

# School Leadership and School Development

Professor Michael Fullan

Global Leadership Director

New Pedagogies for Deep Learning

Conference on Lead, Analyze and Organize  
for School Improvement

Sweden

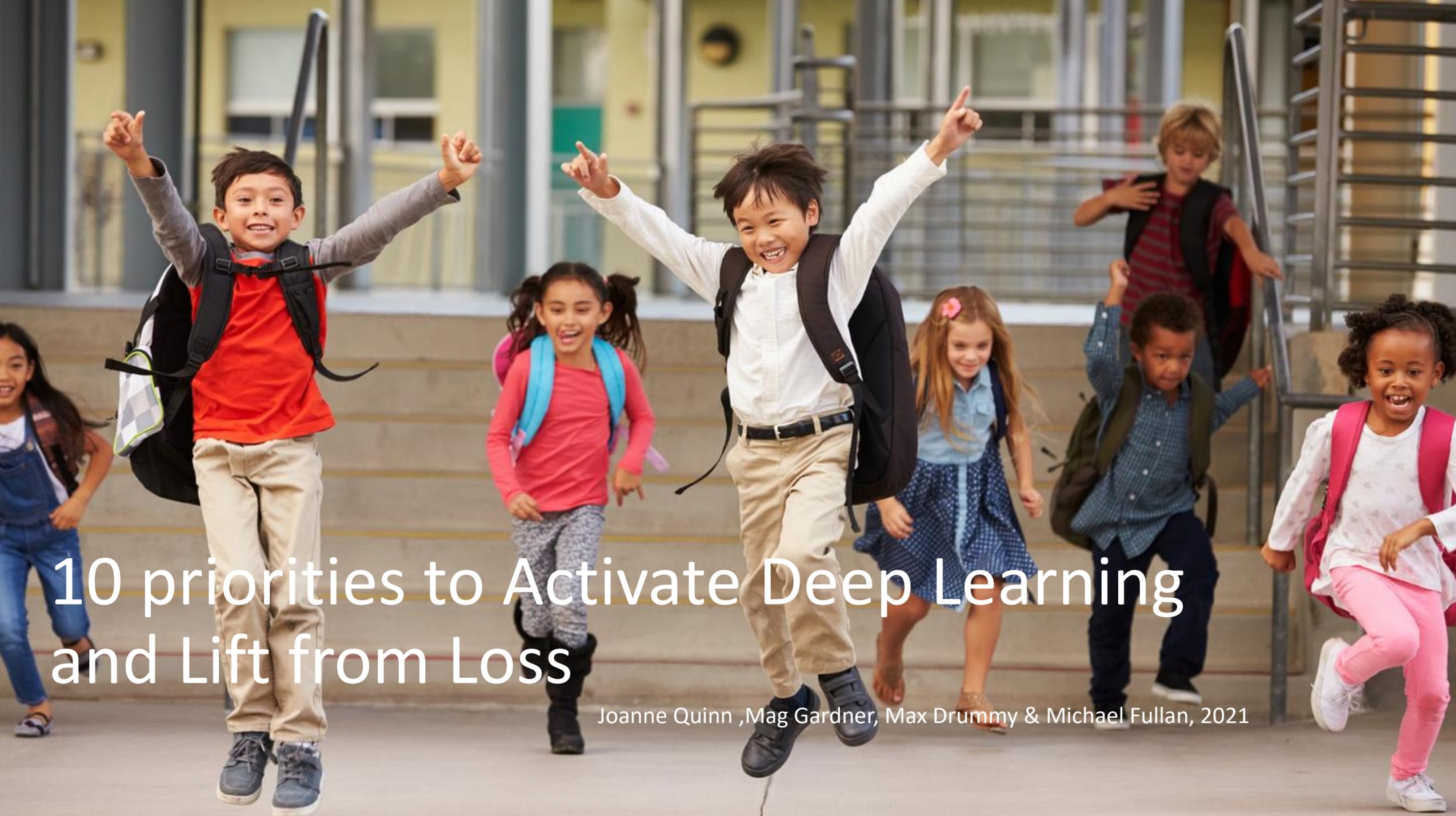
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New Pedagogies for  
**Deep Learning**<sup>™</sup>  
A GLOBAL PARTNERSHIP



