Slide 1

Maximizing the Principal's Impact on Learning and Teaching

Joanne Quinn
The Principal's Leadership Series
October 21-22,2015

Slide 2

Agenda

Day One
- The Changing Landscape of Leadership
- Maximizing the Principal's Impact: the Coherence Framework
  - Focusing Direction
  - Cultivating Collaborative Cultures

Day Two

Maximizing the Principal's Impact: the Coherence Framework
- Deepening Learning
- Leading Coherent Change

Slide 3

The Changing Landscape of Leadership

Slide 4

Global Leadership

As you watch, listen for ideas that are most meaningful to you.

Slide 5

Minds on….

1. A key statement that resonated…
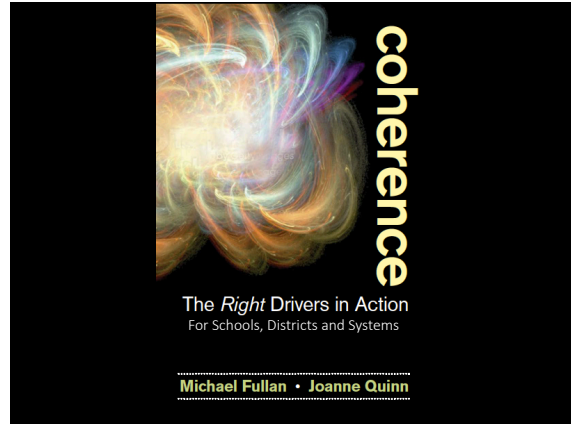2. An implication for your leadership…
3. A challenge or wonder…

Slide 6

An invitation to learn deeply…
- Challenge assumptions
- Think outside your comfort zone
- Suspend judgment
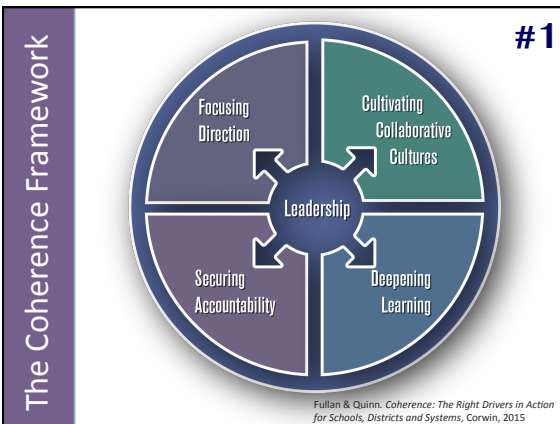- Provoke deep dialogue
- Inquire collaboratively

Group Norms

- Engage fully
- Contribute productively
- Be open to new information, possibilities and perspectives
- Respect confidentiality
- Ask questions

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coherence

The *Right* Drivers in Action
For Schools, Districts and Systems

Michael Fullan • Joanne Quinn

The Time is now….

"It is time to make good on the promise of public education. Our children need it, the public is demanding it, and indeed the world needs it to survive and thrive. Public educations is humankind's future— for better or worse. For the first time we have the knowledge and expertise to deliver. 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. "

Overload & Fragmentation

The Coherence Framework

#1

Focusing Direction

Cultivating Collaborative Cultures

Leadership

Securing Accountability

Deepening Learning

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

Coherence

"…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.

There is only one way to achieve greater coherence and that is through purposeful action and interaction."

Fullan & Quinn, 2015

Coherence Making

★ Alignment is about structures; *coherence is about mindsets.*

★ Sy*stem/ school coherence* is about *shared mindsets*.

★ A tool is only as good as the mindset using it.

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

The Coherence Framework

The Coherence Framework

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

2

Assessing School Coherence : Video Case

1. Find Learning Partner 1

2. Form a quartet

3. Record evidence of your assigned component

Coherence Framework

3

Round Robin
Share the four components.

