COHERENCE MAKING AND DEEP LEARNING

MICHAEL FULLAN

Strategies for system change that benefit all students.

Short Keynote
2017

# COHERENCE MAKING AND DEEP LEARNING

Freedom *From* Change

**Shifting to
the Right Drivers**

Right	Wrong
▪ Capacity building ▪ Collaborative work ▪ Pedagogy ▪ Systemness	▪ Accountability ▪ Individual teacher and leadership quality ▪ Technology ▪ Fragmented strategies

The Concepts of Freedom

- *Freedom from* is getting rid of the constraints.
- *Freedom to* is figuring out what to do when you become more liberated.
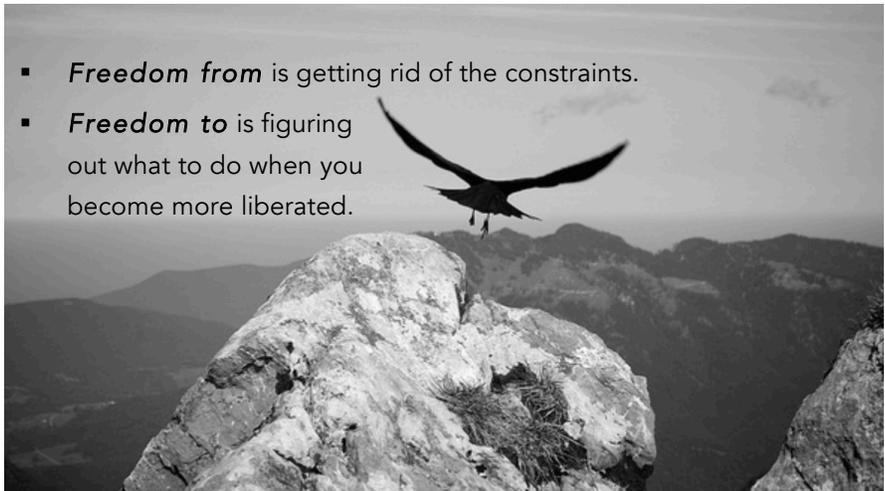
Seeking Coherence

- Within your table read the seven quotes from *Coherence* and circle the one you like the best.
- Go around the table and see who selected which quotes.
- As a group discuss what 'coherence' means.

Coherence: The *Right* Drivers in Action for Schools, Districts, and Systems

Fullan, M., & Quinn, J. (2015). Corwin & Ontario Principals' Council.
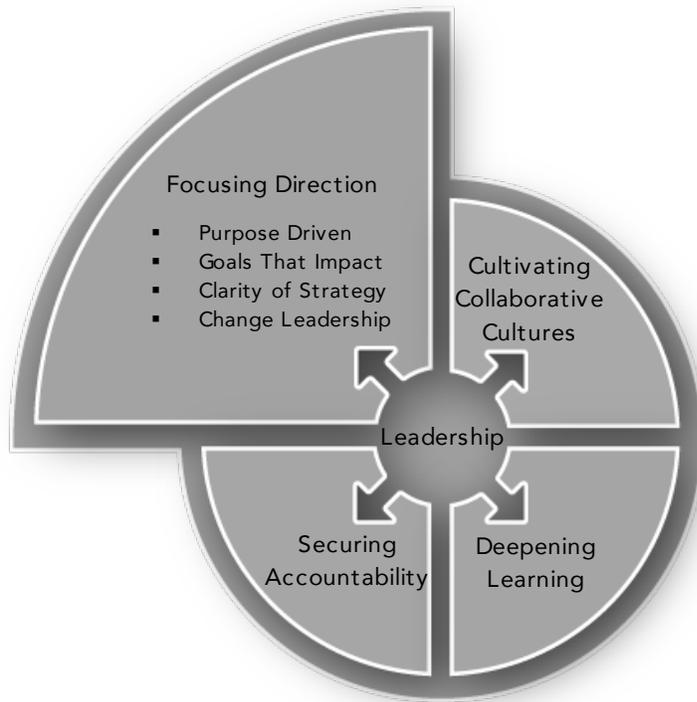
#	Quote
1.	There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction. All of this requires the right mixture of "pressure and support": the press for progress within supportive and focused cultures. p. 2
2.	Coherence making in other words is a continuous process of making and remaking meaning in your own mind and in your culture. Our framework shows you how to do this. p. 3
3.	*Effective change processes shape and reshape good ideas as they build capacity and ownership among participants.* There are two components: the quality of the idea and the quality of the process. p.14
4.	… that these highly successful organizations learned from the success of others but never tried to imitate what others did. Instead, they found *their own pathway to success.* They did many of the right things, and they learned and adjusted as they proceeded. p.15
5.	Most people would rather be challenged by change and helped to progress than be mired in frustration. Best of all, this work tackles "whole systems" and uses the group to change the group. People know they are engaged in something beyond their narrow role. It is human nature to rise to a larger call if the problems are serious enough and if there is a way forward where they can play a role with others. Coherence making is the pathway that does this. p. ix
6.	What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose—coherence emerges and powerful things happen. p. 1
7.	Coherence pertains to people individually and especially collectively. To cut to the chase, coherence consists of the shared depth of understanding about the purpose and nature of the work. Coherence, then, is what is in the minds and actions of people individually and especially collectively. p. 1-2

