time and priorities without being insubordinate.

Through a conversation on results and creating a fun and vibrant school it was clear that at least four hours could be spent by the principal coaching each teacher on their goals and dreams. Helping them improve their practice by learning from her experience was much more valuable to her legacy than a written document in one's file. Four hours on the evaluation form was not an 'A' for this principal. However, she was willing to sacrifice the 'A' and spend her time with her teachers. The results were an 'A' for the teachers and the state requirements were not a problem to meet. Each administrator needs to get an 'A' in compliance requirements that are needed to get results for students. If the requirement is not key to a result than a 'C' is more than enough. A 'C' on compliance is accompanied by an 'A' on teacher development and student learning.

Begin by making a list of all compliance requirements by the state, federal government and in your own district. Make two columns. The first column should list the requirements that are critical for you to meet your goals for student achievement. The second column is the list of requirements that you can afford to get a 'C'. Make sure you review this process with your supervisor before you move ahead. Now delegate the 'C' items to support staff and your leadership team. You can have the final approval but do not spend time writing the first draft of the reports. Recently a principal said this will not work. He described that he has someone designated to press the button to let a person into his building. He continued by saying the person was out last week and he had to spend the whole day pressing the button because security and safety was so important. Yes, security and safety is a critical goal for all schools. However, this is a demonstration of poor management. Management is about creating systems for getting work done. This includes backup systems when the original system does not work.

Many of us are stuck in a mindless reaction to completing compliance tasks. Time is an extremely important commodity. We cannot afford to waste it on work that has no bearing on results. The challenges leaders have today to meet the diverse needs of students in our schools are immense and require all our best ability. Why do we say that we should get compliance tasks in early? Regulators can be your friend. If you put a 'C' effort in getting in a form to the state and get it in early you get a great benefit. If you miss something or need to be more thorough the regulators are often very helpful. The regulators love people who get documents in early. They will usually help you meet the requirements in an efficient manner. If these additions are required they will usually be minimal and not as onerous as the time and effort you would normally expend.

The research that Lyle Kirtman has conducted on over 1000 educational leaders has demonstrated that the highest results come from the leaders who are low on compliance and rule following and high on innovation.

**Stay Focused:
So What? Now What?**

- Pair up and read the excerpt below from Kirtman and Fullan.
- Halfway through stop and discuss what you are learning.

Chapter 4: Stay Focused My Friend

Kirtman, L., & Fullan, M. (in press). *Leaders Who Lead*. Solution Tree.

We just concluded that educational leaders re-purpose their time away from mundane compliance toward continuous improvement. In this chapter we provide two very clear examples of what this looks like, not only for individual schools but also for districts. And in these two cases districts operating in a decade heavily overlaid with system compliance requirements.

Distractions, whether they be mandates or the seduction of myriad innovations, can keep schools and districts constantly off balance. And that does seem to be the case in most jurisdictions. But this outcome is not inevitable. Figuring what the small number of priorities should be, how to make them coherent and then staying the course is a tall but not impossible order. Staying purposefully focused is the route to success in uncertain environments.

We take two examples in the chapter of districts in California that started at or near the bottom of the heap in student performance, and despite the constant influx of high poverty English language immigrants moved steadily and dramatically to become well above the state average in effectiveness. They began to get results within two years, and steadily improved over a ten year period, and are still going. One district is Garden Grove Unified in Orange County south of Los Angeles; the other, Sanger Unified is in the Fresno Valley area. Fullan knows both districts well and has worked with them (after they obtained initial success). We have the additional advantage of drawing on the accounts of external researchers who recently wrote third-party reports on how the districts evolved over the past decade (for Garden Grove, Knudson, 2013; Sanger, David and Talbert, 2013). Two stories, one variation on the theme—what does staying focused look like in complex times, and how was it done.

Incidentally staying focused, by definition means that the explanations for success will be small in number—get a few core things right, in concert, and relentlessly pursue and refine them.

Garden Grove

Garden Grove (GG) has just under 50 elementary schools, and about 20 intermediate and high schools. The increasingly diverse student population is 47,600 with 86% Latino and Asian, and an average poverty rate of 72%. In 2004 the percentage of high school graduates meeting state standards at 24% was well below the state and Orange County average; by 2012 it reached 50% well above the state (38%), and Orange County average (43%). In elementary English Language and Math proficiency Garden Grove moved steadily up over the decade eventually outperforming at or above its' highest performing urban peers.

Laura Schwalm was superintendent during this entire period and built what is quintessentially a ‘stay focused culture’. As Knudson describes it Garden Grove’s success boils down to six interrelated elements that has become part of its deep culture—the Garden Grove way—as it is often described by its members:

1. The centrality of students and teachers.
2. Coherence.
3. Emphasis on relationships.
4. Central office service mentality.
5. Trust and empowerment.
6. Orientation to continuous improvement.

Overall focus does not come from doing one or two things in isolation. It comes from a set—albeit a reasonably small set, given the complexity of change—in this case, 6 key factors. First, GG is relentlessly committed to student success, and to the success of its teachers. They realize that you cannot have one without the other. In our own workshops we sometimes observe that: almost everyone will agree that all students can learn, but not as many will readily agree that all teachers can learn. The first step is that student and teacher learning is a two way street. Once you say this you know that you must make it come true on the ground. Because GG holds the learning of students and adults as central they know that they can’t just focus on test results. You must focus on quality instruction, in fact on *shared quality instruction*. The hard part of focus is that it must become shared across a very large number of teachers in this case in some 70 highly diverse schools. The question then becomes what else must be done to ensure widespread and deep quality instruction.

Embracing the first factor—the centrality of students does not amount to much unless you have accompanying strategies to act on it. *Coherence* is a good word for the themes in this book. It is not just alignment where the elements of curriculum, instruction, assessment, professional development, finance and so on are abstractly aligned, but rather how these components are experienced day after day by individuals and groups. In this regard GG leaders are focused on identifying and spreading the best (with evidence) ideas and practices across the system. The issue is not where the ideas come from—top, bottom, sideways—but what are the effective ideas and how can they become widespread. In many ways coherence is at the heart of the change process and we do not underestimate the difficulty in achieving it. For one thing, the other five factors in GGs culture all contribute to reinforcing a growing coherence in the culture about quality instructional practices.

Let’s express this in change process terms. Effective change processes shape and re-shape quality ideas as they build capacity and ownership over time. Change is a process not an event. We will also show below how collaborative or teamwork contributes to focus and coherence. The bottom line as

Superintendent Laura Schwalm explains, “if you want to move something that’s difficult to move, everyone needs to be pushing in the same direction [otherwise] very good people can build very effective silos” (Knudson, 2013:10).

Another reinforcing element in the culture is the ‘emphasis on relationships’. The first aspect is the care paid to hiring people, and the personal attention they receive on many fronts welcoming them to the GG culture. From day one people feel valued by the organization and by peers and district leaders. But note this personal touch plays itself out in the context of the other five factors which link personal valuing with the content of the work.

Knudson calls the fourth factor ‘central office service mentality’. Having worked in the district the last two years Fullan believes that this is actually a blend of pressure and support. Yes, support is provided but it is in the service of quality instruction and student performance. Schwalm puts it this way, “if we as leaders are not helping everyone become smarter and better, we’re not doing our job” (Knudson, p.12). Because the work is so thoroughly interactive, horizontally and vertically, pressure and support become seamless to the culture.

The fifth element is ‘trust and empowerment’. This has been a gradual development. At the beginning there was a lot more push from the district to focus on student quality instruction. As this developed and as teacher capacity (individually and in teams) increased there is much more openness to ideas from peers at the school level and at the level of coaches who work with schools. Trust and empowerment does not mean leaving people alone, but rather relying on people as a source of valuable ideas that become processed by the group. Such teamwork generates more ideas, and serves as a process to sort out good from not so good ideas retaining ideas that are most effective. Good collaboration of this kind reduces bad variation. In other words, because there is a strong focus, and because people interact over the practices that will best contribute to quality instruction greater consistency of instructional practices that evolves.

Finally, while good collaboration reduces bad (ineffective) variation there still is a press toward continuous improvement—new practices with corresponding evidence that would cause the group to consider new potentially more effective practices.

The problem in most districts is that instructional practices are all over the map—so many silos. Attempts to rein in practice by tightening supervision and/or by prescribing instructional solutions either lead to resistance or to superficial compliance. By contrast we have seen in Garden Grove that focus is a *process of interrelated forces at work*. GG starts with a vision of quality instruction, pursues it by building the individual and collective capacity of teachers and administrators to do the work that best gets results, reinforces this by the teachers and administrators that they hire and develop on the job, and always assesses how well students are faring on indicators of performance, self-correcting as they go.

We also see in highly effective leaders that they build an ever-expanding ‘guiding coalition’ of leaders who have a common focus about goals and about strategy (how to get there). It starts with the senior team—in GG’s case the superintendent and the half dozen other central office staff, and extends to

school principals and coaches such as the 47 TOSAs (Teachers on Special Assignment) who work with individual schools). In this way leaders 'stay and reinforce the course' not easily distracted from the core agenda.