Discussion:
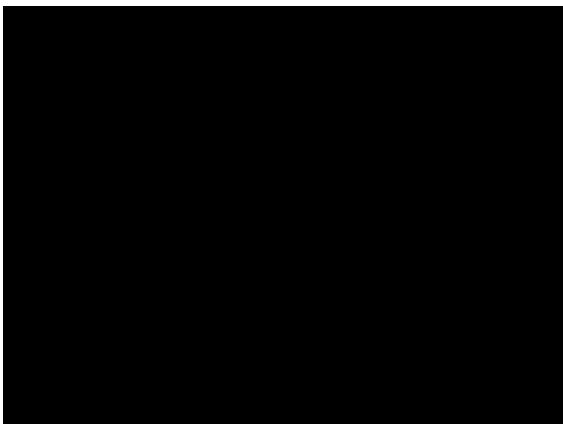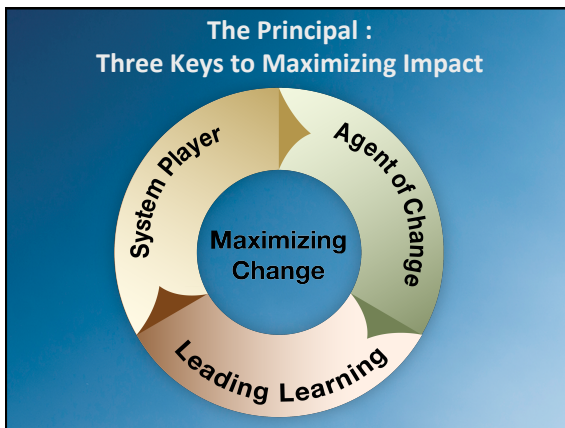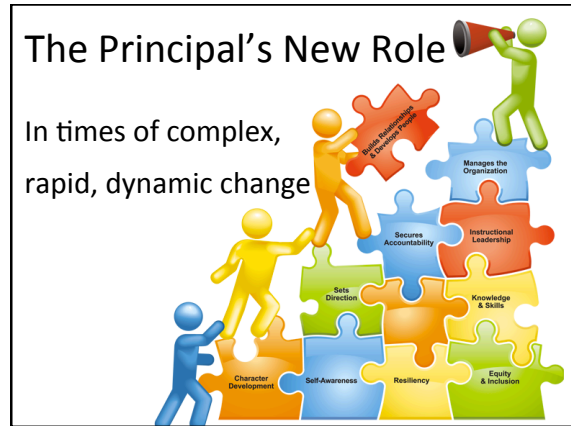What is the role of leadership in strategizing for coherence?

Slide 1

School Coherence Assessment 4

Component		Evidence
Focused Direction	• Shared purpose drives action • A small number of goals tied to student learning drive decisions • A clear strategy for achieving the goals is known by all • Change knowledge is used to move the district forward	
Collaborative culture	• A growth mindset underlies the culture • Leaders model learning themselves and shape a culture of learning • Collective capacity building is fostered above individual development • Structures and processes support intentional collaborative work	
Deep Learning	• Learning goals are clear to everyone and drive instruction • A set of effective pedagogical practices are known and used by all educators • Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice	

Fullan & Quinn, 2015

Slide 2

The Principal's New Role

In times of complex, rapid, dynamic change

Slide 3

The Principal :
Three Keys to Maximizing Impact

Slide 4

The Principal's New

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.

Slide 5

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

Slide 6

Focusing Direction

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems,* Corwin, 2015
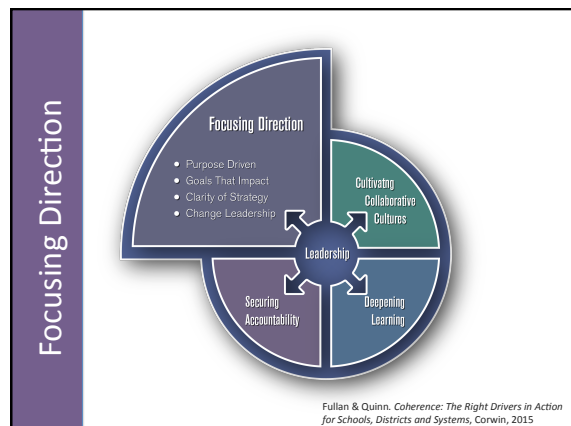
Three Step Interview

1. What is your "tree" and how do you engage others in moving it?
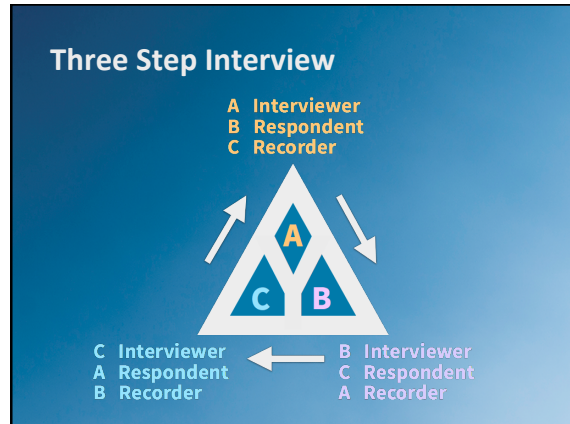
2. What is your strategy for moving the tree?

