

nuance

**Leadership for Coherence
and Deep Change**

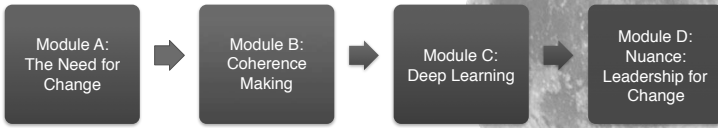
MICHAEL FULLAN
2019

MOTION
LEADERSHIP
michaelfullan.ca



New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

AGENDA



1

MODULE A

The Need for Change



2

The Need for Change

-Fullan, 2019

Traditional schooling is boring

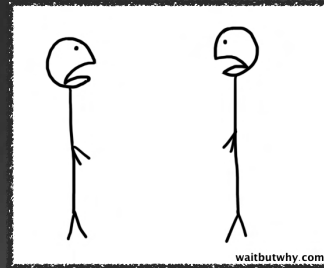
Inequity is widening

The world is troubled

Deep learning innovations show promise

3

Fireside Chat



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

4

The Coherence Framework



5

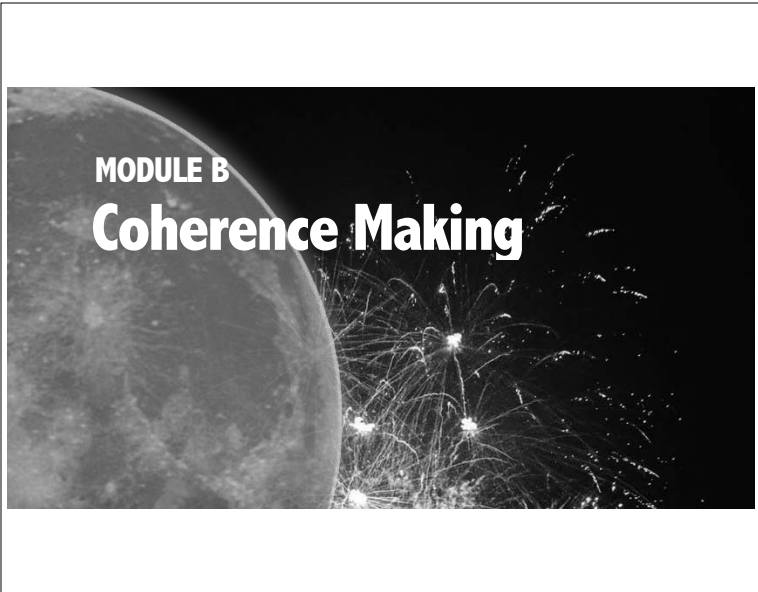
PURPOSE DRIVEN: QUICK WRITE (SEE HANDOUT)



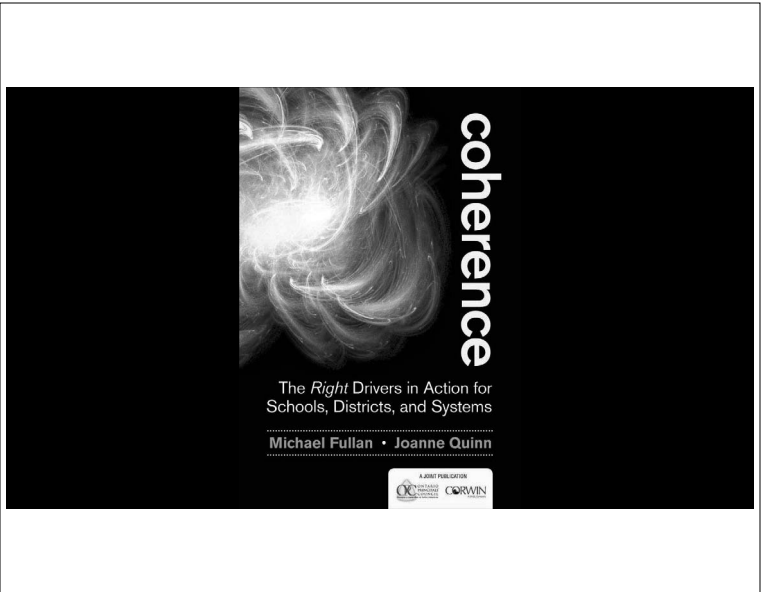
- › Clarify your own moral purpose by reflecting and recording your thoughts about these four questions using the quick write protocol.
- › Share your thoughts with other members of your team and discuss themes that emerge.

