Leading Education in Post-Pandemic Times

Professor Michael Fullan

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MichaelFullan.ca
@MichaelFullan1
The Future is Up for Grabs

Education Stalled

Pent-up Ideas: Both Good & Bad

Battle of the Decade
COVID-19

The education goal is not just to survive COVID-19, but to end up with something significantly “better” than was the case in 2019.
Education at a Standstill

- Little Improvement since 2000 (and earlier)
- Dwindling interest in traditional schooling
- Youth 15-19; and 20-24 at sea (just to name two groups)
- Anxiety and stress on the rise for all groups including the high performers
The Main Reasons that System Equity has Not Progressed

- The failure to connect students with purpose
- The failure to challenge students with high expectations
  - Inadequate learning goals
  - The continued use of old pedagogy
  - Failure to build relationships and belongingness

—Fullan, 2020
Yawning Gap:
How schools are organized vs How Youth Learn?

- Opportunities to do work that has purpose and meaning
- Strong connections to adults and peers (relationships/belongingness)
- Need to be viewed in asset-based ways
- Their identities need to be valued
- Want the opportunity to contribute to the world

Mehta & Datnow, 2020
Whole System Success

Right Wholeness

Right Content

Right Process
Whole System Success

‣ Right Content = Wellbeing and Learning

‣ Right Process = Leadership and Culture of Collaboration

‣ Right Wholeness = Local, Middle, and Central Evidencing of Systemness
Systems change when...

- Crucial mass is dissatisfied with status quo
- Substantially validated alternative exists
- Disruptive moment occurs
- Courageous leaders transform policies, resources and actions
- The power of social movements is an irresistible force
- The new generations embrace the change as their future
Are smart, highly educated people good at life?

Six global competencies: character, citizenship, collaboration, communication, creativity, critical thinking

Core learning goal: good at learning good at life
It’s time to transform learning...
Navigating the Transition

Remote to Hybrid Learning
A POSITION PAPER ON A PARADIGM SHIFT FOR EDUCATION

Education Reimagined:
The Future of Learning
Transition
Re-opening Schools

01 Be mindful of Well-being
02 Reflect on Lessons Learned
03 Manage Safety and Operations
04 Lead the Learning Agenda

Education Reimagined: The Future of Learning, 2020
Well-being & Learning

Create a culture of learning where each child feels meaning. Purpose, belonging and safety.

Intentionally build a matrix of social relationships.
Strategic Reflection Process

Students
- What did we learn about students?
- Who learned well? Why?
- Who struggled the most? Why?
- What learning gaps exist?
- What skills/competencies most enabled students?

System
- What skills enabled teachers?
- What technology was most impactful?
- What did we learn about our systems?
- What did we learn about our families?

Education Reimagined: The Future of Learning, 2020
New Pedagogies for Deep Learning
A Global Innovation Partnership
“If we want learners who can thrive in turbulent and complex times, apply thinking to new situations and change the world, then we must re-imagine learning.”

Fullan, Quinn & McEachen, Deep Learning p.13, 2017
Purpose
To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.
Global Competencies for Deep Learning-6Cs

**Character**
- Proactive stance toward life and learning to learn
- Grit, tenacity, perseverance and resilience
- Empathy, compassion and integrity in action

**Citizenship**
- A global perspective
- Commitment to human equity and well-being through empathy and compassion for diverse values and world views
- Genuine interest in human and environmental sustainability
- Solving ambiguous and complex problems in the real world to benefit citizens

**Communication**
- Communication designed for audience and impact
- Message advocates a purpose and makes an impact
- Reflection to further develop and improve communication
- Voice and identity expressed to advance humanity

**Creativity**
- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

**Collaboration**
- Working interdependently as a team
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges

**Critical Thinking**
- Evaluating information and arguments
- Making connections and identifying patterns
- Meaningful knowledge construction
- Experimenting, reflecting and taking action on ideas in the real world

©Education in Motion (New Pedagogies for Deep Learning) 2019
Right Content: Learning Design
Use the Deep Learning Design Process as an integrator and accelerator.
Global Snapshot: Uruguay
Why Deep learning is transforming practice...