# 10 priorities to Activate Deep Learning and Lift from Loss

Joanne Quinn ,Mag Gardner, Max Drummy & Michael Fullan, 2021

# 10 priorities to Activate Deep Learning and Lift from Loss

Joanne Quinn  
Mag Gardner  
Max Drummy  
Michael Fullan

1. Use an asset lens
2. Nurture well-being
3. Make school a happy place
4. Ignite interest through Deep Learning
5. Remember: One size fits no one
6. Don't track, don't test, don't retain
7. Don't migrate from tech- leverage it
8. Forge new pathways for those who need it the most
9. Create a hub for all
10. Leave no one behind

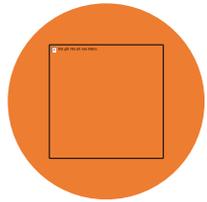


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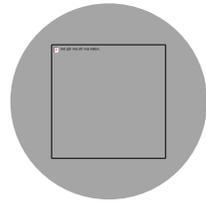
A composite image of Earth from space, showing the Americas. The planet is partially overlaid with a semi-transparent, glowing digital grid or mesh that flows across the globe, symbolizing technology and digital transformation. The background is a dark space filled with stars.

The world has changed. We have  
a once in a lifetime opportunity to  
transform public education!

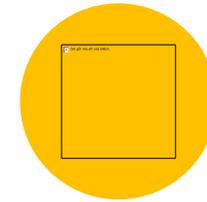
# The Main Reasons that System Equity Has Not Progressed



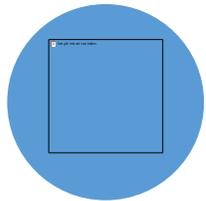
The failure to connect students with purpose



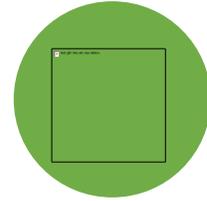
The failure to challenge students with high expectations



Inadequate learning goals



The continued use of ineffective pedagogy



Failure to build relationships and belongingness

# 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



# *Context*

**High School Seniors**

**only 24%**

**identify & pursue purpose in  
life**

—Stanford Center on  
Adolescence, Malin, 2018

Identify  
your topic

To create a stunning presentation, it's best to  
simplify your thoughts. Start with an outline of  
topics and identify highlights, which can be  
tailored to whatever subject you plan on discussing.

# A New Purpose for Public Education

To develop learners who can engage and thrive in the increasingly complex universe of the 21st Century:  
*individually, collectively, and in relation to the planet.*

And, to do so while addressing equity  
and greater equality of outcomes.