What is my moral purpose?
What actions do I take to realize this moral purpose?
How do I help others clarify their moral purpose?
Am I making progress in realizing my moral purpose?

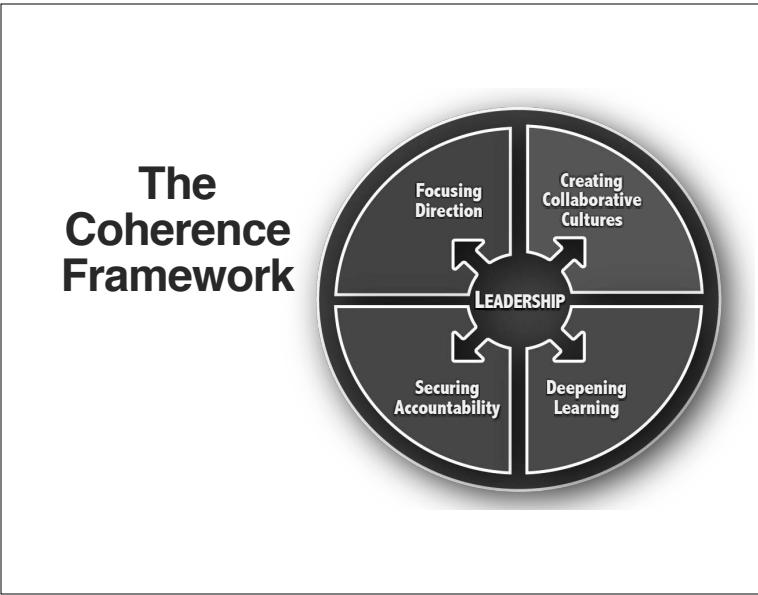
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COHERENCE...

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

10

CLARITY OF STRATEGY

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

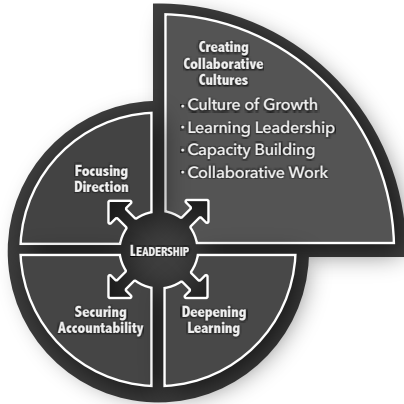
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ALIGNMENT VS COHERENCE

Alignment is Rational
Coherence is Emotional

12

The Coherence Framework

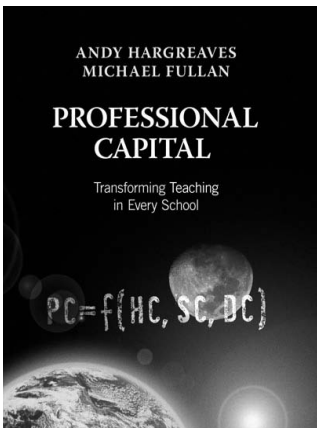


13

THREE KEYS TO MAXIMIZING IMPACT



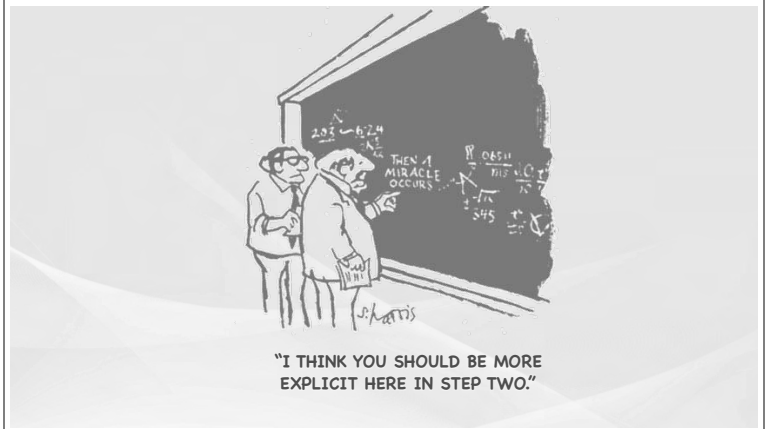
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PC IS A FUNCTION OF:

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

15



16



INTRINSIC MOTIVATORS

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

17

THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

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



18

COLLECTIVE EFFICACY

- › Shared belief in conjoint capacity to produce results
- › Primary input is 'evidence of impact'
- › Culture of collaboration to implement high-yield strategies
- › Leader participates in frequent, specific collaboration

–Hattie, 2017

19

FACTORS INFLUENCING STUDENT ACHIEVEMENT

INFLUENCE	EFFECT SIZE
Collective teacher efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.