After a decade of success it is no accident that the new superintendent, Gabriela Mafi is coming from within the culture having been Schwalm's superintendent of secondary school instruction. Focus does not mean more of the same. It is a process quality more than a content quality. Thus it can serve continuous improvement as well as innovation that will be necessary in the more uncertain times in the next years arising from Common Core State Standards, local funding and accountability in California's new laws, digital ubiquity, socio-emotional needs of students, and much more.

Leadership Encore

We interviewed Laura Schwalm in July, 2013 asking her what she has learned about effective leadership. She commented that more important than knowledge, intelligence and commitment is 'the ability to execute—to get things done'. Such leaders invest in the time to understand individuals, and the dynamics of the group. Leaders, Laura offers, are good team players as well as good team leaders. They are good at building effective teams. They have the courage to do the right thing even if it is not popular. They do not comply for the sake of compliance but act for the sake of influencing learning. Because they know how to get "buy in" for the terms of accountability, they are perceived as fair even when they are firm.

Schwalm goes on to say (reinforcing our main point in this chapter about *focus*) that:

"Leaders are extremely self-disciplined. They set a few very clear, specific and often ambitious goals. They are patiently persistent...Ultimately they have a powerful compass that helps them gain their equilibrium when the inevitable failures and disappointments arise which provides them with the resiliency necessary for effective leadership.

Sensitive that there is a lot of push in effective leaders' behavior Schwalm is also alert to the balance of push and pull. Leaders develop a keen sense of when to lead and when to follow. As she puts it, "highly effective leaders are often rather humble individuals who prefer to keep a low profile while keeping the spotlight on the work and those who are doing it." Above all, these leaders "combine high and relentless focus with excellent peripheral vision" about what is going right and what might be problematic.

As Laura stated discipline is a key to sound implementation. Vision without execution will not be realized over time. Result oriented environments must be able to move quickly and clearly to the core of what is both enabling results to occur and the areas that block progress. If there is too much focus on process and relationships it could get in the way of the direct honest discussions that must occur in districts and the ability to prevent being bogged down in too much process.

In addition, leaders that focus too much on internal change can become susceptible to missing the opportunities to communicate in a timely manner to outside groups in the community. To sustain change we must remember that we must bring along outside partners such as municipal government to the plans for success.

What Motivates People

As you view the Daniel Pink video consider:

- What is the key thing about motivation for you?
- What might be missing from the video?

Quality Change



Quality Change Processes

- All effective change processes shape and reshape quality ideas as they develop capacity and ownership with members.

Leadership

- Review the 7 Competencies and identify your strengths and weaknesses.

7 Critical Competencies for Leadership

Kirtman, L., & Fullan, M. (in press). *Leaders Who Lead*. Solution Tree.

1. Challenges the status quo
 - a. Delegates compliance tasks to other staff
 - b. Challenges common practices and traditions if they are blocking improvements
 - c. Willing to take risks
 - d. Looks for innovations to get results
 - e. Does not let rules and regulations block results and slow down action
2. Builds trust through clear communications and expectations
 - a. Is direct and honest about performance expectations
 - b. Follows through with actions on all commitments
 - c. Makes sure there is a clear understanding based on written and verbal communications
 - d. Is comfortable dealing with conflict
3. Creates a commonly owned plan for success
 - a. Creates written plans with input of stakeholders
 - b. Ensures that people buy into the plan
 - c. Monitors implementation of the plan
 - d. Adjusts the plan based on new data and communicates changes clearly
 - e. Develops clear measurement for each goal in the plan
 - f. Creates short and long term plans
4. Focuses on team over self
 - a. Hires the best people for the team
 - b. Commits to the on-going development of a high performance leadership team
 - c. Builds a team environment
 - d. Seeks critical feedback
 - e. Empowers staff to make decisions and get results
 - f. Supports the professional development of all staff
5. Has a high sense of urgency for change and sustainable results in improving student achievement
 - a. Is able to move initiatives ahead quickly
 - b. Can be very decisive
 - c. Uses instructional data to support needed change
 - d. Builds systemic strategies to insure sustainability of change
 - e. Sets a clear direction for the organization
 - f. Is able to deal with and manage change effectively
6. Commitment to continuous improvement for self and organization
 - a. High sense of curiosity for new ways to get results
 - b. Willingness to change current practices for themselves and others
 - c. Listens to all team members to change practices to obtain results
 - d. Takes responsibility for their own actions – no excuses
 - e. Strong self-management and self-reflection skills
7. Builds external networks/partnerships
 - a. Sees their role as a leader on a broad base manner outside the work environment and community walls
 - b. Understands their role as being a part of a variety of external networks for change and improvement
 - c. Strong ability to engage people inside and outside in 2 way partnerships
 - d. Uses technology to expand and manage a network of resource people

Inevitable

- Effective change processes are voluntary but inevitable.
— Australian Secondary Deputy Head

Positive Contagion

People take to change when:

- It is intrinsically interesting.
- It is pursued in a non-judgmental culture.
- They have some say in its evolution.
- They are developing ownership with others.
- They enjoy doing something worthwhile with peers inside and outside their schools.





Review of the Research: Leading Learning

**The Lead Learner:
The Principal's New Role**

- To increase impact, principals should use their time differently: They should direct their energies to developing the group.

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.

**What the Research
Tells Us: Jigsaw**

- Form groups of four and number off one, two, three, four.
 - Person One: Read research by Viviane Robinson (pp. 15-16)
 - Person Two: Read research by Helen Timperley & Ken Leithwood (p. 16)
 - Person Three: Read research by Tony Bryk (pp. 17-18)
 - Person Four: Read research by Lyle Kirtman (p. 18)
- Record the key points on the advance organizer.

Advance Organizer: What? So What? Now What?

Researcher:	What? Key Points:
Viviane Robinson	
Helen Timperley & Ken Leithwood	
Tony Bryk	
Lyle Kirtman	

What?

So What?

Now What?

- Teach back the key points for each researcher.
- As a group, discuss:
 1. So What?
Implications of the research
 2. Now What?
What would you do differently as a result of the research?

Advance Organizer: What? So What? Now What?

Researcher:	What: Key Points	So What: What are the implications of the research?	Now What? What will I do differently as a result?
Viviane Robinson			
Helen Timperley & Ken Leithwood			
Tony Bryk			
Lyle Kirtman			

Chapter Three: The First Key—Leading Learning

Fullan, M. (2014). *The Principal: Three Keys to Maximizing Impact*. Jossey-Bass; Ontario Principals' Council.

Viviane Robinson: Lead Learner as the Key Domain

Viviane Robinson and her colleagues conducted a large-scale “best evidence synthesis” (BES) of research on the impact of school principals on student achievement. Robinson summarizes their conclusions in a book titled *Student-Centered Leadership* (2011). She found five leadership domains that had significant effect sizes (shown in parentheses) on student achievement:

1. Establishing goals and expectations (0.42)
2. Resourcing strategically (0.31)
3. Ensuring quality teaching (0.42)
4. Leading teacher learning and development (0.84)
5. Ensuring an orderly and safe environment (0.27)

There are specific dos and don'ts within each category, but the message they carry as a set is quite clear. The most significant factor—twice as powerful as any other—is “leading teacher learning and development,” which is essentially what I mean by the role of learning leader. Within item 4, Robinson found that the principal who makes the biggest impact on learning is the one who attends to other matters as well, but, most important, “participates as a learner” with teachers in helping move the school forward. Leading teacher learning means being proactively involved with teachers such that principal and teachers alike are learning.

Think of it this way: the principal who covers only such areas as establishing a vision, acquiring resources for teachers, working to help individual teachers, and other similar activities does not necessarily *learn* what is specifically needed to stimulate ongoing organizational improvement. For the latter to happen, the principal must make both teacher learning and his or her own learning a priority. Within this domain of teacher learning and development, Robinson found two critical factors: the ability of the principal to make progress a collective endeavor (a core theme of this book), and skills for leading professional learning. To extrapolate from Robinson, both of these factors require the principal to be present as a learner. Principals who do not take the learner *stance* for themselves do not learn much from day to day, no matter how many years of “experience” they may accumulate, as little of that prior experience was really aimed at their own *learning*. Thus principals need to chart their own learning and be aware of its curve from day one if they are going to get better at leading. And they do this best through helping teachers learn. We have found this to be especially true in our work in the “new pedagogies” (learning partnerships between and among teachers using technology to accelerate and deepen learning; Fullan & Langworthy, 2014). Principals who visibly struggle with new digital devices in their own learning, who seek to learn from students and teachers about new technologies, who, in short, put themselves on the

learning line, are very much appreciated in the school. And, of course, they learn more and become better able to assist teachers.

Robinson also identified what she called three key “leadership capabilities” that cut across the five domains:

1. Applying relevant knowledge
2. Solving complex problems
3. Building relational trust

Combined, the five leadership domains and the three capabilities encompass a pretty tight characterization of the lead learner at work.

Helen Timperley: “Who Is My Class?”