# 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



# Collaboration

Collaborative  
cultures develop  
unity of purpose  
*and* specific  
solutions



# 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

# 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

# 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

# COLLABORATIVE PROFESSIONALISM not PROFESSIONAL COLLABORATION

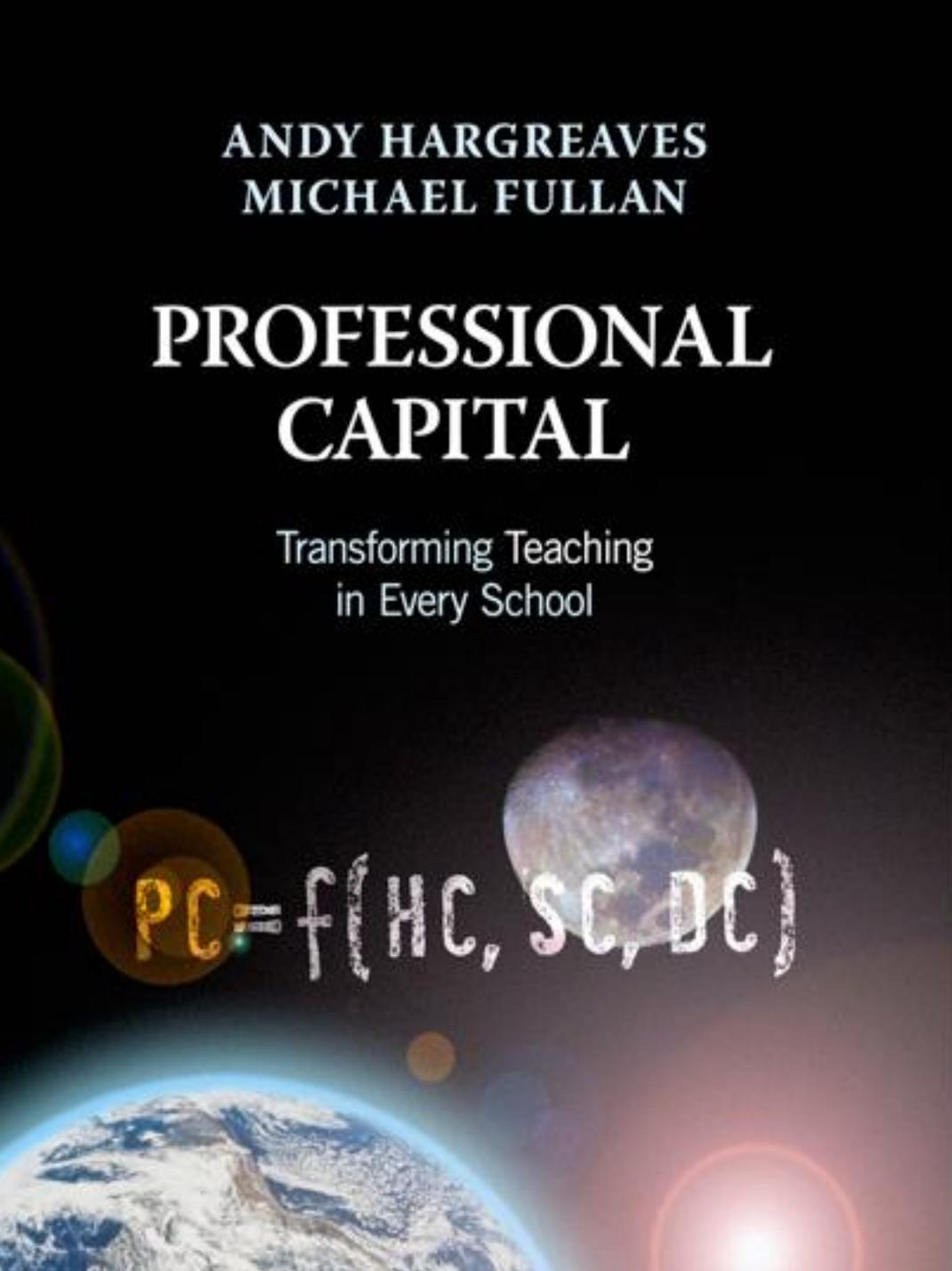
- ▶ The joint work of collaborative professionalism is embedded in the culture and life of the school.
- ▶ Where educators care for each other as fellow professionals as they pursue their challenging work.
- ▶ Where they collaborate in ways that are responsive to and inclusive of the culture of their students, themselves, the community and society.