The Power of Collective Efficacy, Jenni Donohoo, John Hattie, & Rachel Eells, Educational Leadership, March 2018

20

PROFESSIONAL COLLABORATION WITH PURPOSE

- › Teachers didn't distinguish between formal and informal collaboration
- › Candid, deliberative, supportive norms
- › Critical stance on curriculum and pedagogy
- › Strive for continuous innovation and improvement
- › Collaboration sustained and protected from competing external demands
- › Collective sense-making and integration of curriculum policy and existing practice

–Datnow & Park, 2019

21

SUPPORTING TEACHERS EMOTIONALLY

- › Buffering teachers from external demands
- › Being a source of inspiration for improving practice
- › Lightening the burden around curriculum design and instructional planning
- › Being a site for celebrating student learning

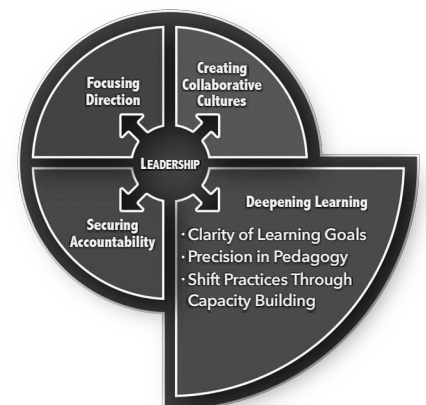
–Datnow & Park, 2019

22



23

The Coherence Framework



24

MICHAEL FULLAN
JOANNE QUINN
JOANNE MCEACHEN



A JOINT PUBLICATION
CORWIN **Principals**

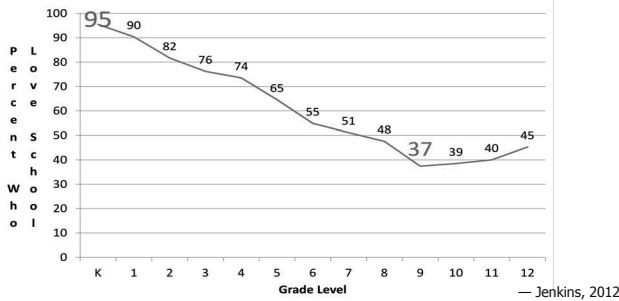
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26

IT'S GETTING WORSE ...

Loss of Enthusiasm by Grade Level



27

EXCITING NEW LEARNING NEEDS TO BE:

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



28

QUOTE WALKABOUT (SEE HANDOUT)

Read the quotes below and select the one that most connects for you and why.

1. Resolving the equity-excellence miasma is at the heart of societal survival... p.xvii	2. Some students arrive on the doorsteps of schools every day without the readiness to learn... The stance and mindset of teachers is crucial: Do they connect or correct? p.23
3. We take the position that learning is the foundational driver and technology can be a great accelerator. p.xiii	4. Make deep learning the pull factor of the decade- people are ready for it even if they don't know until they experience it. p.10
5. The change lesson here is that we need to change the culture of learning not just the trappings or structures. p.26	6. Students have untapped potential but given voice and choice through deep learning we see them influencing dramatic changes to organizations, society and pedagogy. p. 48
7. Deep learning occurs when we use the competencies to engage in issues and tasks of value to students and the world. p. 18	8. Quite often things that look "cool" are not deep with respect to learning. p.69
9. Making the walls of the school transparent is not just about redesigning space but requires taking stock of the ways we can connect inside and outside the classroom. p.80	10. We cannot rely on individual teachers to turn the tide one by one, but rather we need an approach that mobilizes whole schools, districts and systems. p.97
11. If the teachers and leaders are not thinking deeply, its unlikely they will create those conditions for their students. p.98	12. Go outside to get better inside. p.118

Deep Learning: Engage the World Change the World. Fullan, Quinn & McEachen, Corwin, 2017

29

WHAT IS DEEP LEARNING?



