Maximizing the Principal’s Impact on Learning and Teaching

Joanne Quinn
The Principal’s Leadership Series
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The Changing Landscape of Leadership

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

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

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

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

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 education 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

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.
★ System/school coherence is about shared mindsets.
★ A tool is only as good as the mindset using it.

Assessing School Coherence: Video Case
1. Find Learning Partner 1
2. Form a quartet
3. Record evidence of your assigned component

Round Robin
Share the four components.

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

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

In times of complex, rapid, dynamic change

The Principal: Three Keys to Maximizing Impact

System Player
Agent of Change
Maximizing Change
Leading Learning

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.

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

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Focusing Direction

Purpose Driven
Scope, Tell Impact
Strategy, Step Up
Change, Leading Action

Caring, Collaborative Culture

Deciding Accountability

Leading Learning
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?

Cochrane Collegiate Academy

Demographics

- 87% Free and reduced lunch
- 60% African American
- 30% Latino
- 3% Caucasian
- 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?

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 the important goals
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.

Simulation #2: Reframe

★ Paint a picture
★ Add graphics
★ Combine with relentless opportunities for everyone
★ Check-in at every meeting

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

<table>
<thead>
<tr>
<th>‘A’ Must Do’s</th>
<th>‘C’ “C” level</th>
<th>‘E’ Stop or Defer</th>
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Change Agent

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

Effective change processes are voluntary but inevitable.

—Australian Secondary Deputy Head

The New Change Dynamic

- 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

Organizational Strength

The strength of an organization is a function of the quality of its lateral relationships and the explicitness of its strategy.

What? So What? Now What?

As a group, discuss:
- So What?
  Implications of the research
- Now What?
  What would you do differently as a result of the research?
How did this Principal:
Master the Balance of PUSH & PULL
Use the Group to Change the Group

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?

Shifting Practice

Familiar
Unknown

Push or Pull

Variability

Within School Variability

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

Read the excerpt from John Hattie. p.1-2
Discuss the meaning of “within school variability”.

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

Video Case:
### Lead Learner Competencies

<table>
<thead>
<tr>
<th>Model</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>• Participate as a learner</td>
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<tr>
<td>• Lead capacity building</td>
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<tr>
<td>• Make learning a priority</td>
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<tr>
<td>• Foster leadership at all levels</td>
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<table>
<thead>
<tr>
<th>Shape culture</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>• Build relational trust and relationships</td>
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<tr>
<td>• Create structures and process for collaborative work</td>
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<tr>
<td>• Support cycles of learning and application</td>
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<tr>
<td>• Engage others in solving complex problems</td>
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<tr>
<td>• Resource strategically</td>
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<table>
<thead>
<tr>
<th>Maximize impact on Learning</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>• Focus on precision in learning and teaching</td>
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</tr>
<tr>
<td>• Establish a small number of goals</td>
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<tr>
<td>• Create a clear strategy for achieving goals</td>
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<tr>
<td>• Orchestrating the work of coaches, teacher leaders and support personnel around student learning</td>
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<tr>
<td>• Monitor impact on learning through collaborative inquiry</td>
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**Capturing our Collective Wisdom about Creating Conditions for Better Leaping**

*Use the group to change the group*

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### 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

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### 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?**

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**DEEPENING LEARNING**

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**Focusing Direction**

- **Focusing Direction**
  - **Catalyzing Leadership Efficacy**
    - Career of Learning Goals
    - Personnel & Pedagogy
    - Staff/Academic Performance Capacity Building

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What is Deep Learning?

Personalized Learning  Modern Learning

21st Century skills

Deep Learning Competencies
The 6 C's in Action

Building Clarity of Learning Goals

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Collaboration</th>
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<tbody>
<tr>
<td>Creativity</td>
<td>Communication</td>
</tr>
<tr>
<td>Character</td>
<td>Citizenship</td>
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Fullan & Quinn, 2015,
Building Clarity of Learning Goals

Precision in Pedagogy

Precision in the New Pedagogies

Pedagogical Practices
Learning Partnerships
Learning Environments
Leveraging Digital

Fullan & Quinn, 2015,
Building Clarity
Task:

Record observations for your assigned component as you watch each video.

Learning partnerships between and among students, teachers, and families.

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

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?
Leading Coherent Change

ConsulNng Line

Consulting Line

Leading Coherent Change

Maximizing The Principal’s Impact

My Leadership Challenge:

__________________________
__________________________
__________________________
__________________________

Strategies/Ideas

__________________________
__________________________
__________________________

“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