—Hargreaves & O'Connor, 2018

ANDY HARGREAVES  
MICHAEL FULLAN

# PROFESSIONAL CAPITAL

Transforming Teaching  
in Every School


$$PC = f(HC, SC, DC)$$

## PC IS A FUNCTION OF:

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

# Connected Autonomy

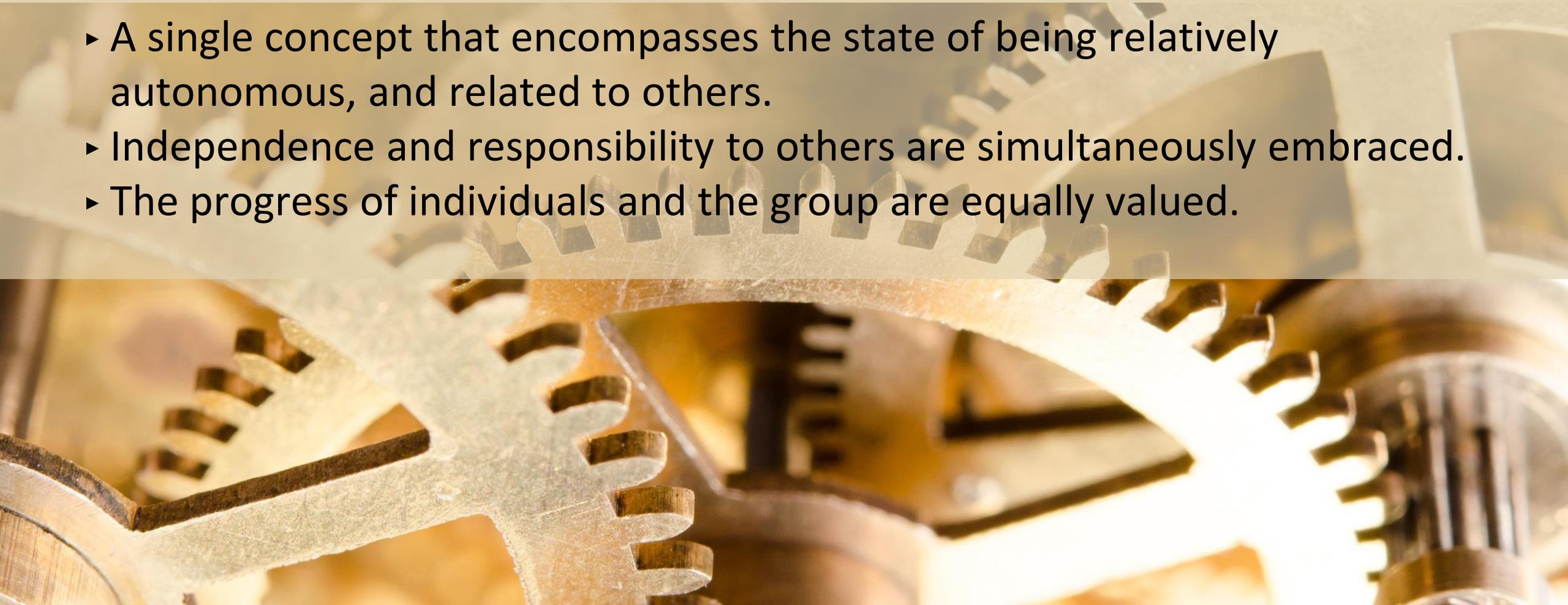
- ▶ Be your own person
- ▶ Contribute to the learning of others
- ▶ Learn from others