- Quality learning that sticks with you the rest of your life
- Learning that Engages the World Changes the World



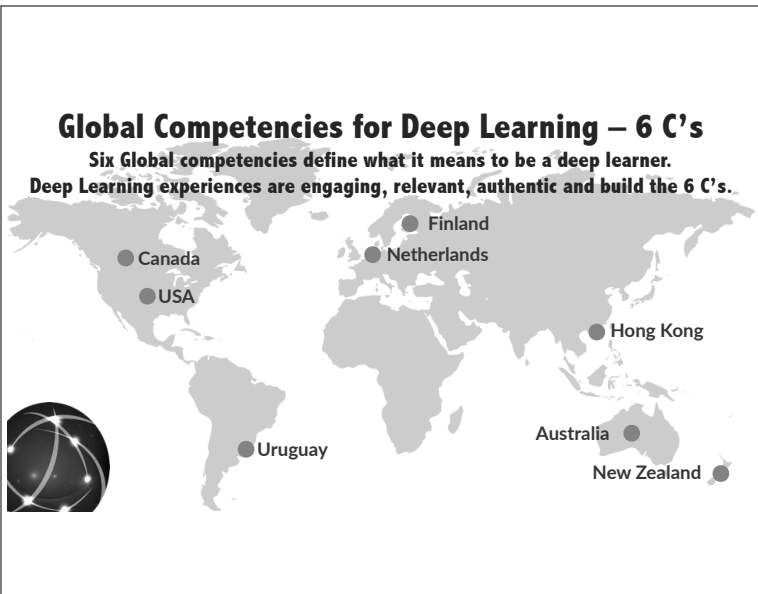
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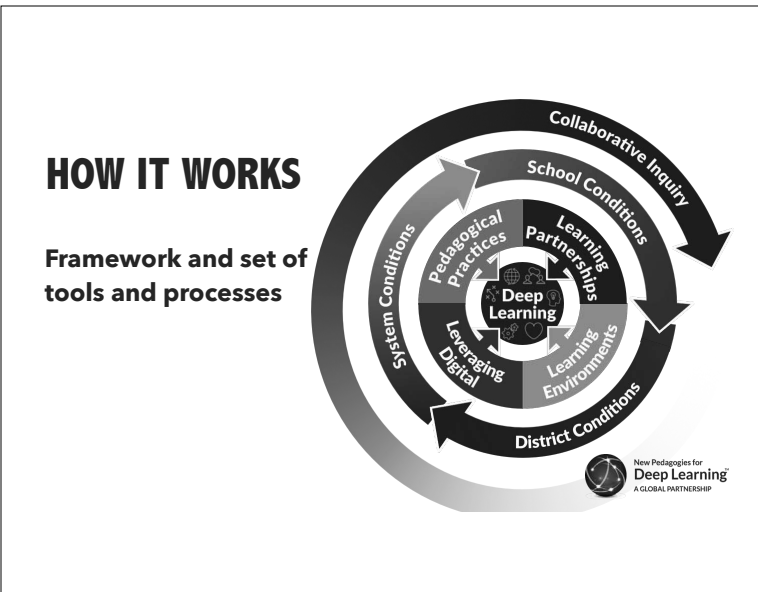
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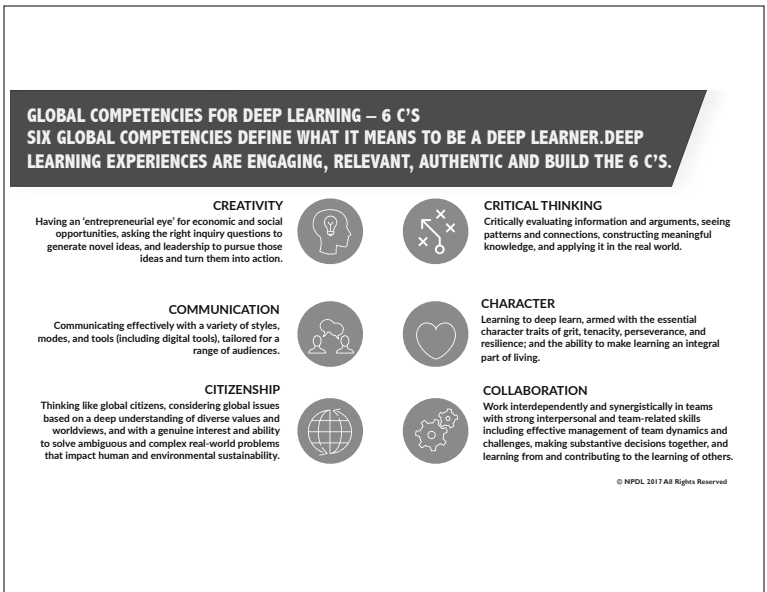
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34



35



36

PRECISION IN PEDAGOGY: VIDEO CASE STUDY (SEE HANDOUT)

Observe the video and identify evidence of your assigned element of learning design.