3. How well do people understand and support the strategy? How might you increase understanding and commitment?

Three Step Interview

A Interviewer
B Respondent
C Recorder

A

C   B

C Interviewer
A Respondent
B Recorder

B Interviewer
C Respondent
A Recorder

Cochrane Collegiate Academy

Demographics

87% Free and reduced lunch

60% African American

30% Latino

3 % Caucasion

2% Asian/Pacific Islander

<1% Native American

13% IEP

20% English Language Learners

Moved from lowest in the state to double digit growth

How did this school shift from a group of skilled but demoralized teachers to an energized culture focused on student learning?

How do we provide our students with quality instruction everyday in every class?

5

Protocol: Reduce, Reframe, Remove

① Reduce
the overload of too many initiatives

② Reframe
the connections and integration of the initiatives

③ Remove
distractors that take time from m the important goals

MAKE THINGS HAPPEN!

Adam & Quinn 2015

Simulation #1: Reduce

1. Each team member will write programs, initiatives or supports on post its. One idea per post it.

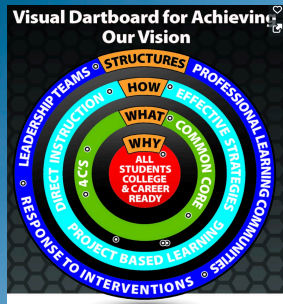2. Cluster into meaningful categories/eliminate duplicates.

Simulation: Reduce (con'td)

3. Identify your Focus or Purpose (Your Tree)
4. Identify 2–3 goals that support achieving your focus/purpose
5. Review post its and add back essential supports that will most impact goal achievement.
6. Organize the supports to form a strategy. Note gaps.

Purpose		
Goal 1	Goal 1	Goal 1
Strategy	Strategy	Strategy
Measures		
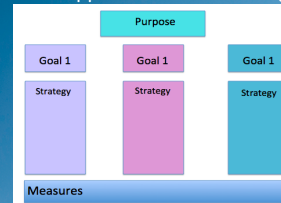
Simulation #2: Reframe

★ Paint a picture

★ Add graphics

★ Combine with relentless opportunities for everyone

★ Check-in at every meeting

Visual Dartboard for Achieving Our Vision

STRUCTURES
HOW
WHAT
WHY
ALL STUDENTS COLLEGE & CAREER READY
LEADERSHIP TEAMS
PROFESSIONAL LEARNING COMMUNITIES
DIRECT INSTRUCTION
EFFECTIVE STRATEGIES
4C'S
COMMON CORE
RESPONSE TO INTERVENTIONS
PROJECT BASED LEARNING

Simulation #3: Remove

Distractors are actions or tasks that draw focus away from the core goals. They may be compliance tasks, timewasters or worthwhile projects or initiatives but not at this time.

Simulation #3: Remove

1. Use the post it strategy to identify all the distractors.

2. Divide your chart paper into 3 columns and place the post its into:

   ★ A: compliance tasks we need to do well

   ★ C: compliance tasks we get a "c" in

   ★ E: tasks we should stop doing or defer for later

'A' Must Do's	'C' "c" level	'E' Stop or Defer

Change Agent

Effective change processes shape and reshape quality ideas as they build capacity and ownership

Slide 1

Inevitable

Effective change processes are voluntary but inevitable.

—Australian Secondary Deputy Head

Slide 2

Master the Balance of
PUSH   and   **PULL**

Slide 3

The New Change Dynamic

Directional Vision

Sustained cycles of innovation — Focused Innovation

Diffusion of next practice

Directional Vision	• Clarity of purpose goals, strategy • Enabling conditions
Focused Innovation	• Resources and supports • Mechanisms for collaboration
Diffusion of Next Practice	• Capacity Building • Learning from the Work
Sustained Cycles of Innovation	• Feedback loops • Knowledge building mechanisms

Slide 4

Organizational Strength

The strength of an organization is a function of the quality of its **lateral relationships** and the **explicitness of its strategy.**
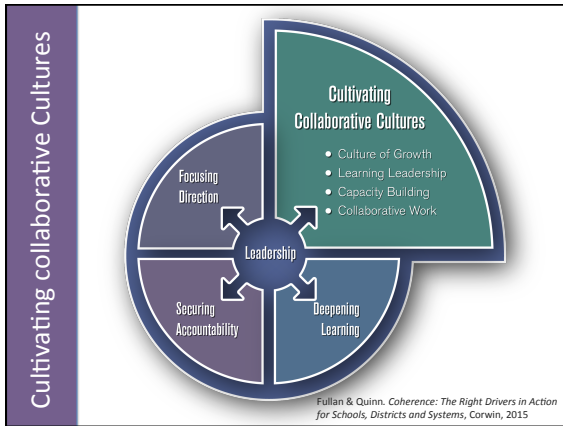
Bridgeport Connecticut, 2015

Slide 5

6   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			

Slide 6

What? So What? Now What?