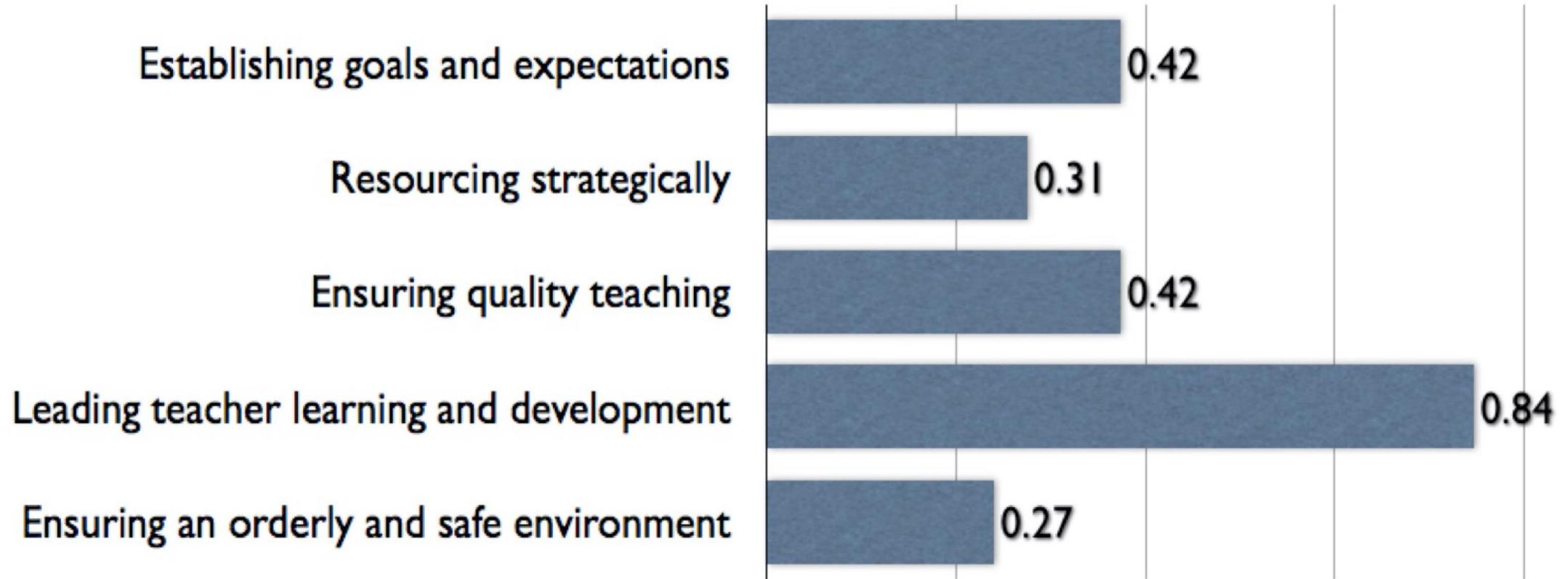
## *Key Principle*

# Connected Autonomy: A better Concept than Collaboration

- ▶ A single concept that encompasses the state of being relatively autonomous, and related to others.
- ▶ Independence and responsibility to others are simultaneously embraced.
- ▶ The progress of individuals and the group are equally valued.



# Effect Size: 5 Factors



Vivian Robinson

# Leading Powerful Professional Learning

1. Impact of PL is greater if leaders strategically help focus it.
2. Impact is greater if evidence is based on content and process.
3. Impact is greater if narrow and deep (vs wide and shallow).
4. Impact is greater with focused teacher collaboration (critical reflection).

—V. Robinson, Foreword to LeFevere et al, Powerful PL

# Key Leadership for Change Finding

Success occurs when leaders *participate as learners* with staff in changing the culture.



# Clarity of Strategy

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



# Networks: Go Outside to Get Better Inside

## Builds External Networks/Partnerships Hallmarks

- ▶ Sees their role as a leader outside the work environment
- ▶ Understands their role as part of a network
- ▶ Strong ability to engage people
- ▶ Uses technology to expand and manage



# New Pedagogies for Deep Learning

A Global Innovation Partnership



New Pedagogies for  
**Deep Learning**  
A GLOBAL PARTNERSHIP



# Purpose

To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.





# Well-being and Deep Learning: Two sides of the same coin

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New Pedagogies for  
**Deep Learning**

A GLOBAL PARTNERSHIP

Australia  
Canada  
Finland  
Hong Kong  
Japan  
Netherlands  
New Zealand  
Taiwan  
United States  
Uruguay