Pedagogical Practices	
Learning Partnerships	
Learning Environment	
Leveraging Digital	

37

WHAT IS DEEP LEARNING

- ▶ Learning that sticks with you the rest of your life
- ▶ Learning that connects with passion
- ▶ Learning that is team related
- ▶ Learning that has significance (Engage Change the World)
- ▶ Learning that involves higher order skills



38

EMERGENT DISCOVERIES



- ▶ Helping humanity
- ▶ Life and learning merge
- ▶ Students as change agents
- ▶ Working with others is an intrinsic motivator
- ▶ Character, citizenship and creativity are catalytic
- ▶ Attack inequity with excellence



39

ATTACK INEQUITY

- ▶ Attack inequity with excellence and the rest will be covered.
- ▶ Don't dumb-down; Smarten-up.



<https://www.thestar.com/news/gta/2016/09/05/welcoming-a-new-class-of-international-students-starts-at-the-airport.html>

40

MORAL IMPERATIVE REDEFINED



The new definition of the moral imperative in education is:

Raising the bar and closing the gap in both learning/academic achievement, and in doing well in life ('connectedness').

—Fullan, 2019

41

QUICK WRITE (SEE HANDOUT)

- ▶ How do you address both academics and well being?
- ▶ Have you ever seen a student transform from disconnected to highly engaged (describe)?



42

THE SYNERGY OF WELL-WELL

		LEARNING		
		Low	High	
CONNECTEDNESS	Low	ILL-BEING	STRESSED	<p>The quadrant depicts the new framework. Quadrant four: well-being represents being good at learning and good at life.</p> <p>[A note of caution: this is an early version of a new idea so there will be future refinements required. For example, learning can mean a lot different things. But for the time being the distinctions are useful for exploring fruitful new definitions of the role of the moral imperative.]</p>
	High	PRESENTISM	WELL-BEING	

-Fullan, 2019

43

CANARY CHILDREN

- ▶ Signs of imminent danger
- ▶ Miners trained to react; teachers not
- ▶ Attack inequity with Deep Learning
- ▶ Turned out Canary Children benefit themselves and society

(Thanks to Rebecca Wells for the idea)

44

QUOTES

“It’s frustrating to know that the kind of learning involved to pass standardized tests does not bolster students’ sense of agency or belonging, and there is little room for the kind of learning that would – the kind where students deeply feel they can make change” (p. 158).

A HIGH SCHOOL PRINCIPAL EXAMINES HOW POVERTY AND INEQUALITY THWART THE COLLEGE-FOR-ALL PROMISE

Linda F. Nathan

45

QUOTES

“When the emphasis on grit ends up as a stand-alone pedagogy, the context of students’ family life and family circumstances is ignored” (p.76).

A HIGH SCHOOL PRINCIPAL EXAMINES HOW POVERTY AND INEQUALITY THWART THE COLLEGE-FOR-ALL PROMISE

Linda F. Nathan

46

FINDING PURPOSE

“Over and over educators relate to me their delight in seeing under achieving kids spring into accomplishment when taking on something they believe is important that aligns with their sense of purpose” (p. 104-105).

INSIGHTS AND INSPIRATION FROM TEACHERS ACROSS AMERICA

What School Could Be

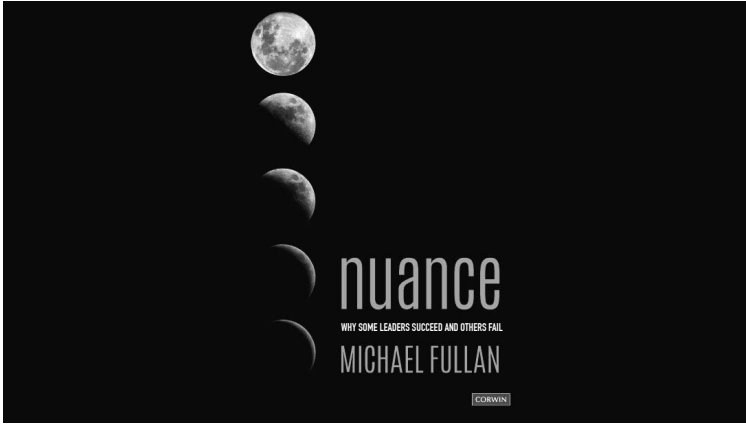
Ted Dintersmith

47

MODULE D

Nuance: Leadership for Change

48



49

STICKY PHRASES

1. Go Slow to Go Fast
2. Talk the Walk
3. Use the Group to Change the Group
4. Precision not Prescription
5. Trust and Interact/Candour and Autonomy
6. Go Outside to Learn Inside