The Coherence Framework

Focusing Direction

Focusing Direction

Focusing Direction

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

Cultivating Collaborative Cultures

Leadership

Securing Accountability

Deepening Learning

Purpose Driven: Quick Write

Clarify your own moral purpose by reflecting and recording your thoughts about these four questions using the quick write protocol:

1. What is my moral purpose?

2. What actions do I take to realize this moral purpose?

3. How do I help others clarify their moral purpose?

4. Am I making progress in realizing my moral purpose with students?

Share your thoughts with other members of your team and discuss themes that emerge.

Clarity of Strategy	▪ Successful change processes are a function of shaping and reshaping good ideas as they build capacity and ownership.
	▪ Clarity about goals is not sufficient. Leaders must develop shared understanding in people's minds and collective action. Coherence becomes a function of the interplay between the growing *explicitness of the strategy* and the *change culture.* The two variables of explicitness of strategy and quality of the change culture interact creating four different results.

Change Quality Protocol

1. Superficiality

When the strategy is not very precise, actionable or clear (low explicitness) and people are comfortable in the culture, we may see activity but at very superficial levels.

2. Inertia

This quadrant represents the history of the teaching profession—behind the classroom door, where teachers left each other alone with a license to be creative or ineffective.

Innovative teachers receive little feedback on their ideas, nor do these ideas become available to others and isolated, less than effective teachers get little help to improve.

3. Resistance

When innovations are highly prescribed (often detailed programs bought off the shelf) but culture is weak and teachers have not been involved sufficiently in developing ownership and new capacities, the result is pushback and resistance. If the programs are sound, they can result in short term gains (tightening an otherwise loose system), but because teachers have not been engaged in shaping the ideas or the strategy there is little willingness to take risks.

4. Depth

A strong climate for change with an explicitness of strategy is optimal. People operating in conditions of high trust, collaboration, and effective leadership, are more willing to innovate and take risks. If we balance that with a strategy that has precision, clarity, and measures of success, changes implemented will be deep and have impact.

Change Quality Quadrant
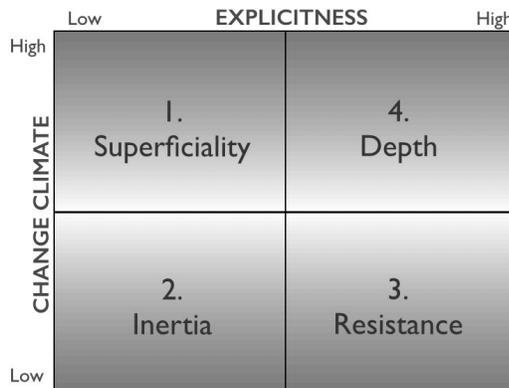
Change Climate (vertical axis):

- Describes the degree to which a culture supports change by fostering trust, nonjudgmentalism, leadership, innovation, and collaboration.