1 Million  
Students  
25,000  
Teachers  
2500  
Schools  
10  
Countries

# Global Competencies for Deep Learning-6Cs

Deep Learning is the process of developing the six global competencies



## 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



## Collaboration

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



## 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

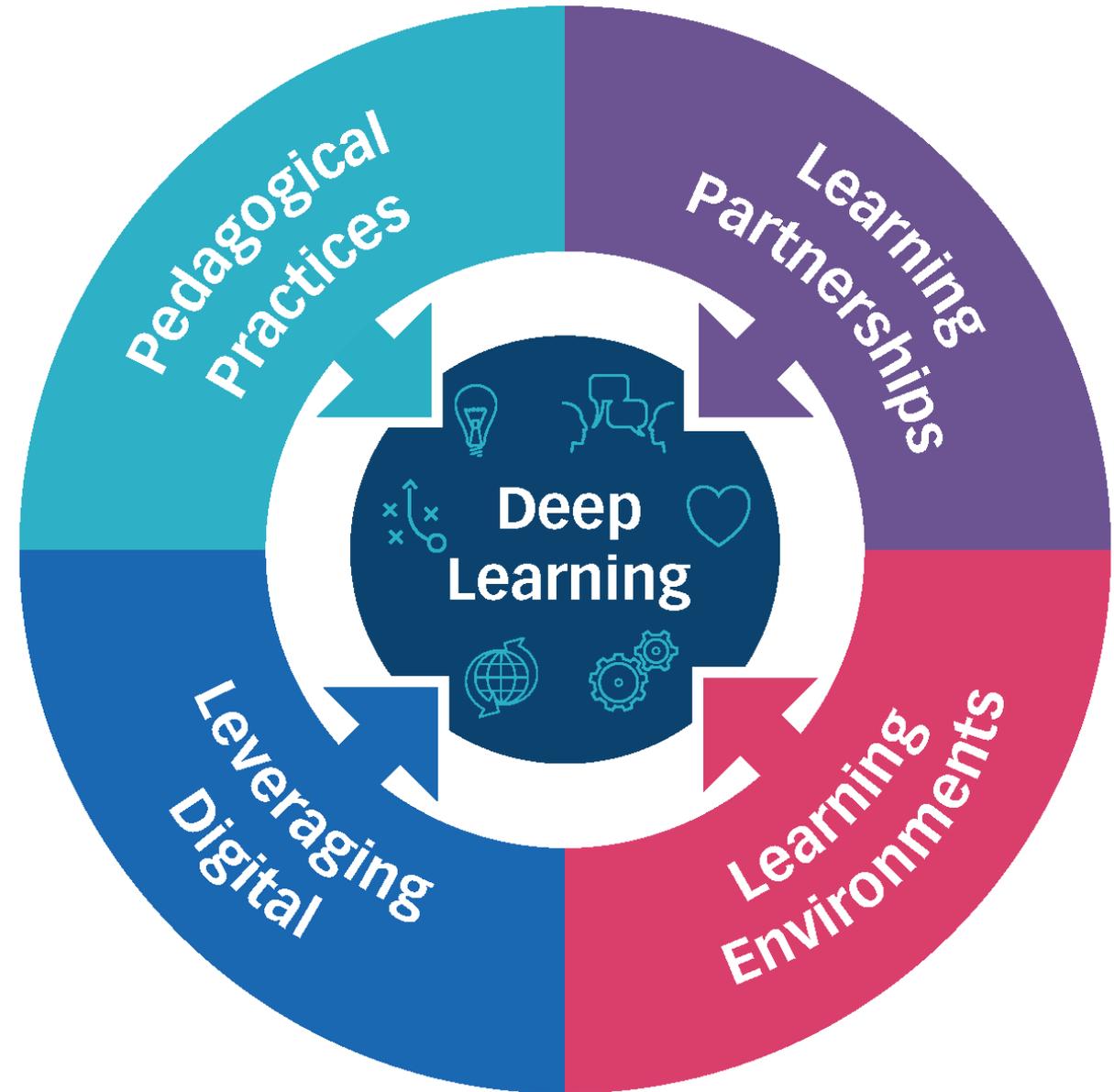
- Economic and social entrepreneurialism
- Asking the right inquiry questions
- Pursuing and expressing novel ideas and solutions
- Leadership to turn ideas into action