50

NUANCED LEADERSHIP

Nuance leaders have a curiosity about what is possible, openness to other people, sensitivity to context, and loyalty to a better future. They see below the surface, enabling them to detect patterns and their consequences for the system. They connect people to their own and each other's humanity. They don't lead; they teach. They change people's emotions not just their minds. They have an instinct for orchestration. They foster sinews of success. They are humble in the face of challenges, determined for the group to be successful, and proud to celebrate success. They end up developing incredibly accountable organizations because accountability gets built into the culture. Above all, they are courageously and relentlessly committed to changing the system for the betterment of humanity. (Fullan, 2019, p. 12)

51

NUANCE

Nuance's answer is don't seek the obvious; seek meaning with your people. Once you find it, it becomes more clear, deeper, and lasting. It becomes, in a word, learning that sticks. p. 2



52

SURFACERS VS. NUANCERS

- ▶ **Surfacers treat problems as "technical" –if only we can get the right stepwise solutions.**
- ▶ **Nuancers work with key "principles" that lead to adjustable actions.**
- ▶ **...becoming good with nuance is conceptual and practical skill that requires immersive, reflective action.** p. 2

53

POINT AND GO!

- ▶ **Why might Leonardo di Vinci be considered a nuanced leader?**
- ▶ **Think of a leader that you would describe as being nuanced. Share your rationale.**
- ▶ **Why is this kind of leadership important today?**

54

NUANCE

...the more complex the problem, the more that people with the problem must be part of the solution. p. 9



55

Jointly determined change

Adaptability:

learn and lead in equal measure

Culture-Bound Accountability

THE JAC MODEL



56

Jointly Determined Change



...involves developing unity of purpose and action with those in the organization, pursuing and staying the course through continuous interaction. p.13

57

Jointly Determined Change

Your job as leader is to be right at the end of the meeting, not at the beginning of the meeting.

It's your job to flush out all the facts, all the opinions... because you'll get measured on whether you made a good decision, not whether it was your idea at the beginning. (Bryant 2013) p. 16

58

Joint Determination

This fine balance between too much direction and too little direction is why leadership for joint determination is called nuance. p.19

59

THREE-TWO-ONE

With a table partner share your responses to the

3. Ideas that connected for you around the definition and need for nuance.
2. Strategies that would help you to become a nuanced leader.
1. Challenges you might face.

60

JOINTLY DETERMINED CHANGE

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It's your job to flush out all the facts, all the opinions... because you'll get measured on whether you made a good decision, not whether it was your idea at the beginning. (Bryant 2013) p. 16

61

THE LEADER'S ROLE IN JOINTLY DETERMINED CHANGE

The leader's job in the midst of detailed diversity is to help forge unity of purpose and action (a never-ending continuous process which, for me, is the essence of joint determination). p. 18



62

CASE STUDY ANALYSIS (SEE HANDOUT)

- ▶ Form a group of four with participants from other table groups.
- ▶ Within the group of four, form two pairs, A and B.

63

TRANSFORMING SCHOOLS

Case Examples:

- ▶ Case Example Three: School Turnaround
- ▶ Case Example Four: Adlard
- ▶ Case Example Seven: Shattering Inequality

64

LEADER LEARNER COMPETENCIES (SEE HANDOUT)

- ▶ Modeling Learning
- ▶ Shaping Culture
- ▶ Maximizing Learning

Task: Using Protocol 18, what competencies did you see in the case you examined?

65

TRANSFORMING DISTRICTS: GETTING SERIOUS OR NOT (SEE HANDOUT)

Using the long form, assess your district on the 10 dimensions of 'Getting Serious'.

Getting Serious about Getting Serious
Laura Schwab and Michael Fullan
January 2013

For those who believe a school system cannot do better than its teachers and understand that if teachers are expected to thoughtfully build student capacity, the same thought must be given to teacher capacity building, we hope these scenarios will provide your thinking.