Explicitness (horizontal axis):

- Describes the degree of explicitness of the strategy, including precision of the goals, clarity of the strategy, use of data, and supports.

Three Keys to Maximizing Impact

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.

Cultivating Collaborative Cultures

Cultivating Collaborative Cultures

Cultivating
Collaborative Cultures
- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work

Focusing
Direction

Leadership

Securing
Accountability

Deepening
Learning

Within-School Variability
- Variability of performance *between* schools is 36%, while variability *within* schools is 64%. —OECD (2013)

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

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

The Largest Barrier to Student Learning: Within-School Variability

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

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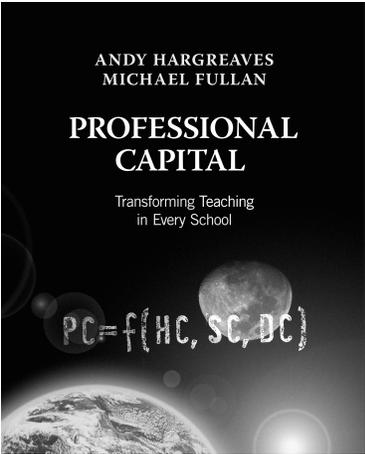
Overcoming Variability Through Collaborative Expertise

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

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

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

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

ANDY HARGREAVES
MICHAEL FULLAN

PROFESSIONAL CAPITAL

Transforming Teaching
in Every School

PC=f(HC, SC, DC)

- Human Capital
- Social Capital
- Decisional Capital

What has a greater impact on teaching and learning?

- Teacher appraisal
- Professional development
- Collaborative cultures

Professional Learning
Development (PLD) &
Collaborative
Professionalism

—Fullan & Hargreaves, 2016

School Cultures

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

Freedom *To* Means

- Autonomy & Cooperation

Balancing Autonomy & Cooperation

- If you choose being on your own you lose the human connection necessary for life.
- If you succumb to the extreme of being absorbed in a group, you lose your identity.

Forms of Cooperation	▪ Building collaborative cultures ▪ Participating in networks of schools or districts to learn from each other ▪ Relating to state policies and priorities
School Cultures	▪ Focus on pedagogy ▪ Link to measurable results ▪ Non-judgmental ▪ Transparent ▪ Develop individuals ▪ Mobilize collective efficacy ▪ Combine principal and teacher leaders ▪ Are outward facing
Groupthink	▪ …situations where groups are cohesive, have highly directive leadership, and fail to seek external information. Such groups strive for unanimity, failing to consider alternative courses of action.

Deepening Learning

Deepening Learning

Focusing Direction

Cultivating Collaborative Cultures

Leadership

Securing Accountability

Deepening Learning
▪ Clarity of Learning Goals
▪ Precision in Pedagogy
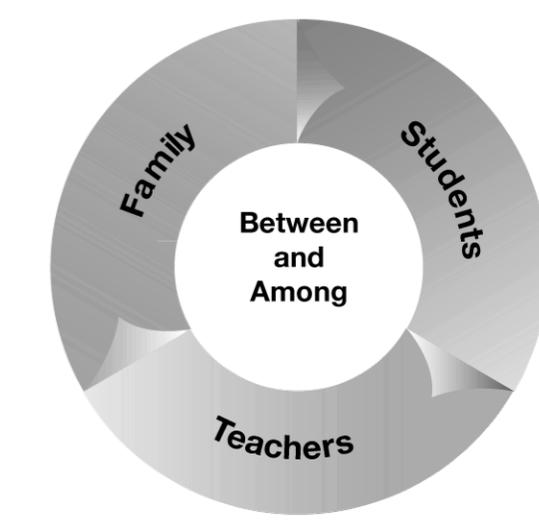▪ Shift Practices Through Capacity Building

Stratosphere

Exciting new learning
needs to be:

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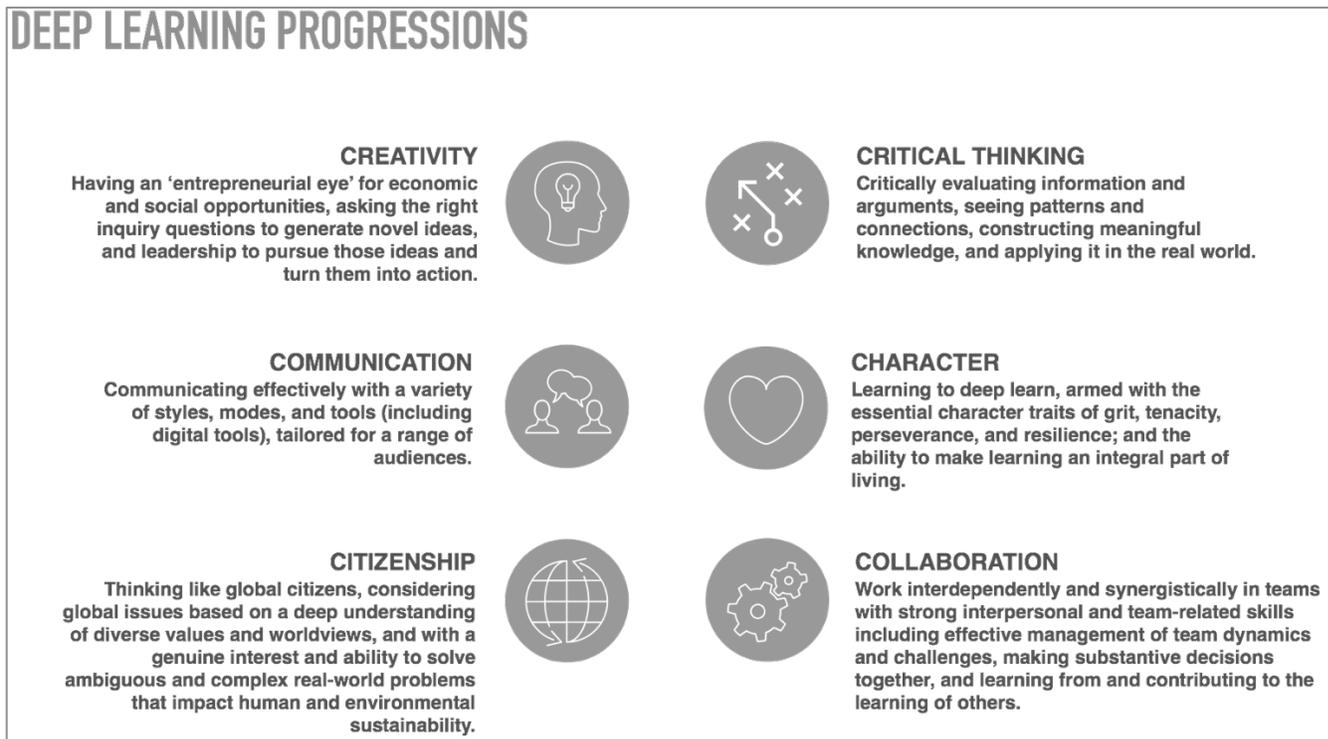- Involve deep learning

New Pedagogical
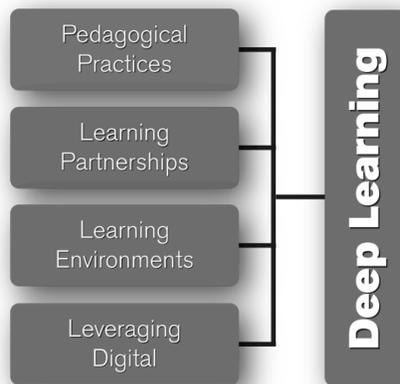Practices

Deep Learning Competencies

The 6C's provides an advance organizer for thinking about Deep Learning Competencies as identified by New Pedagogies for Deep Learning. The placemat organizer can be used to activate prior knowledge about the 6C's or to look for examples of the 6C's using video exemplars.