1. Whole system solution - all students
2. Changes the learning culture for students and adults
3. Provides ways to measure growth on competencies
4. Accelerates speed of change – whole schools & whole systems
5. Impacts well-being and equity
6. Works in diverse countries and contexts
Right Process #2: Collaborative Cultures

- Intraschool (most research)
- Networks of schools
- Networks of local authorities
- Vertical: local centers (limited research)
The Coherence Framework

CULTIVATING COLLABORATIVE CULTURES

- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work
Key Leadership for Change Finding

Success occurs when leaders *participate as learners* with staff in changing the culture.
Effect Size: 5 Factors

- Establishing goals and expectations: 0.42
- Resourcing strategically: 0.31
- Ensuring quality teaching: 0.42
- Leading teacher learning and development: 0.84
- Ensuring an orderly and safe environment: 0.27

Vivian Robinson
Factors That Influence Achievement

Collective teacher efficacy effect size: 1.57

(all other effect sizes: .065-0.29)

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

- Sense of purpose
- Mastery
- Degree of autonomy
- Connectedness
Builds External Networks and Partnerships

‣ Sees role as a leader that extends outside the school

‣ Understands role as being part of a variety of external networks

‣ Has strong ability to engage people inside and outside the school in two-way partnerships

‣ Uses technology to expand a network of resource people

—Kirtman & Fullan, 2016
nuance
WHY SOME LEADERS SUCCEED AND OTHERS FAIL
MICHAEL FULLAN
The Development of Impactful Change
Leonardo’s Motto

“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.

Nuance, p. 71
JOINT DETERMINATION

The more complex the problem, the more that people with the problem must be part of the solution.
Forging Unity of Purpose

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.

Nuance, p. 42
Implementation as Learning

Shift from an implementation mind of ‘rolling out’ to an organic process of co-learning and co-development.
Culture-Based Accountability
Conditions for Internal Accountability

- Specificity (practices and outcomes)
- Transparency (results are known inside and outside the organization)
- Non-judgmentalism
- Trust and interact
No amount of external accountability will be effective in the absence of internal accountability.
Six Sticky Change Phrases

1. Precision *is not* prescription
2. Autonomy *is not* isolation
3. Trust *requires interaction* (trust and interact)
4. Exploit *upward* liberate *downward*
5. Vertical *rapport* lateral *cohesion*
6. *Do to learn* learn to do

Image: [https://www.newstatesman.com/science-tech/technology/2016/05/scientists-have-created-spider-web-liquid-wire](https://www.newstatesman.com/science-tech/technology/2016/05/scientists-have-created-spider-web-liquid-wire)
Nuance: A New and Critical Finding!

- Action informed by Deep Contextual literacy
- Exquisitely tuned into context
- Know that when you move to a new context you become automatically de-skilled

Bottom Line:
Action informed by Deep Contextual literacy

Fullan, 2020
Wholeness #3: Systemness

- Systemness is to systemic what coherence is to alignment.
- Coherence is the shared depth of understanding about the nature of local efforts.
- Breakthrough: Systemness is the shared depth of understanding about the nature of the system, it’s three levels and their interactive nature.
**General Principles:**

**Exploit Upward; Liberate Downward; Lateralize Everywhere**

- **Top Frames:**
  - Shapes, Messaging, Invests, Interacts, Intervenes

- **Middle Strengthens:**
  - Strengthens, Builds Capacity, Trusts and Interacts

- **Bottom Liberates:**
  - Liberates as it interacts laterally and vertically
Systemness

When high percentages of members at each of the three levels: Local, Middle, Top see themselves as contributing to the betterment of the system or parts therein;

And learn from other parts of the system to improve their own performance and well-being.
The right drivers for whole system success

MICHAEL FULLAN

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