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As a group, discuss:

★ So What?
Implications of the research

★ Now What?
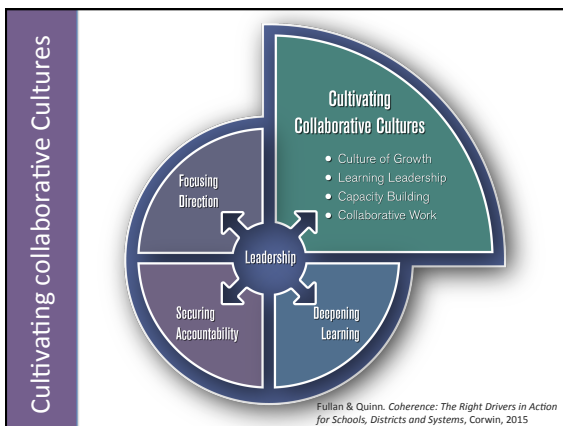What would you do differently as a result of the research?

Slide 1:

Cultivating collaborative Cultures

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

Focusing Direction

Leadership

Securing Accountability

Deepening Learning

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

Slide 2:

Shifting Practice

Expectations

Collaboration

Rewards

Familiar   **Unknown**

Slide 3:

Synthesis

How did this Principal:

Master the Balance of   PUSH   &   PULL

Use the Group to Change the Group

Slide 4:

Push or Pull

Think about a time when you were too "pushy" or too "pully".
– What was the situation?
– What was the outcome?
– What would you do differently?

Slide 5:

Cultivating collaborative Cultures

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

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Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

Slide 6:

Turn & Talk

WHAT WORKS BEST IN EDUCATION:
THE POLITICS OF COLLABORATIVE EXPERTISE
John Hattie
June 2015

OPEN IDEAS AT PEARSON
Sharing independent insights on learning and market practices in education

PEARSON

Read the excerpt from John Hattie. p.1-2

Discuss the meaning of "within school variability".

Within School Variability

Variability of performance between schools is 36% while variability within schools is 64%
Source OECD, 2013

School Culture

- 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
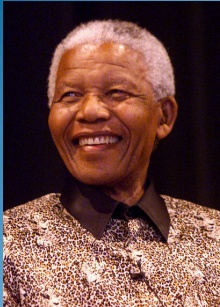
Going Deeper:
Lead Learner Competencies

★ Model learning

★ Shape Culture

★ Maximize Impact on learning

Model

Lead learners **model making growth a priority** at all levels of the system and lead capacity building. They seek out talent, mentor and nurture growth, and celebrate successes at every stage of development.
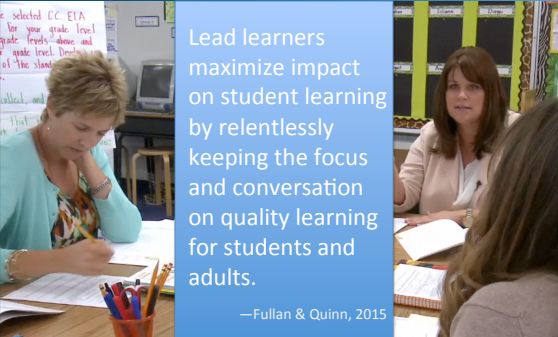
—Fullan & Quinn, 2015

Shape Culture

Lead learners shape the environment to foster deeper relationships, trust and engagement.

—Fullan & Quinn, 2015

Maximize Impact

Lead learners maximize impact on student learning by relentlessly keeping the focus and conversation on quality learning for students and adults.

—Fullan & Quinn, 2015

Record evidence of your assigned criteria:

7

Video Case:

Model growth as a priority	
Shape the environment	
Maximize Impact on student learning	

Lead Learner Competencies   8

		Evidence
Model	• Participate as a learner • Lead capacity building • Make learning a priority • Foster leadership at all levels	
Shape culture	• Build relational trust and relationships • Create structures and process for collaborative work • Support cycles of learning and application • Engage others in solving complex problems • Resource strategically	
Maximize impact on Learning	• Focus on precision in learning and teaching • Establish a small number of goals • Create a clear strategy for achieving goals • Orchestrate the work of coaches, teacher leaders and support personnel around student learning • Monitor impact on learning through collaborative inquiry	