Helen Timperley, Robinson’s colleague at the University of Auckland and also a longtime researcher of the role of principal and of teacher learning, conducted a parallel BES study on teacher learning—in other words, examining research on the relationship between teacher learning and student achievement. In her book *Realizing the Power of Professional Learning* (2011), she drew similar conclusions:

Coherence across professional learning environments was not achieved through the completion of checklists and scripted lessons but rather through creating learning situations that promoted inquiry habits of mind throughout the school. (p. 104)

Timperley comes up with the wonderful question for principals: “Who is my class?” One principal noted that she and other principals were so busy attending to the needs of the individual teachers that they didn’t attend to the leadership learning needs of team leaders. This principal concluded that “her class” of learners included team leaders who in turn can leverage the learning of other teachers in their group, thereby generating greater learning across the school.

Ken Leithwood: Skills, Motivation, and Working Conditions

Ken Leithwood at the University of Toronto, Karen Seashore Louis at Minnesota, and their colleagues have become masters of the principalship over the last four decades. In their book *Linking Leadership to Student Learning*, Leithwood and Seashore Louis (2012) conclude that principals who had the greatest impact on student learning in the school focused on instruction—including teacher knowledge, skills, motivation—and on ensuring supportive working conditions (such as time for collaboration). Putting it in a nutshell, they say that “leadership affects student learning when it is targeted at working relationships, improving instruction and, indirectly, student achievement” (p. 234). Note that as I mentioned earlier, the impact on student learning is not direct, but is nonetheless explicit. The causal pathways are not vague, as they are in transformational leadership, but rather are made explicit, sometimes by the principal but more often by coaches, other teacher leaders, and peers—*orchestrated by hands-on principals*. This is a theme we will see time and again. We will return to Leithwood in Chapter Four when we consider the relationship of the school to the district.

Tony Bryk: Capacity, Climate, Community, Instruction

As president of the Carnegie Foundation for the Advancement of Teaching, Tony Bryk is leading work on bringing researchers and practitioners together to improve teaching and learning. Bryk and his colleagues' longitudinal research in the 477 elementary schools in Chicago is especially informative for our purposes (Bryk, Bender-Sebring, Allensworth, Lupescu, & Easton, 2010). In a microcosm comparison of two schools that started out at similar levels of low performance, one school (called Hancock) improved significantly over a six-year period, compared to another (called Alexander). The difference:

Strong principal leadership at Hancock School fostered the development of a vigorous professional community that was both actively reaching out to parents and sustaining a focus on improving instruction. In contrast, reform efforts at Alexander remained fragmented, suffering from both poor coordination and a lack of follow through. (p. 40)

There were major reform activities at both schools (recall Kotter's frenetic urgency versus focused urgency). But Alexander actually lost ground in reading by 9 percent and made no improvement in math over the years, whereas Hancock gained 10 percent in reading and 19 percent in math. Here I've mentioned just two schools, but fortunately Bryk and colleagues have data on nearly all of the 477 elementary schools in Chicago.

When we consider the comprehensive picture, comparing, as Bryk et al. (2010) did, the hundred or so schools that made significant progress to their peer schools that did not progress, we see what should now be a familiar picture. The key explanation was "school leadership as the driver for change" (p. 62), which in turn focused on the development of four interrelated forces: the professional capacity of teachers (individually and collectively), school climate (ensuring safety and orderliness in the aid of learning), parent and community ties, and what the researchers call the "instructional guidance system" (instructional practices that engage students in relation to key learning goals) as these affected each and every classroom (p. 62). This is quite a compact list of what effective school leaders focus on. The problem is that Bryk et al. found these elements in only about one hundred schools, less than 20 percent of the total. Our goal is "whole-system change" in which 100 percent of the schools are positively affected.

Although the findings from this sample of leading researchers is consistent, the message is not getting across or sticking with those involved in developing school leadership. Success at the school level is a function of the work of principals, themselves acting as lead learners, who ensure that the group focuses on a small number of key elements: specific goals for students; data that enable clear diagnosis of individual learning needs; instructional practices that address those learning needs; and teachers learning from each other, monitoring overall progress, and making adjustments accordingly. All of this is carried out in a developmental climate (as distinct from a judgmental one) with norms of transparency within and external to the school. Within this set of conditions, accountability measures, including teacher evaluation, can and do occur, but they are conducted within a culture of collaborative improvement.

Despite the clarity and consistency of these findings—over decades now—it is still seemingly easy for well-intentioned school leaders and those shaping the principalship to get it wrong—to err badly along the lines of the problems I identified in Chapter Two, namely, use the wrong drivers, shortcut the process through weak individualistic solutions, become too broad or too narrow, and make deals with the devil by opting for school autonomy. We need to push a little deeper on the underlying meaning of this consistent work in order to make it stick.

Lyle Kirtman: Content and Organization

In *Change Leader: Learning to Do What Matters Most* (2011), I made the case that practice drives theory better than the other way around. This is why I like Lyle Kirtman's new book, *Leadership and Teams* (2013). Applying his management consultancy perspective (having worked with several hundred public and private sector organizations over the course of thirty years), Lyle dug directly into school leadership practice by finding out from over six hundred education leaders what competencies (observable behaviors or skills) were associated with effectiveness. By examining what high-performing leaders actually did in practice to get results, Kirtman found that these leaders possessed seven competencies—qualities, incidentally, that are quite congruent with my "motion leadership" study of how leaders "move" individuals and organizations forward (Fullan, 2013a). Chapter Five takes up Kirtman's full set of seven competencies in detail, but of direct interest to us here is what he confirms about leaders and instruction:

The role of the principal needs to be balanced between content and organizational leadership. These competencies involve building instructional leadership into the culture of the school and building strong leadership in teachers. The educational leader is the overall leader of instruction, but he or she needs to have time and skills to motivate and build teams and develop leadership capacity in his or her school for change. *The educational leader should try not to do too much on his or her own in the instructional arena.* (Kirtman, 2013, p. 8, emphasis added)

It is understandable that some people misinterpret the emphasis on the instructional leadership of the principal. They mistakenly assume that instructional leadership means that principals must spend much of their time in classrooms working *directly* with individual teachers. The findings about effectiveness that I have reviewed in this chapter are not telling us that the best principals spend several days a week in classrooms, but that they do enough of it regularly to maintain and develop their instructional expertise. It is not that they affect very many teachers one by one, but that they work with other leaders in the school and together affect teachers more in groups than they do individually. (We will come back to the topic of individual teacher appraisal in the next section, under "Human and Social Capital.")

Kirtman says that "school leaders are being told to focus on instructional leadership[,] ... narrow their initiatives to implement particular programs, and ... are being told that teachers must be evaluated with stronger, more airtight forms and processes in order to weed out the poor teachers" (p. 45). With this kind of approach, an autocratic principal can extract short-term results, but in the course of doing this will alienate teachers (including or maybe especially the best ones) and will never be able to generate in teachers the motivation and ingenuity for them to be able to go the extra mile. Programs will come and go, as will individual principals but little have impact over the long-term.

The Three Keys to Maximizing Impact



Professional Capital

Professional Capital is a function of the interaction of the three components:

1. Human capital,
2. Social capital, and
3. Decisional capital.

Assessing Professional Capital

- Using the following index assess the PC in your school and tally the scores of the three dimensions.

—Fullan, Hargreaves, & Rincón-Gallardo, 2014

PRINCIPAL ITEMS	
Rate the statements below using a 5-point scale with 1 being Strongly Disagree and 5 being Strongly Agree. Please enter your 1-5 numerical score in the space provided on the left had column.	
Human Capital	
	I ensure our school is focused on improving student learning.
	This school is effective in advancing the learning of all struggling students.
	I often inquire into how our school graduates are doing once they graduate.
	I believe it is not the school's responsibility to develop students' social and emotional wellbeing.
	I have a clear learning agenda to increase my ability as a school leader.
	I regularly search for professional learning opportunities to improve my leadership skills.
	I facilitate teachers' learning and development on the job.
	I take action to help teachers improve their instructional practice.
	I provide teachers with feedback that is clearly connected to their instructional improvement.
	I ensure that teachers use evidence-based strategies in their classrooms.
	I develop teacher leaders in this school to improve instruction.
	I make deliberate choices to assign teachers to the classes that are best suited to their talent and expertise.
	I put a lot of effort into developing and retaining teachers in this school.
	Our jurisdiction (school district, region, system) places a high priority on attracting highly effective teachers.
	It is typical for this district to place teachers with little teaching experience in schools with the greatest needs. [Reversed]
TOTAL	

Social Capital	
	Our school has high expectations for the learning of all students.
	In this school, we take collective responsibility for the learning of all students.
	In this school, we share a coherent set of moral values that guide our professional practice.
	In this school, teachers are trusted and respected as professionals.
	I provide teachers with time to work and learn from each other in the school.
	I regularly collaborate with teachers to examine evidence of student learning.
	I regularly observe classroom activity.
	Teachers in this school welcome the feedback I offer about their practice.
	In this school we rarely discuss our practices and student learning results openly. [Reversed]
	I believe it is my responsibility to establish an environment where teachers feel safe to question and support each other to improve their teaching.
	I regularly participate with teachers when they undertake collaborative work to improve teaching in classrooms.
	As a group, teachers in this school have improved their professional expertise by working together.
	Professional development at my school regularly engages teachers in collaborative reflection about their practice.
	I help staff in this school to connect with other schools in the system.
	I take responsibility for student learning and achievement in other schools as well as my own.
	I have been instrumental in developing ties between our school and the larger community.
	I deliberately cultivate relationships with system leaders and administrators for the benefit of our school.
	I am part of an active network of school leaders.
TOTAL	
Decisional Capital	
	Through my actions as a school principal, I support teachers to make professional decisions that improve student learning.
	When necessary, I challenge and stretch teachers to move beyond their comfort zones in order to increase their effectiveness.
	I make a concerted effort to reduce the distractors that undermine teachers' capacity to focus on student learning.
	Under conditions of policy uncertainty, I am able to maintain our school focus on student learning.
	I am careful not to let external rules slow down purposeful actions for school improvement.
	It is difficult for me to respond effectively when things don't go as planned in my day-to-day work.
	On any given day, I would be able to provide evidence of what worked and what didn't in my job as a school leader.
	It has become second nature to me to reflect in the moment on how well my actions as a school leader are going.
	I regularly take time to reflect on what didn't work about my leadership and figure out how to do things better next time.
	As a school leader, I am willing and able to question ineffective practices.