DEEP LEARNING PROGRESSIONS

CREATIVITY
Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.

CRITICAL THINKING
Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

COMMUNICATION
Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.

CHARACTER
Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

CITIZENSHIP
Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

COLLABORATION
Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

NPDL.global

Deep Learning Framework

Pedagogical Power of Deep Learning

Pedagogical Practices

Learning Partnerships

Learning Environments

Leveraging Digital

Deep Learning

NPDL.global

My Learning
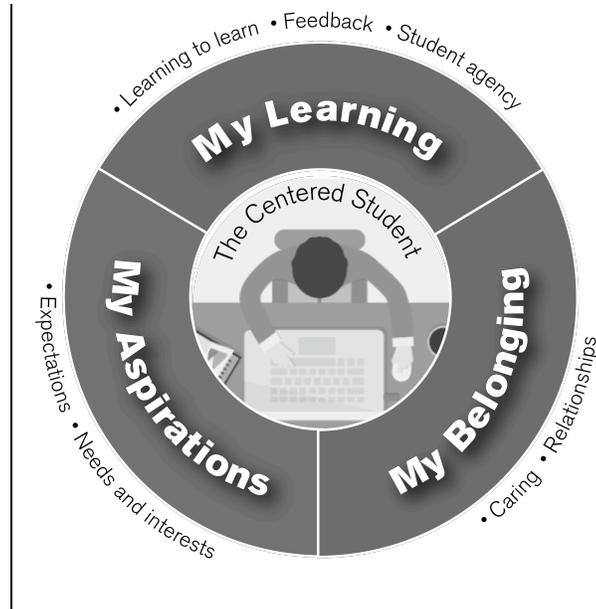
Engage the World
Change the World

- Outdated school meets a troubled world
- Immediacy of opportunity
- Making change together
- Learning now and for tomorrow
- A taste of one's place in life
- Efficacious me

The Theory at Play

- Increased self and other expectations
- Student engagement through personalization and ownership
- Connects students to the world in terms of their cultural identity
- Inquiry builds skills, knowledge, self-confidence, and self-efficacy
- Builds new learning relationships between and among students, teachers, and families
- Deepens human desire to connect with others and do good

Profound Solution	• Deep learning serves to immunize students against further social and emotional difficulties
	—J. Clinton

Students as Change Agents	▪ Students as catalysts for pedagogical change
	▪ Students as partners in organizational change
	▪ Students as forces for societal change

Radical Leadership	▪ Respect and reject the status quo
	▪ Expertise and apprenticeship
	▪ Experiment and commit
	—Adapted from Martin and Osberg, 2015

The New Leadership	▪ Comes from many quarters
	▪ Leaders listen, learn, leverage, lead
	▪ Help crystallize, act on emerging solutions
	▪ Treats impact as fundamental

Leadership in the Learning Age: Direction, Exploring, Consolidating	▪ A cycle of trying things & making meaning
	▪ Co-learning dominates
	▪ Listen, learn, ask questions, leverage, & lead
	▪ Help articulate what is happening & how it relates to impact
	▪ Role of tools & protocols: Guide focus without constraining

The New Job Description	
	Helping Humanity!

Securing Accountability

Securing Accountability

Focusing Direction

Cultivating Collaborative Cultures

Leadership

Securing Accountability
- Internal Accountability
- External Accountability

Deepening Learning

Accountability

Fullan, M., & Quinn, J. (2015). *Coherence,* pp. 110-111. Corwin & Ontario Principals' Council.

Simply stated, accountability is taking responsibility for one's actions. At the core of accountability in educational systems is student learning. As City, Elmore, Fiarman, and Teitel (2009) argue, "the real accountability system is in the tasks that students are asked to do" (p. 23). Constantly improving and refining instructional practice so that students can engage in deep learning tasks is perhaps the single most important responsibility of the teaching profession and educational systems as a whole. In this sense, accountability as defined here is not limited to mere gains in test scores but on deeper and more meaningful learning for all students.