SCENARIO A: A SYSTEM WARY SKEWERS ABOUT CAPACITY BUILDING	SCENARIO B: A SYSTEM NOT SKEWERS ABOUT CAPACITY BUILDING
1. Has an explicit, evidence-based process and criteria for selecting new teachers. Selects for collaborative skills and commitment to ongoing learning.	1. Does not have a system with standards for hiring new teachers and simply selects from the applications they have on hand.
2. Sees teachers as the solution and supports them in developing individual and collective efficacy.	2. Sees teachers as the problem and tries to "fix" them as individuals.
3. Understands that great teaching is extremely difficult and demanding and takes years to master through working collaboratively with others.	3. Assumes that teaching is not a highly skilled profession and can be fairly quickly "trained" in individuals.
4. Thoroughly explores (with principals and teachers) the reasons behind lack of student achievement in targeted areas before jumping to solutions.	4. Schedule trainings based on the problems you propose teachers and their capacity, are having and assume that more training in that area will "fix" them.
5. Understands that to master how good the professional development ecosystem is, a focus practice to improve skills (great teaching takes great skill) is to understand the ecosystem and will support as the teachers try to implement what they learned, strong results will be unlikely.	5. Assume if the trainings are done well, the teachers should know what to do or if the principal's job is to help them and see that it gets done.
6. Does not rely on external expertise to build capacity.	6. Rely on the latest and greatest "fix" on the "market."
7. Supports professional development with appropriate time and materials.	7. Expects teachers to make do with the materials and time that already have, or to develop or purchase their own.
8. Recognizes that both content knowledge and strong pedagogy are important and include both in professional development plans.	8. Highlights the importance of strong pedagogy and understands that all teachers need to "know more about math..."
9. Believes that teachers are the most important (and largest) responsibility in the school and that nothing is that important as essential.	9. Teacher support and capacity building is viewed as important but not essential.
10. Cultivates connections with staff and students to strengthen social learning and wellbeing, and advance equity for all.	10. Stays with academic learning as traditionally taught.

66

TRANSFORMING SYSTEMS: RIGHT DRIVERS

RIGHT	WRONG
Capacity Building	Accountability
Collaborative work	Individual teacher and leadership quality
Pedagogy	Technology
Systemness	Fragmented strategies

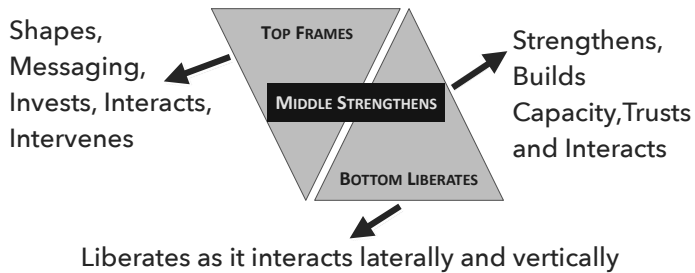
67

LEADERSHIP FROM THE MIDDLE

A strategy that increases the capacity of the middle as it becomes a better partner laterally, upward and downward.

68

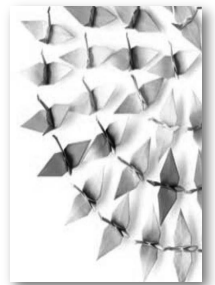
GENERAL PRINCIPLES: EXPLOIT UPWARD; LIBERATE DOWNWARD; LATERALIZE EVERYWHERE



69

NUANCED LEADERSHIP FOR JOINTLY DETERMINED CHANGE

There can be no progress without unity of purpose and action that itself involves a process of continually unifying the sense of collective purpose and the individual and group capacity to make improvements. p. 42



70

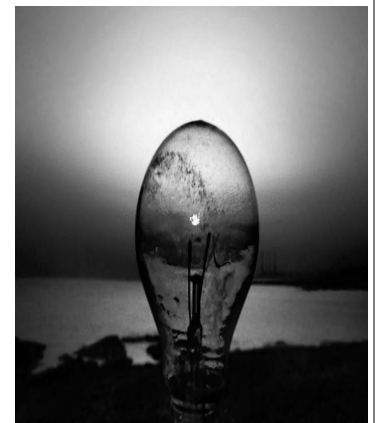
NUANCE: ADAPTABILITY

Learn and lead in equal measure



Adaptability: *Learn & Lead*

Adaptability is a deeper facet of joint determination of work because it works on combining forces to come up with new solutions not yet tried.^{p.44}



71

72

JIGSAW: CASE STUDY (SEE HANDOUT)

Global Initiative in Deep Learning

- › Form teams of three
- › Number off 1-3.
- › Use the advance organizer to record key ideas from your section.
- › Teach back your section when the reading is completed.