	I am willing to change my own practices in light of new understandings or feedback from staff or colleagues.
	If leaders from other schools visited my school building, I would be uncomfortable displaying my leadership practice in front of them.
	Most decisions in my leadership are based on a combination of research evidence and practical experience.
	Standardized test results are the main driver of instructional decisions in this school. [Reversed]
	In this school, we use evidence of student learning to support our instructional decisions and actions.
	I regularly seek ideas from schools similar to mine that are successful.
	It takes many years to develop good judgment in school leadership.
	The passion I have for my work improves the judgments I make in the school.
	TOTAL

Post Self-Assessment Exercise

Look at the individual items where you scored highest and those with the lowest scores.

- What do you see as your key areas of improvement?
- Is there a way you can leverage what you are strong at to strengthen the areas you need to improve?
- What are three actions you will take in the next few weeks to increase professional capital in your school and beyond?

Student Voice

- Assess your starting point
- Reflect on your surroundings
- Aspirations profile
- Commit to a direction
- Overcome obstacles
- Arrive

—Quaglia, R.J., & Corso, M.J., 2014

Assess your starting point

We all have aspirations. Aspirations may go by other names—hopes, dreams, goals—but everyone has them, from the preschooler who aspires to color within the lines to her grandmother who wants to take up painting in retirement. The human condition includes a desire to aspire. The infant’s aspiration may be for food or to be held. A child may aspire to be a basketball player. The college student aspires to become a lawyer. As we mature, our aspirations take the shape of providing for and raising a family, or dedication to work, or a commitment to community outreach. For still others, aspirations involve an ultimate purpose, giving their very lives to a conviction or cause.

Use the best practices for supporting students’ aspirations below to rate yourself on a scale of 0–10, where 0 is never and 10 is always.

1. I know my students’ hopes and dreams.	
2. I regularly talk with my students about their futures.	
3. I assess and evaluate student progress using more than just grades.	
4. I share my professional journey with my students.	
5. I provide opportunities for students to use their imaginations.	
6. I involve students in conferences with their parents.	
7. I hold high expectations for all my students.	
8. I make learning relevant for my students.	

Reflect on your surroundings

In many ways, our aspirations shape the meaning and trajectory of our lives. Aspirations are what give our lives intention and direction. Our aspirations affect with whom we associate, in what activities we choose to participate, and how we spend much of our time. Understanding, reflecting on, choosing, and working toward our aspirations are large parts of who we are. However, this is only really possible if we notice that our aspirations have a present tense and not just a future one. If one has a genuine aspiration and not just a pipe dream, there is effort in the present to bring about the hoped for future.

1. Where do you see your students in the Aspirations Profile? Consider the mixture of hibernation, perspiration, imagination, and aspiration that is part of their experience in your classroom or school.
2. What have you learned best moves students from hibernation, perspiration, or imagination into aspiration?
3. How are you currently addressing the different profiles of the students you work with?

The aspirations profile

Aspirations are both “then” and “now.” They involve both dreaming of the future and doing in the present. They are made up of a vision of where we want to get and, at a minimum, a willingness to do what is necessary to get there. When we genuinely aspire, we are facing our future *and* taking steps in the present toward it (see Ritchie, Flouri, & Buchanan, 2005; Sherwood, 1989). As teachers, if we want to support our students’ aspirations as a future and present reality, we have to know them as individuals. We need to help them discover their passions, to support their pursuit of their interests, and to encourage them to dream. Sounds simple, yet how often do we actually take the time to have these conversations with our students? In some schools we have been in you would think every student had the same generic aspiration, since virtually all students are treated the same and taught in the same way.

We can look at our definition graphically if we think of each aspect—present/doing and future/dreaming—as the X- and Y-axis of a grid.

Future/ Dreaming	High	Imagination Sets goals for the future but does not put forth the effort to reach these goals.	Aspiration Sets goals for future and puts forth effort in the present to reach those goals
	Low	Hibernation Has no goals for the future and puts in no effort in the present	Perspiration Works hard in the present, but has no goals for the future.
		Present/Doing	High

Commit to a direction

- Ask students regularly about their hopes and dreams.
- Incorporate student interests in teaching. Even casual references to a hobby will engage students.
- Don’t allow students to sleepwalk through classes. Involve these students in making classes more engaging.
- Ride the school bus at least twice a year to understand students’ preschool journeys.
- Greet students when they enter the classroom.

Overcome obstacles

Our student population is too transient to build relationships. A transient population is a real issue in many schools, but you build relationships with students one at a time. Knowing just *one* thing about each of your students can make a difference.

Some students are disengaged no matter how hard we try. We don't need to try harder, we need to try *differently*. Students are generally not engaged because they see no relevance or value to what they are learning. Learn a student's hopes and dreams and integrate that into a lesson.

The state requires our school to evaluate students on math, science, and English, not student aspirations. We must first accept the fact that having aspirations is not separate from doing well in school. We have learned that when students connect what they are learning to their futures, they are 15 times more likely to be academically motivated (QISA, 2013). Aspirations is not another mandate. It is a framework for doing everything schools already do, but in a meaningful and relevant manner.

Dealing with student aspirations is the counselor's job, not mine. This common misperception is that aspirations work belongs outside the classroom. However, developing a teaching and learning environment that supports students as individuals, engaged learners, and potential leaders requires changes in classroom practice

Arrive

In schools that foster students' aspirations:

- Students talk about their futures beyond high school.
- Students know learning is about more than test scores.
- Teachers know students' hope and dreams.
- Teachers make learning relevant for students.
- Administration organizes career, college, and postsecondary fairs for students to explore their options.
- Administration strives to offer myriad courses to engage all learners in the building.
- Community members share their professional journeys with students.

Assessing Impact: Three Step Interview

How do you know you are being successful?

- Indicators re Teachers
- Indicators re Students
- Indicators re Community



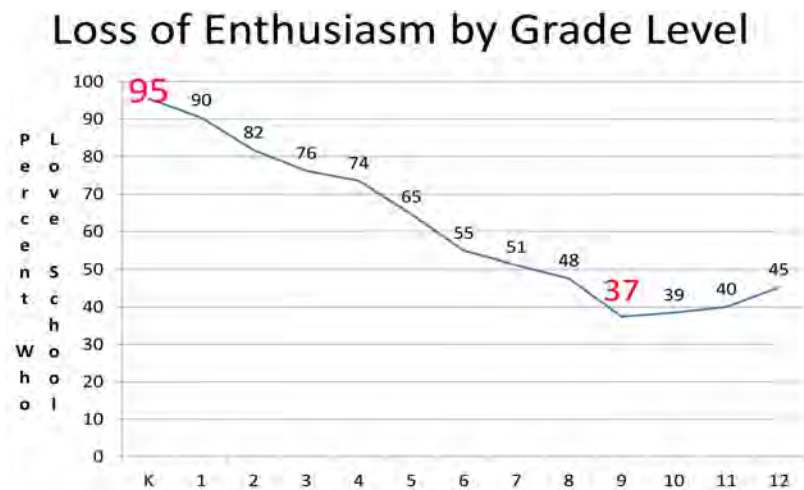
Stratosphere



Push & Pull Factors

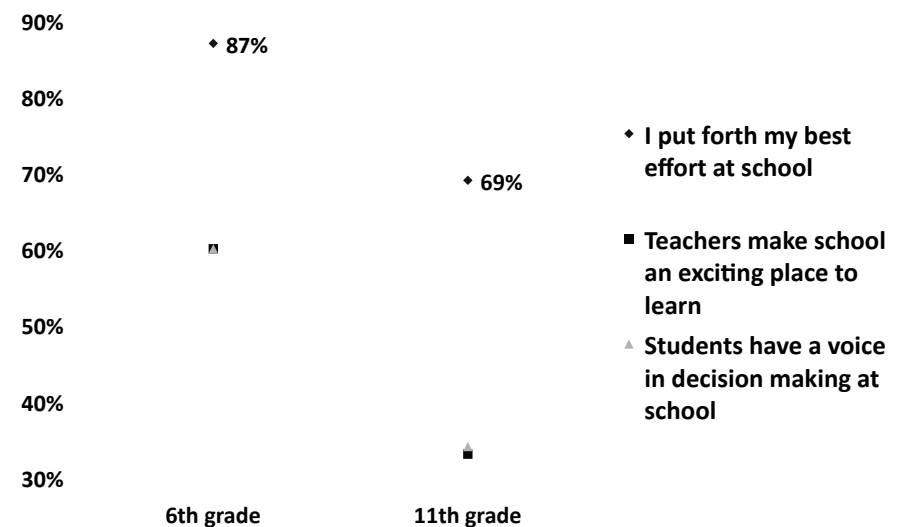
- Push: Bored students, alienated teachers.
- Pull: Digital allure, and engaging pedagogy.