Internal accountability occurs when individuals and groups willingly take on personal, professional, and collective responsibility for continuous improvement and success for all students (Hargreaves & Shirley, 2009). " p. 110-111

External accountability is when system leaders reassure the public through transparency, monitoring, and selective intervention that their system is performing in line with societal expectations and requirements. The priority for policy makers, we argue, should be to lead with creating the conditions for internal accountability, because they are more effective in achieving greater overall accountability, including external accountability. Policy makers also have direct responsibilities to address external accountability, but this latter function will be far more effective if they get the internal part right.

Coherence: The *Right* Drivers in Action for Schools, Districts, and Systems

Fullan, M., & Quinn, J. (2015). Corwin & Ontario Principals' Council, pp. 117-118.

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

Find your Own Finland

Michael Fullan, 2016
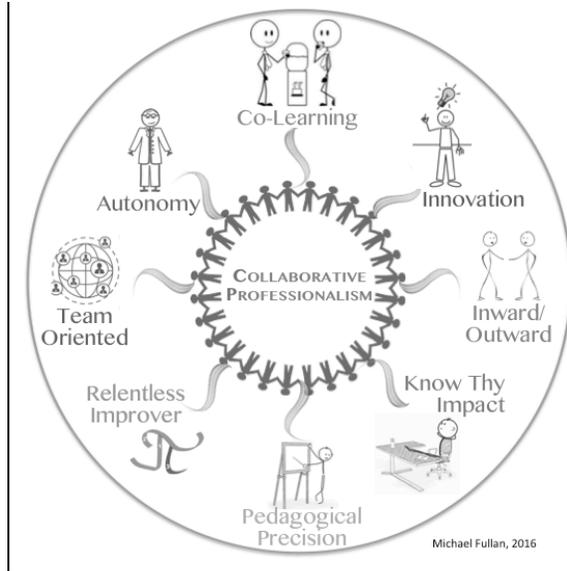
Whole System Transformation
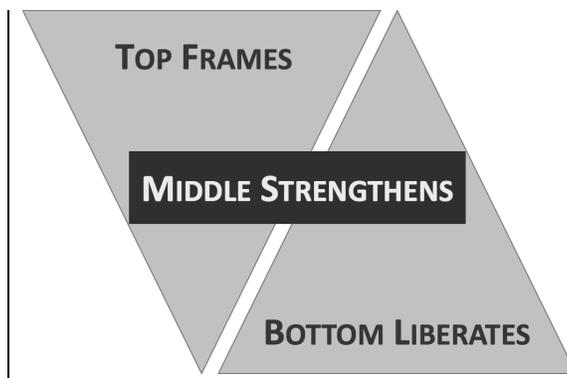
Leverage Equity for Excellence

Focus on 'Excellence for Equity' and 'Excellence for All' is covered.

The Future Becomes

- Immediate
- Precarious
- Influenceable
- My, Your, Our Responsibility

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M🌐TION
LEADERSHIP
MichaelFullan.ca

Michael Fullan,OC, is professor emeritus at the Ontario Institute for Studies in Education, University of Toronto. He served as special adviser in education to Ontario premier Dalton McGuinty from 2003 to 2013, and now serves as one of four advisers to Premier Kathleen Wynne. He has been awarded honorary doctorates from the University of Edinburgh, University of Leicester, Nipissing University, Duquesne University, and the Hong Kong Institute of Education. He consults with governments and school systems in several countries around the world.

Fullan has won numerous awards for his more than thirty books, including the 2015 Grawemeyer prize with Andy Hargreaves for *Professional Capital*. His books include the best sellers *Leading in a Culture of Change, The Six Secrets of Change, Change Leader, All Systems Go, Motion Leadership,* and *The Principal: Three Keys to Maximizing Impact.* His latest books are *Coherence: The Right Drivers in Action* (with Joanne Quinn), *Evaluating and Assessing Tools in the Digital Swamp* (with Katelyn Donnelly), *Leadership: Key Competencies* (with Lyle Kirtman), and *Freedom to Change.*

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MOTION
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2017