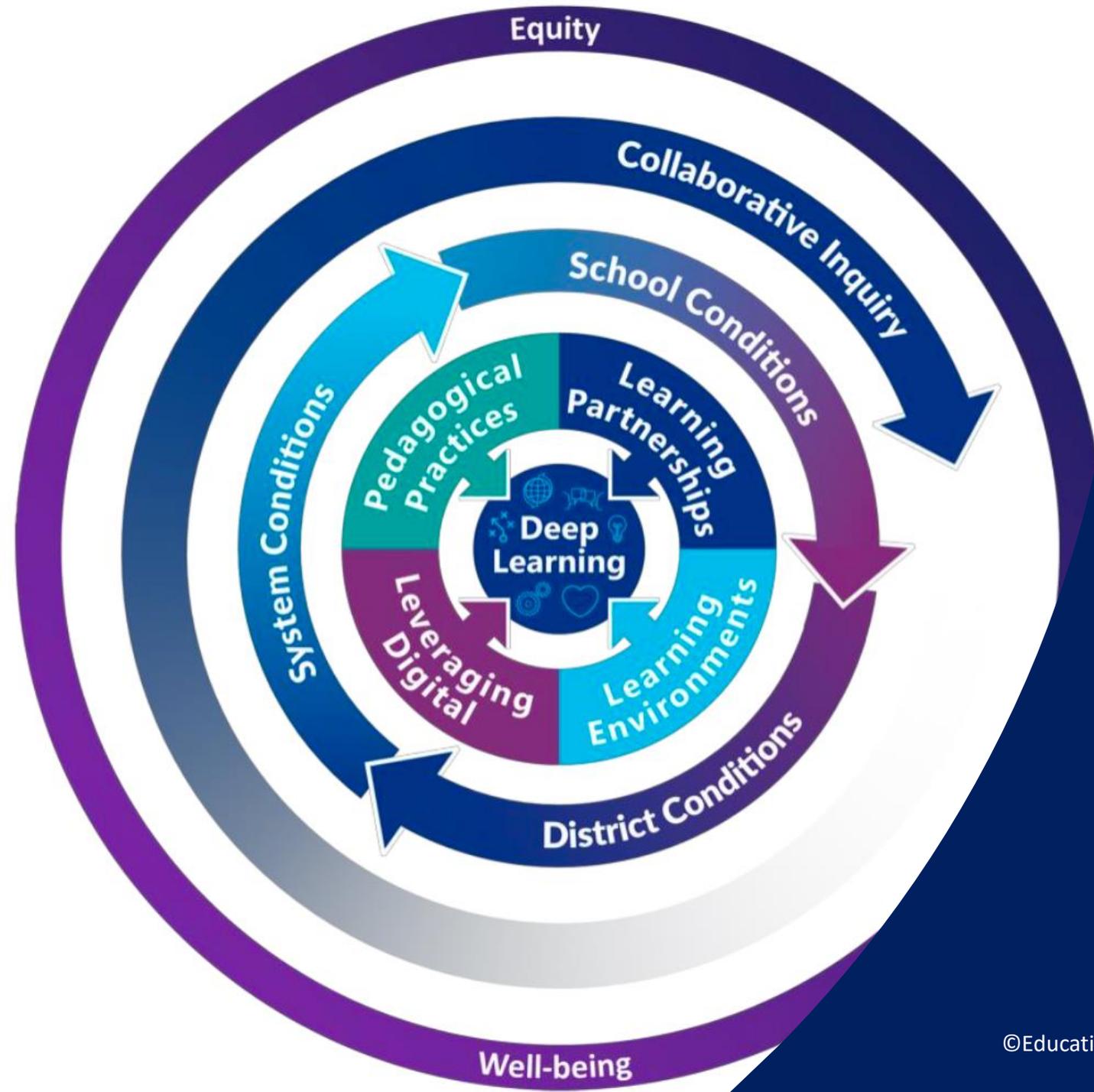


## Critical Thinking

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

# Four Elements of Learning Design





# The Deep Learning Framework

# 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



# Equity



*“..the nature of the deep learning tasks is intrinsically motivating -- topics are of real interest , have authentic meaning, and are more rigorous influencing them to persist and succeed.”*

*“... the combination of **autonomy, belongingness, and meaningful work** builds capacity in all students, but is catalytic for previously disadvantaged or struggling students to succeed.”*

# Young Minds of the Future

As you view the video identify as many of the 6Cs as you can:

- ▶ Character
- ▶ Citizenship
- ▶ Collaboration
- ▶ Communication
- ▶ Creativity
- ▶ Critical Thinking



11:10 AM



# Key Leadership for Change Finding

Success occurs when leaders *participate as learners* with staff in changing the culture.



# Implementation as Learning

Shift from an implementation mind of 'rolling out' to an organic process of co-learning and co-development.