Loss of Enthusiasm



Jenkins, 2012

Disengaged Students



My Voice National Student Report, 2012

The \$1,000 Pencil

- Apply Alan November's index to your current practice involving digital.

Six Questions for Transformational Student Work: A checklist to take us beyond the \$1,000 pencil
November, A., (2014). Version .05.

1. Did the assignment build capacity for critical thinking on the web?

Have you ever watched a student use Google when they are researching for an assignment? Often, they will literally use the title of the assignment as their Google search. That is often the beginning and end of their search strategy. Since the overwhelming majority of our students only glance at the first page of results this strategy will probably not lead to the highest quality information. To overstate the obvious, students do not see what they do not see. It is the job of the teacher to challenge students to imagine what is missing from their search. Too many students are over confident about their search skills. They "do not know what they do not know." They need our guidance.

An example: a student types in the name of the assignment, "Iranian hostage crisis" into Google. The results list of this search will only yield search results with Western sources if the search is anywhere in North America. The reason for this is that Google knows the geographic location of your network. The algorithm is designed to give you the closest geographic information. If you are searching from North America you will not see any sources from Iran in the top page of search results.

If you ask most students to change their search strategy to find Iranian sources, most will simply type "Iranian sources" into the search bar. As already explained this will not yield any Iranian sources. Google does not read English or any language. It cannot interpret this request to mean "get me sources from Iran". It is possible to use the advanced search page to select Iran as the source of your content. Or, you can use the Google operator "site" to switch your search to Iranian sources with the two letter Iranian country code "ir" (site:ir).

Equally if not more important than understanding how to use the advanced features of Google, are the word choices our students use to run their search. The difference between "*Iranian Hostage Crisis*" and "*site:ac.ir conquest of the American spy den*" has no overlap. The first yields all Western sources. The second search yields a focused return of academic content from Iran with an Iranian reference to the same event. You can imagine that there is no agreement between the two searches. Of course, before the Internet, history teachers could not expect students to learn how to compare sources from two different countries about the same event. School libraries only had one point of view.

In the age of the Internet, one of the most important roles of the teacher is to prepare students to critically evaluate the information they select. Unlike our school libraries, where every source has already been carefully selected by a librarian, students using the Internet are selecting their own sources. Under these more open and uncontrolled conditions, it is even more important that we prepare students to make thoughtful decisions about their choices.

While it would be convenient to imagine that we can just teach students to learn about advanced search techniques and inquiry design in one orientation session in the library as we do with the Dewey Decimal System that will not be sufficient. Many students have a very difficult time of transferring knowledge from one setting to another. We need all of our teachers to recognize the critical and essential role they play in preparing students to be web literate. This needs to happen at the point of giving an assignment.

For example, the history teacher could have rewritten the "*Iranian Hostage Crisis*" assignment to require that students use at least two sources from Iran. There should have been a review of country codes and the use of the advanced search techniques to generate results from Iran. Finally, the teacher should have spent some time in class challenging the students to think about their search terms. "What did the Iranians call the takeover of the American Embassy?" (Teach students how to use Wikipedia to design their search in Google, e.g. Wikipedia mentions the "conquest of the American spy den".

What should worry every educator is that our students are typically woefully unprepared to design intelligent searches. Sadly, too many of our students do not realize how insufficient (almost dangerous) their research skills are. Their own misplaced sense of confidence about how to use Google is preventing them from asking their teachers for help. Your students need you to embed web literacy skills into the design of the assignment. They just do not know they need you.

2. Did the assignment develop new lines of inquiry?

With access to massive amounts of information and different points of view and access to primary sources comes an opportunity to teach students to ask questions we could never ask in the limited world of paper. Continuing with the example about Iran, the question emerges about why did the Iranians refer to the take over as the Conquest of the American Spy Den? Or, did the goals of the student initiated revolution against the Shah align with the goals of the religious leaders who became the leaders of the new government?

3. Are there opportunities for students to make their thinking visible?

We now have tools that can reveal what students are thinking. Research shows that one of the most important skills to improve student achievement is to teach them to self assess their work. In the case of writing an analysis of the "*Iranian Hostage Crisis and the Conquest of the American Spy Den*" students can be required to use a digital recording tool such as Kaizena to provide a voice analysis of the quality of their own writing. In this way, a teacher can gain insight into what the student was thinking about the flow of ideas they tried to represent in their writing. Of course, some students will improve the quality of their own work when they are required to review their work before they hand it in.

4. Are there opportunities to broaden the perspective of the conversation with authentic audiences from around the world?

While many teachers now have a website with forums for their own students to share their ideas, there are numerous blogs around the world and other publishing sites that we may want to encourage students to use to broaden and deepen their learning experience. For example, recently, I worked with a social studies teacher who was designing a lesson on immigration to the US. When she discovered that the *Economist* magazine blog had an ongoing discussion on immigration she realized that she could engage her students in a high level conversation with people around the world on this topic.

Many teachers have websites for students to share their work with the world. One of my favorites is the website of 1st grade teacher, Kathy Cassidy from Moose Jaw, Saskatchewan. Her students continuously share their work with students around the world via her website (<http://mscassidysclass.edublogs.org/>) and the official class twitter account (@mscassidysclass). Eric Marcos, 6th grade math teacher in Santa Monica, California supports his students to build tutorials in mathematics that they offer to the world at www.mathtrain.tv.

Of course, one of the benefits of students publishing their work for a global audience is the opportunity to receive feedback for their work beyond the classroom. Many students can be more motivated to publish for a global audience than an audience of “one”—the teacher.

5. Is there an opportunity for students to create a contribution (purposeful work)?

This one may be the most difficult to build in to our assignments. A colleague in Istanbul has her Algebra students designing the Algebra curriculum for blind students by visiting a local school for the blind and working with the students to understand how to build tactile activities to understand Algebra. When her students finish their project they will publish it to the web for global access.

6. Does the assignment demo “best in the world” examples of content and skill?

Before the Internet it would not have been impossible to show students’ examples across the curriculum of “best in the world” applications of knowledge and skills across the curriculum. Now we can. From “award winning egg drop” videos from Singapore high school students to biologists around the world collecting evidence of all living things in the Encyclopedia of Life website, we can now inspire students to “stand on the shoulders” of others and stretch their own sense of what can be accomplished.

Who Owns the Learning

- Read the excerpt from 'Who Owns the Learning' and do a 'Free Write': What jumped out at you?

Who Owns the Learning? Preparing Students for Success in the Digital Age

November, A. (2012). Solution Tree.

I developed a course called Community Problem Solving Through Technology. The course challenged students to identify a real problem in the community and find existing technology that could help deal with it. I will never forget the meeting in which I presented the course outline to my department. My colleagues were as confused as I had been when I began my design journey, and the course focus on problem solving really threw them. They kept asking, "What kinds of problems will you give the students to solve? And, "What will your tests look like?" When I explained that my students would be responsible for finding the problem they would solve in the course, the response was universal: "It won't work." Eventually the department head came to the rescue and told my incredulous colleagues, "Let Alan develop his course. Let's see what he comes up with." If the students succeeded, so would I; if they failed, so much for my idea.

From the beginning, the course attracted a large student enrollment; students who wanted to use computers without having to learn programming signed up. The Apple II had just been released, and the first databases, word processors, graphic programs, and spreadsheets were hitting the market. At that time, there were no computer courses (other than programming) that I could take to prepare for my own teaching. Everyone I knew was self-taught. It turned out that as long as the motivation was there, learning about those tools was a straightforward process; you simply had to pick up the manual and go. To supplement my learning, I joined the Boston Computer Society and attended evening meetings where various folks would share their knowledge of computer applications. It was all very informal and very social. High school and college students were often teaching the adults.

It was natural to extend my own learning from high school students in the evening at the Boston Computer Society to how I would organize elements of the high school course I was preparing to teach. I knew it would be important to empower my students to "learn how to learn." On the first day of teaching, I challenged my students to unwrap the cellophane on new boxes of software, pick up the manual, and go. I also encouraged them to learn from each other. Students were divided into teams to learn different applications. Students would then share their knowledge with each other. Looking back, this is really the only sane way I could have launched the first course so quickly. My students taught me a lot of the nitty-gritty details of how the software worked. It was a blast. My students enjoyed figuring out application tricks before I did. They loved teaching me, and I loved being taught by them.