73

JIGSAW: ADVANCE ORGANIZER

Person	Notes
All	
1	
2	
3	

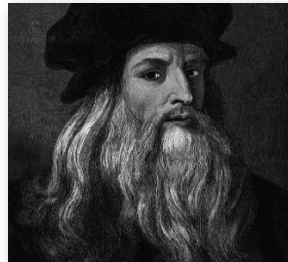
74

ADAPTABILITY

- › Teach back each section on order.
- › As a team, discuss the strategies/actions that indicate "adaptability" and nuanced leadership.
- › Think about key learnings you could apply in your work.

75

ADAPTABILITY



Leonardo's learning motto was "experience and experiment". See the detail, note the connections, see the system at work, and then experiment further to see what more can be done with the insight. p.71

76

NUANCED LEADERS

In short, adaptability subjects one's values and principles to a reality test whereby your stance as a learner enables you to test and refine what you know, indeed to learn completely new things. You shift course based on what you are learning. You then focus with renewed accuracy as you and the group push to new levels of accomplishment. p.72



77

Nuanced Leaders

You are confident enough to be an expert about things you know, but humble enough to be an apprentice when you have something to learn from others.

You are a learner and leader who commands respect because you listen, have good ideas, are willing to recalibrate, and learn to act by acting to learn. p.72



78

Nuanced Leaders

You are a learner and leader who commands respect because you listen, have good ideas, are willing to recalibrate, and learn to act by acting to learn. p.72



79

NUANCE: CULTURE-BASED ACCOUNTABILITY

Trust
and
Interact



80

QUOTE WALKABOUT (SEE HANDOUT)

- ▶ Select two quotes that resonate with you.
- ▶ Record your rationale.
- ▶ Be prepared to share with a colleague.

Nuance: Quote Walkabout
Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin.

81

ACCOUNTABILITY QUOTE WALKABOUT (SEE HANDOUT)

- ▶ Essentially culture based accountability is individual and collective responsibility is embedded in the culture.
- ▶ “No amount of external accountability will be effective in the absence of internal accountability” Richard Elmore p. 78
- ▶ Use the group to change the group. p. 79
- ▶ Precision over prescription...Normally you don't have to impose something that works it has been developed in practice with your peers. p.81

Nuance: Quote Walkabout
Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin.

82

ACCOUNTABILITY QUOTE WALKABOUT (SEE HANDOUT)

- ▶ Autonomy and collaboration combine to produce natural accountability.
- ▶ Effective organizations don't just passively follow state directives and data; they proactively examine the information at hand.
- ▶ At the end of the day improvement and accountability are one and the same—they are both culture based.
- ▶ The two systems—external and internal—work best when there is two-way interaction between them.

Nuance: Quote Walkabout
Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin.

83

Addressing Inequity

See Worksheet

- Turn and Talk
- What are the equity issues in your own situation?
- What actions can you take to address them?

...believe that education can reclaim this role as an individual and societal saviour, that means of doing so are becoming clearer, and that the vast majorities of the public want this done. p. 104



Fullan, M. (2019). Nuance: Why some leaders succeed and others fail. Thousand Oaks, CA: Corwin.

84

NUANCED LEADERS

- › Have a curiosity about what is possible
- › Are open and connect to people
- › Loyal to a better future
- › See below the surface
- › Teach
- › Change people's emotions not minds
- › Foster sinews of success
- › Are humble
- › Determined for the group to be successful
- › Are proud to celebrate successes
- › Courageously and relentlessly committed to changing the system for the betterment of humanity

–Fullan, Nuanca, 2019, P. 112

85

Nuanced Leaders Exhibit Unique Combinations

- › Courage and humility
- › High expectations and empathy
- › Great celebrators and an unshakable loyalty to a better future



86

Cycles of trying things and making meaning

Leaders act on emerging solutions with focus and concern for impact

Co-learning dominates

NEW LEADERSHIP

Leaders help crystallize, articulate and feed back what they see

Leaders listen, learn, and ask questions

–Fullan, 2019

87

BREAKTHROUGH LEADERSHIP

- › Respect and reject the status quo
- › Be an expert and an apprentice
- › Experiment and commit



–Roger Martin & Sally Osberg, 2015

88

MODELLING AND MENTORING LEADERSHIP IN OTHERS

- › Build collaborative cultures for 6 years or so to the point where you become dispensable
- › Mentor aspiring leaders in the habits of nuance

89

Nuanced leaders will....

Engage the world
Change the world



90