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

Capturing our Collective Wisdom about Creating Conditions for Better Leaping

Use the group to change the group
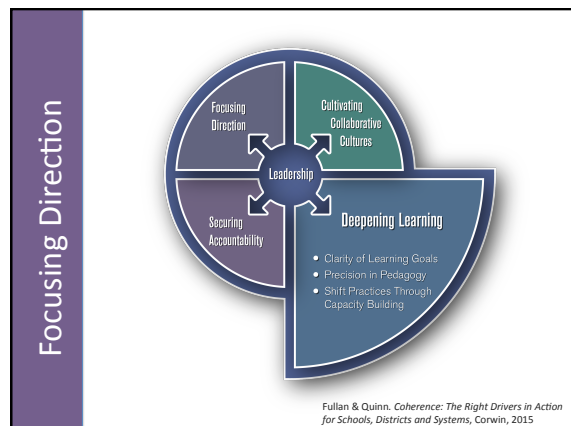

Carousel Brainstorm

Identify strategies and supports for each:.

1. Foster Clarity of Purpose

2. Support Early Leapers

3. Build Capacity to Leap

4. Create a Culture of Collaboration

5. Recognize Success at Leaping

Innovation Leadership Mindset

1. Do I think my primary job as a leader is to create a context in which my team can innovate?

2. Am I comfortable serving as the "stage setter" as opposed to the visionary leading from the front?

3. Do I have the courage and patience required to amplify differences, even when discussion becomes heated and when ambiguity and complexity loom?

DEEPENING LEARNING

Fullan & Quinn, 2015, Leadership to Maximize Coherence

Focusing Direction

Focusing Direction

Cultivating Collaborative Cultures

Leadership

Securing Accountability

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

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

What is Deep Learning?

21st Century skills

Personalized Learning Modern Learning

The 6 C's

Deep Learning Competencies
The 6 C's in Action

8

Building Clarity of Learning Goals

Critical thinking	Collaboration
Creativity	Communication
Character	Citizenship

Fullan & Quinn, 2015,

Collaboration Deep Learning Progression

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.

Levels within Deep Learning Progressions

Fullan & Quinn, 2015,

Precision in Pedagogy

Fullan & Quinn, 2015, Leadership to Maximize Coherence

Precision in the New Pedagogies

Building Clarity

- Pedagogical Practices
- Learning Partnerships
- Learning Environments
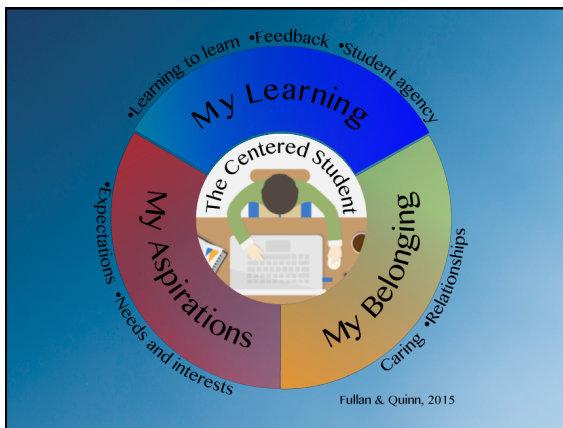- Leveraging Digital

Deep Learning

Fullan & Quinn, 2015,

Precision in Pedagogy – Video Case Jigsaw

Task: Record observations for your assigned component as you watch each video

Pedagogical practices	
Learning environments	
Learning partnerships	
Leveraging digital	

10

The New Pedagogy

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

Fullan & Quinn, 2015

Shifting Practice

VIDEO JIGSAW   SCHOOL CONDITIONS TO SHIFT PRACTICE

11

Dimension	Observations
Vision and goals	
Leadership for Deep Learning	
Creating a Culture for Learning	
Leveraging Digital	

Simulation 3 : Video Jigsaw

Share your observations of all four dimensions.

What were the key actions that led to the successful shift in practices and student outcomes?

Simulation

Designing an Instructional Coherence Framework

Digitally Rich Learning Without Limits

Student

Accelerated Learning Framework

Leading Coherent Change

The Coherence Framework

Focusing Direction

Cultivating Collaborative Cultures

Leadership

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Deepening Learning

Fullan & Quinn. *Coherence: The Right Drivers in Action for Schools, Districts and Systems*, Corwin, 2015

Maximizing The Principal's Impact   12

My Leadership Challenge:
_____
_____
_____

Strategies/Ideas
_____
_____
_____
_____
_____
_____
_____
_____

Consulting Line

"Most people would rather be challenged by change and helped to progress than be mired in frustration…

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."

Fullan and Quinn, Coherence, 2015

Find your keys and
Lead Coherent Change