The most difficult part of teaching was to guide the students as they identified a worthy community problem they could solve using the technology. While they immediately enjoyed learning how to use software out of a manual, they struggled with identifying their own problems in the community. I

underestimated how unprepared they were for that task. One girl in first period summed it up: “Mr November, *you* are the teacher. Giving us the problems is *your* job, not ours.” Imagine one of the worst fears of teaching, giving students a challenge with absolutely no response. It was a Ferris Bueller moment: “Anyone? Anyone?” My colleagues’ predictions of the impossibility of having student design their own problems were ringing in my ears.

To help break the paralysis, I invited various folks from the community into the classroom for student interviews. As these talks progressed, my class’s excitement for the project grew. All of my students eventually identified community problems that could be solved with technology. In the process, they brought me some of the most rewarding experiences I have ever had as a teacher. Most astonishingly, for the first time in my career, some students wanted to continue to work on their projects into the summer vacation! I even had students who recruited friends who were not in class to help them complete their projects. I started to see that [no one] wasn’t alone; these kids loved working with technology. But I also saw that their drive was fueled by two important conditions: they wanted to have some ownership in the learning process, and they wanted their work to have purpose—they wanted to make a contribution even if they initially struggled with the challenge of identifying their own problems to solve.

Looking back, I can see that my friend Roger was right; programming is a very small part of what we teach in schools today. What none of us could have foreseen thirty years ago, however, is the way technology would permeate every aspect of our culture today. We didn’t know then that many students would one day have access to computers, cell phones, and the Internet all the time (not just in school). We had no concept of social media, which has become a major tool for business, a driver for political and cultural change, and a critical communication tool for people of all ages. We couldn’t have realized then the creative (and destructive) potential these technologies would offer all young people. From immersing themselves in Facebook and Twitter, to writing their own apps, to creating avatars and designing websites, today’s students demonstrate a huge interest in creating and sharing content. Socrates was right: learning, for many of our students, is a social interactive enterprise. This book is based on the premise that given the right opportunity, tools, and teacher guidance, students want an equal voice in directing their own learning. It is possible that the structure of school as know it has underestimated students’ willingness to own more of their learning.

Freewrite: What jumped out?

**New Learning—
Exciting Innovative
Learning Experiences for
All Students**

- Irresistibly engaging for both students and teachers
- Elegantly efficient and easy to use
- Technologically ubiquitous 24/7
- Steeped in real-life problem solving

The New Pedagogy

- A new learning partnership between and among teachers, students, and families.

**Teachers and Students as
Pedagogical Partners**

Teacher as Facilitator .17

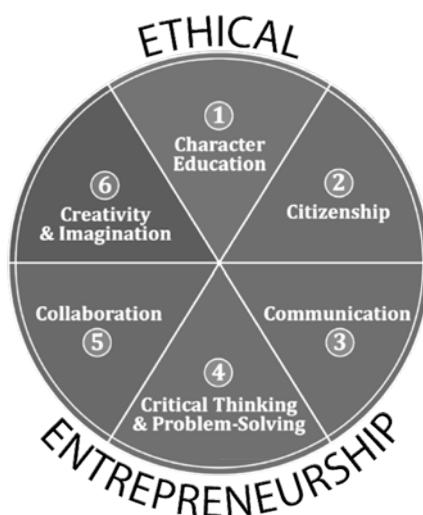
- simulations and gaming; inquiry based; smaller class sizes; individualized instruction; problem-based learning; web-based; inductive teaching

Teacher as Activator .72

- reciprocal teaching; feedback; teacher-student self-verbalization; meta-cognition; goals-challenging; frequent effects of teaching

Hattie, 2012

Deep Learning



Digital Learning in Action

- Video Examples

App Dependent or
App Enabled

App Dependent:

- When we allow apps to restrict or determine our procedures, choices, goals.

App Enabling:

- Apps that allow or encourage us to pursue new possibilities

New Pedagogies for
Deep Learning (NPDL)

- Ten clusters of 100 schools each from ten countries.

NPDL Connections

Empowered Leadership:

- Enable innovation alongside system priorities.

Skilled Networks:

- Foster the growth of school networks through feeding continuous improvement.

Successful Learners:

- Engage and retain students through deep learning.

Community Partnerships:

- New learning partnerships with communities and industry to develop student agency.

—New Pedagogies for Deep Learning (2014)

School Conditions for Digital Learning

- Select one of the six dimensions and assess your school on the rubric.

Dimension	Limited Evidence	Emerging	Accelerating	Advanced
Vision & Goals	<p>Deep Learning goals are either non-existent, unclear, or 'lost' among a multitude of other goals.</p> <p>The strategy for achieving Deep Learning goals (if any) is either not well thought out or insufficiently clear to allow leaders, teachers, and staff to understand and implement it.</p> <p>Decisions, resourcing, systems, processes, and how time/efforts are spent still look very like the previous status quo, and have not yet shifted to be in alignment with Deep Learning.</p>	<p>Deep Learning goals exist, but they may be somewhat 'lost' in among a number of other goals, and/or might need some sharpening for clarity and focus.</p> <p>The strategy for achieving Deep Learning goals is reasonably sound, but may need some tightening or further clarity in order for leaders, teachers, and staff to bring it to life.</p> <p>Decisions, resourcing, systems, processes, and how time/efforts are spent show some shift toward alignment with the deep learning goals, but significant realignment is still required to fully support the Deep Learning initiative.</p>	<p>There are a small number of goals that clearly focus on Deep Learning as a priority. However, there is still some way to go to build a genuine appreciation of Deep Learning as a high priority.</p> <p>There is a well-defined strategy for achieving the Deep Learning goals, which can be clearly articulated by <i>all</i> leaders and <i>most</i> (but not all) teachers and staff across the school.</p> <p>Decisions, resourcing, systems, processes, and how time/efforts are spent now show reasonably good alignment with the Deep Learning goals, although strengthening this would be advantageous.</p>	<p>There is a clear shared moral purpose and a small number of ambitious goals, all clearly focused on deep learning, to:</p> <ul style="list-style-type: none"> • Build Deep Learning Competencies • Support teachers to learn the New Pedagogies • Develop school conditions to support Deep Learning <p>There is a well-defined strategy for achieving the Deep Learning goals, which can be clearly articulated by leaders, teachers, and staff throughout the school.</p> <p>Decisions, resourcing, systems, processes, and how time/efforts are spent are well aligned for achieving the goals.</p>

—New Pedagogies for Deep Learning (2014)

Leading Deep Change	<p>Leaders with both the capability and commitment to lead the implementation of New Pedagogies for Deep Learning are still too few within the school. In other words, building leadership capacity will be a high priority initially.</p> <p>Engagement in New Pedagogies for Deep Learning as a concept and as an initiative is still relatively low across the wider school community, although some efforts to inform parents and caregivers may be underway.</p>	<p>There is a critical mass of strong leaders emerging within the school who have the commitment to effectively implement New Pedagogies for Deep Learning, and who are well on the way to building the needed capabilities.</p> <p>Engagement in New Pedagogies for Deep Learning as a concept and as an initiative is emerging and growing, although opportunities exist to better engage teachers, staff, students, parents, and communities in driving Deep Change.</p>	<p>There is strong leadership within the school that is capable, willing, and working to shift thinking and practice toward Deep Learning. There may be gaps at some levels and/or untapped opportunities to move to a more distributed leadership for Deep Change.</p> <p>Leaders are committed to Deep Learning and are increasingly showing their ability to lead the learning.</p> <p>There is a very good level of engagement across the school community for Deep Learning. Students, parents, caregivers, and the community are informed and engaged, and starting to be more influential in driving Deep Change.</p>	<p>There is strong leadership at <i>all levels</i> of the school that is capable, willing, and actively working to shift thinking and practice toward Deep Learning.</p> <p>Leaders are the lead learners who demonstrate high levels of commitment to Deep Learning, and there is a clear strategy to develop, diffuse, and distribute that leadership capacity across the school.</p> <p>There is a high level of engagement across the entire school community for Deep Learning. Students, parents, caregivers, and the community are informed, engaged, and influential in driving Deep Change.</p>
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—New Pedagogies for Deep Learning (2014)

Creating a Learning Culture	<p>The school is primarily geared toward delivery of a standardized curriculum for the purpose of getting students to pass standardized tests.</p> <p>In general, “the way we do things around here” is not questioned or reflected on in a genuine way. For example, students who are failing are generally made to repeat the material until they pass.</p> <p>Students and teachers in schools like this tend to be frustrated and disengaged.</p>	<p>School leaders and teachers are starting to take time to reflect on their students’ identities, interests, needs, and aspirations. They use this as a starting point to question existing practices by asking, “How does this help the learners?”</p> <p>Although good intentions exist for reflective learning and an inquiry process is under way, a school at this level is likely to still have many significant ‘un-discussable’ issues.</p> <p>School-level inquiry and learning at this level is likely to include just leaders and teachers.</p> <p>Students, parents, caregivers, and the community are unlikely to be engaged as genuine learning partners.</p>	<p>School leaders and teachers frequently reflect on, review, adjust, and improve their learning, teaching, and school leadership practices.</p> <p>The question “How does this help the learners?” is high on the agenda; it is safe to ask, and safe to question even longstanding practices.</p> <p>School-level inquiry and learning involves leaders and teachers from all levels across the school. Students, parents, caregivers, and the community are engaged in meaningful ways, but may not yet be fully influential as learning partners.</p>	<p>A genuine and powerful culture of learning pervades the entire school and has become a natural part of “the way we do things around here”. Students and teachers learn together; educators and leaders inquire and learn together; parents, caregivers, and the community are influential and valued learning partners.</p> <p>Successes are celebrated and shared, but so are deep learnings when the results are less than positive and an opportunity for improvement is found. Teachers and students alike are supported for innovating and trying new things, not all of which will succeed.</p>
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—New Pedagogies for Deep Learning (2014)

Capacity Building	<p>At this point, the school lacks one or both of the following:</p> <ul style="list-style-type: none"> • A dedicated system and people with the skills to help assess professional learning needs • Professional learning opportunities to build the needed knowledge and skills in teachers, leaders, and staff 	<p>Basic structures exist to assess professional learning needs across the school.</p> <p>Professional learning opportunities exist, but often focus on individual development.</p> <p>The quality of learning may be inconsistent or lacking with learning opportunities viewed as events not a sustained process.</p> <p>There are few resources such as coaches to support the learning or deep application of skills.</p> <p>Some teachers may be using collaborative practices but that is not the norm. Collaborative practices may not be tied tightly to learning goals for students.</p>	<p>A dedicated system is in place, supported by skilled people, for assessing teacher professional learning needs.</p> <p>Capacity building is clearly focused on the knowledge and skills needed to mobilize and sustain Deep Learning.</p> <p>Learning is guided by the Collaborative Inquiry Cycle.</p> <p>Professional learning models effective practices and emphasizes approaches that build collective capacity. Learning coaches and facilitators may be available but could be used to fuller potential.</p> <p>A cluster at 'Accelerating' stage may need to work on:</p> <ul style="list-style-type: none"> • Effectively building capacity in a collective way • Building greater opportunities for vertical and horizontal development 	<p>The school has an <i>excellent</i> system in place for assessing the professional learning needs of teachers and a comprehensive approach to building capacity across the school.</p> <p>Capacity building is designed to incorporate cycles of learning and application within and across the school, and with other schools.</p> <p>Learning opportunities effectively build <i>collective</i> capacity and place emphasis on collaborative learning.</p> <p>All of the elements listed under 'Accelerating' are well established, and in addition:</p> <p>Mechanisms are in place to provide ongoing support for vertical and horizontal development – such as coaches, learning and change networks, communities of practice.</p>
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—New Pedagogies for Deep Learning (2014)

New Measures & Evaluation	<p>The school does <u>not</u> yet have in place a good approach for evaluating the progress and success of New Pedagogies for Deep Learning, at one or more of the following levels:</p> <ul style="list-style-type: none"> • Student level (Deep Learning Progressions) • Teacher level (Teacher Self-Assessment for Deep Learning rubric) • School level (School Conditions for Deep Learning rubric) 	<p>Virtually all teachers across the school have started to use the New Measures framework and tools at both of these levels:</p> <ul style="list-style-type: none"> • Student level (Deep Learning Progressions) • Teacher level (Teacher Self-Assessment for Deep Learning rubric) <p>The schools have started self-assessment using the School Conditions for Deep Learning rubric, but may not yet be at the point where there is a clear understanding of where to focus efforts, nor a clear sense of how well Deep Learning is progressing so far.</p>	<p>A systematic approach is in place for evaluating progress and success in:</p> <ul style="list-style-type: none"> • Moving students up the Deep Learning Progressions • Building teacher capability in the New Pedagogies • Building the necessary School Conditions for Deep Learning <p>As a result, school leaders have a reasonably clear idea of where they need to focus their efforts, and how well they are progressing so far.</p> <p>There is effective blending of local/national priorities and New Measures for Deep Learning – and tracking student achievement against these.</p>	<p>All of the criteria under ‘Accelerating’ are clearly evident.</p> <p>The school is making highly effective use of New Measures and evaluation to assess the depth and quality of use of New Pedagogies in a robust and practical way, as well as tracking the development of school conditions to support Deep Learning.</p> <p>School leaders truly have their fingers on how well they are progressing with the implementation and outcomes of New Pedagogies for Deep Learning. Evidence is being used to inform key decisions for change leadership.</p> <p>Successes are shared and celebrated to drive excitement about and commitment to Deep Learning.</p>
Leveraging Digital	<p>Although some digital elements may have been used in relation to New Pedagogies for Deep Learning, these were very ‘surface level’ and did not substantially contribute to the school’s ability to deliver on the implementation and success of the initiative.</p>	<p>Digital elements are being used to enhance the school’s ability to deliver on New Pedagogies for Deep Learning.</p> <p>Some benefits are clear, but there are clearly more opportunities to get more value from digital.</p>	<p>Digital elements are being used in powerful ways to substantially contribute to the school’s ability to deliver on the implementation and success of New Pedagogies for Deep Learning.</p> <p>School leaders are able to clearly articulate this, and have further ideas for leveraging the power of digital.</p>	<p>Digital elements are ubiquitous throughout the school and used in powerful ways to deepen the quality and value of the rollout of New Pedagogies for Deep Learning.</p> <p>School leaders and teachers are crystal clear about how each digital element has enhanced the efficiency and value of their work.</p>

—New Pedagogies for Deep Learning (2014)



System Coherence

- Top-down doesn't work;
- Site-based or bottom-up doesn't work.

Your Current Practice

- In pairs describe what your current engagement is in linking to other schools.

Leadership from the Middle (LftM)

- Schools and/or districts networking with focus.
- Better partners upward and downward.

Networks of Schools

- Pair up: one person read Belchetz; the other read Hill, et al.
- Identify key lessons and compare.

Networked Learning in the York Region District School Board

Belchetz, D. (2014). pp. 4-6.

The practice of Networks and an indication of their impact

Today, the district's elementary and secondary schools are divided among 27 learning networks, all having been formed based on student data information. Increasingly, networks are focusing on mathematics teaching and learning challenges. Others have chosen to continue their focus on a variety of other issues, e.g. inquiry based learning; differentiating instruction to support students with specific learning needs, etc. The networks are not fixed structures although every effort is made to ensure stability over a period of time. Networked schools are sometimes based on geography, however, in the York Region District School Board they are based for the most part on student learning needs. The main goal of these networks is to improve teacher and leader efficacy with the ultimate intent of positively impacting a change in classroom practice.

An important factor for the district has been the ongoing involvement of increasing numbers of teachers in what is becoming an increasingly transparent process. The work of networks has expanded within the past year to involve teachers from schools in the network in classroom observation. While still in its early implementation, this is pointing to the next level of work for many of the networks as they support their network colleagues in refining the work of the schools' Challenge of Practice. Union groups are actively networks, student learning needs determine teacher learning needs. Networks have provided an active opportunity to learn more about this teaching and learning process. While networks serve to foster

dialogue and learning in a school, we have realized the importance of being open to other options and variations of the process. One of these has been the infusion of Instructional Rounds (a process to observe classroom practice in a non-judgmental manner). For the past few years, our learning has taken us deeper into understanding more about the 'instructional core' (City, Elmore, Fiarman and Teitel, 2010). Because the Rounds process is organized around a school-determined Challenge of Practice and informed by data that reflect student learning needs, learning networks have proven to be a highly effective strategy to further professional learning (Belchetz and Witherow, 2014). Teachers, school leaders and union colleagues participate collaboratively. This process of collaborative inquiry is proving a powerful, high yield and engaging catalyst for change.

Locating network meetings in schools has helped to personalize the learning. It has also proved to be an engaging strategy for teachers and school leaders in collaborating with their colleagues. If one examines the student achievement data in Appendix 1, it is evident that the challenge in a board such as York Region is to address the learning required to narrow the achievement gap. In York Region, this means addressing the learning needs of its high needs students, students who are learning English as a second language and its male students. To attain this objective, the board is working on processes to access more data about specific cohorts of students than we presently have available in the district. As teachers exercise their professional perspectives on the assessment needs of their students, it is evident that there is still much to learn. That said, discussions in the networks provide a forum to share, hypothesize and test out practices that have been seen to have a high yield impact in some contexts.

The networks have driven a significant impetus toward a culture that values teachers and school leaders working together. Arising from the work of networks is a high yield protocol which involves educators working together to make evidence-based decisions about student learning and which involves the four stages of co-planning, co-teaching, co-debriefing and co-reflecting. The new understandings come from observing student learning stances in the classroom based on those lessons which teachers co-plan and co-teach. When it comes to the latter two stages of co-debriefing and co reflecting, participating teachers are able to internalize the learning and transfer it to their own situation in their classroom. It has become evident that the experience of learning together in networks has leveraged an important recognition about the role that school leaders play in the process. Fostering the environmental conditions in the school in which these networks are working is essential to having the work of networks transfer to the classroom as evidenced in changed teacher practice. We have seen the positive impact of environments which have been created on a basis of positive relationships and growing trust among participants. Where environments are more conducive to supporting teacher collaboration, student learning seems to be positively impacted.

We have learned that this process requires courage. It involves challenging assumptions and reflecting on biases—making for some uncomfortable and awkward moments along the way. Ultimately we have recognized that this process to change practice takes time and patience and that this process of deeper learning and courageous dialogue also involves a demonstration of personal perseverance, commitment and resilience of all involved. Most importantly we have come to understand how inquiry based capacity building processes such as those that networked learning serve, build what Hargreaves and Fullan refer to as 'social capital' among teachers and school leaders. (Hargreaves & Fullan, 2013).

During this time, much learning about the process itself has taken place; as well, a great deal of capacity continues to be built among teachers, school and system leaders which further leverages co-learning and informs the process.

Networked learning is not a static process. However, the fact that the process of learning networks involves a focused and constantly evolving dialogue, debate and collaborative effort to understand what it means to support student learning makes it one that appears (over time) to influence significant change in practice and efficacy of all involved. When it comes to the challenging work of schools to improve student achievement and well-being, it is clear that there is a need to continually be reflective about our practice and acknowledge and leverage those practices that have worked well. There is recognition that if we all ask the key questions about what it takes to support each individual child's learning, share strategies that are shown to make a difference and constantly challenge our assumptions on behalf of all students, we become empowered as professionals to test out new ideas in support of improved student learning.

Executive Summary: Partnership working in small rural primary schools: The best of both worlds
Hill, R., Kettlewell, K., & Salt, J. (2014). CfBT Education Trust Research Report.

School improvement in small schools matters because...

- there are 4,000 schools in England with fewer than 150 pupils and 1,400 with fewer than 75
- small schools bring a range of benefits but they also face significant challenges
- the challenges are particularly acute for small rural primary schools
- the challenges are likely to increase as the government raises the bar for school standards, expects schools to take more responsibility for their own improvement and relies increasingly on a school-centred approach to bring about school improvement
- academisation and the establishment of teaching schools will not by themselves address these problems.

However, partnership working has the potential to provide the right framework for addressing these challenges.

- Previous studies have highlighted the potential value of partnership working in helping small schools with leadership, recruitment, improvements in teaching and learning, business management and succession planning.
- However, partnership working covers a wide spectrum of activity, from informal collaboration to federations and multi-academy trusts.
- Governors and headteachers often find it hard to get started and/or develop effective partnerships.
- It is also challenging to develop an effective partnership across the whole of a local education system.

Lincolnshire provides a test-bed for how far it is possible to foster partnership working, address previous obstacles and build a school-to-school improvement model for small rural schools.

- Lincolnshire built on its earlier work which developed federations and executive headships, to promote a more strategic approach to partnership working among small schools in 2012.
- All small schools were grouped in clusters, with each school receiving pump-priming funding of £20,000 when the cluster had agreed its priorities for action and confirmed in a written agreement how it was going to work together and govern itself.
- Most of the cluster partnerships were informal but some were more structured, with the schools in federations or primary academy trusts.
- Partnership activity included sharing data and information on performance, continuing and joint professional development, developing middle leaders, joint programmes and events for pupils, school business management and governor development.
- Federations and academy trusts were more likely to employ executive headteachers, deploy staff across schools, have joint leadership teams and use common systems in areas such as data tracking, classroom observations and procurement.
- The performance of small rural schools in Lincolnshire has improved significantly over the past two years as measured by their performance in Key Stage 2 tests and the outcome of Ofsted inspections.
- A number of factors contributed to the improvement, including the schools' own efforts and the actions of CfBT on behalf of the local authority.
- Ofsted reports and feedback from headteachers and governors indicate that partnership working was also a contributory factor.

Ten lessons for schools

1. Build on existing partnerships and relationships—partnership grows out of partnership.
2. Keep partnerships geographically focused—distance inhibits the frequency and intensity of schools' joint work.
3. Develop strong headteacher relationships, shared values and commitment by meeting regularly, visiting one another's schools, phoning and emailing frequently and welcoming new headteachers to a partnership school.
4. Be clear about governance arrangements, funding and accountability, and involve governors in school-to-school development and training.
5. Ensure that the leadership of partnerships reaches down to involve middle leaders and coordinators.
6. Use action plans to prioritise and clarify what partnerships will do together.
7. Focus partnership activity on improving teaching and learning through teacher-to-teacher and pupil-to-pupil engagement and learning—including the use of digital contact between staff and pupils.
8. Focus any dedicated resources on providing dedicated leadership or project management time to organise activity and/or cover transport costs.

9. Be prepared to engage in multi-partnership activity and for the form and membership of partnerships to evolve over time.
10. Monitor and evaluate the impact of partnership activity

Ten lessons for local authorities

Lincolnshire is far from being the only shire county or local authority to promote partnership programmes. Learning from Lincolnshire and other authorities suggests that effective strategies cover the following ten areas.

1. Provide a clear vision of the future in terms of school-to-school working.
2. Be flexible about the structural arrangements for partnerships but encourage a direction of travel that moves to more structured arrangements—and formalise the arrangement, whatever form it takes.
3. Expand the use of executive headship, using soft influence and hard levers (for example, intervening when schools are failing or struggling to recruit a new headteacher) to reinforce the growth of local clusters and the recruitment and retention of high quality school leaders.
4. Insist on schools agreeing on measures of progress and success—which they track and monitor.
5. Focus any allocation of ring-fenced resources on providing some dedicated leadership or (startup) project management time to coordinate partnership activity and/or cover transport costs.
6. Reinforce a partnership strategy by the way that other policies on areas such as children's services and place planning are framed and implemented.
7. Use simple practical initiatives to help foster partnership depth—such as time at headteachers' briefings for cluster heads to work together, appointing the same professional link adviser to all the schools in a partnership and enabling partnerships to jointly procure CPD.
8. Identify headteachers to champion the strategy, build ownership among their peers and provide a guiding coalition for change.
9. Support networking and communication between schools and partnerships through newsletters, micro-websites and conferences.
10. Stick with the initiative—recognising that elements of the programme will evolve and that the full benefit will take time to come through.

Ten lessons for policymakers

1. Set a clear, consistent vision and strategy for primary schools—and small primary schools in particular – to work together in small clusters but without being prescriptive on the form it should take.
2. Recognise in the way that policies are developed that schools are likely to engage in partnership with other schools on a number of different levels.
3. Affirm the role of local authorities in steering and enabling clusters to develop and grow.
4. Work with faith bodies to encourage and facilitate cross-church/community school partnerships.
5. Aim to develop 3,000–4,000 executive leaders of primary schools and provide a career path and training and development to match this ambition.

6. Encourage governors to work and train together across clusters, and encourage moves towards exercising governance at cluster level through federations, trusts and multi-academy trusts.
7. Reinforce the strategy of cluster working by enabling school forums to allocate lump sums to clusters as well as to individual schools.
8. Communicate the value of partnership working to parents and the wider world in order to provide more support for the efforts of small schools in developing partnerships.
9. Ensure that the accountability regime balances the competitive pressures among schools to recruit pupils with measures that value partnership working.
10. Evaluate the impact of partnership working at national level and provide tools to help schools assess the impact of partnership initiatives.

Fireside Chat

Return to your threesome.

- Remind your partners of your change challenge.
- Tell them one or two action ideas you got from the day.
- Seek their advice.

Freewrite: What actions are you going to take forward from today?





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MOTION LEADERSHIP

MICHAELFULLAN.CA

Michael Fullan, OC, is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto.

Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders around the world in

helping to achieve the moral purpose of all children learning. Michael Fullan received the Order of Canada in December 2012. He holds honorary doctorates from several universities in North America and abroad.

Fullan is a prolific, award-winning author whose books have been published in many languages. His book *Leading in a Culture of Change* was awarded the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council), *Breakthrough* (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education (AACTE), and *Turnaround Leadership in Higher Education* (with Geoff Scott) won the Bellwether Book Award in 2009. *Change Wars* (with Andy Hargreaves) was awarded the 2009 Book of the Year Award by Learning Forward and *Professional Capital* (with Andy Hargreaves) won the AACTE 2013 Book of the Year. Michael Fullan's latest books are:

- All Systems Go, 2010
- The Moral Imperative Realized, 2010
- Change Leader: Learning to Do What Matters Most, 2011
- Professional Capital, Transforming Teaching in Every School (with Andy Hargreaves), 2012
- Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge, 2013
- Motion Leadership In Action, 2013
- The Principal: Maximizing Impact, 2014
- A Rich Seam: How New Pedagogies Find Deep Learning (with Maria Langworthy), January 2014
- Big City School Reforms: Lessons from New York, Toronto, and London (with Alan Boyle), 2014

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