# Conditions for Internal Accountability

- ▶ Specificity (practices and outcomes)
- ▶ Transparency (results are known inside and outside the organization)
- ▶ Non-judgmentalism
- ▶ Trust and interact

# The right drivers for whole system success

MICHAEL FULLAN



01 CSE  
LEADING  
EDUCATION  
SERIES

FEBRUARY 2021

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**CSE** CENTRE FOR  
STRATEGIC  
EDUCATION  
Leading educational thinking and practice

# The Right Drivers for Whole System Success

## The Human Paradigm

Well-being/Learning

Social Intelligence

Equality Investments

Systemness

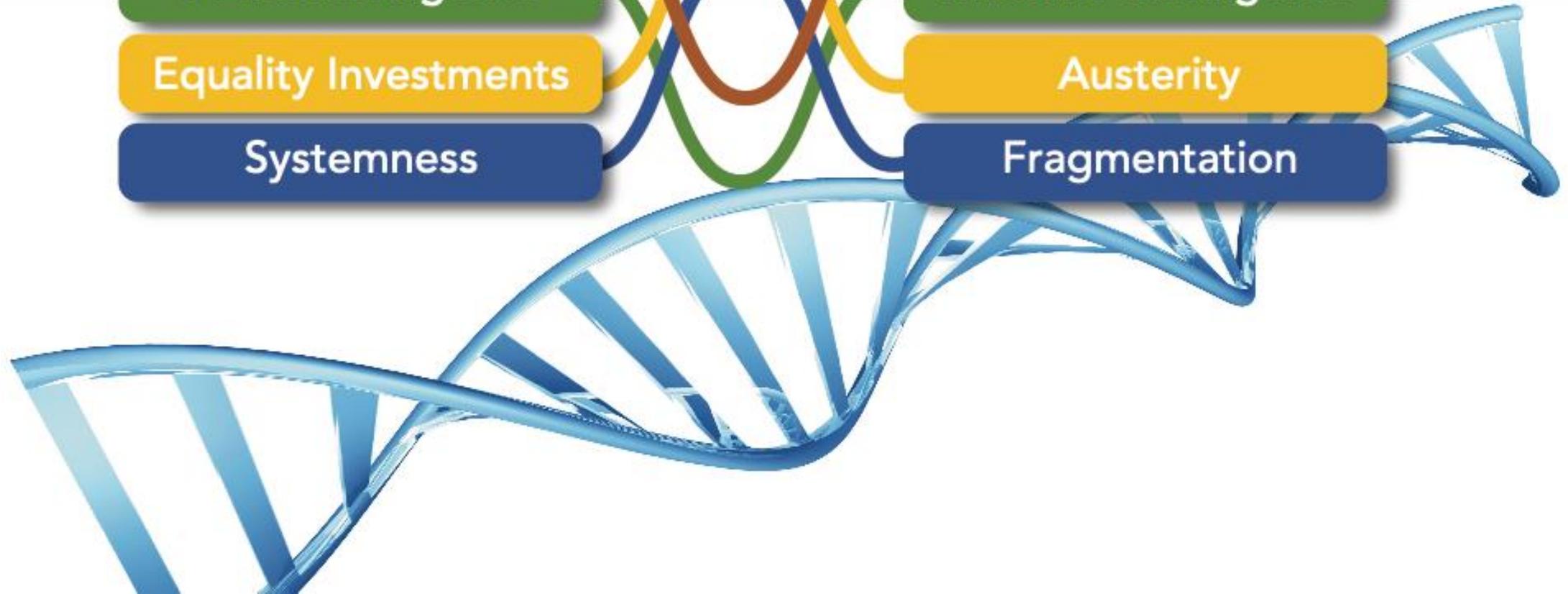
## The Bloodless Paradigm

Academics Obsession

Machine Intelligence

Austerity

Fragmentation





# Overall Strategy

The *Rise* of the  
Right Drivers;

The *Dampening* of  
the Wrong Drivers



“Our neuropathways have been rewired. Trauma, stress, boredom, and inactivity have affected our cognitive functioning and perpetuated chronic stress. We are all different now. By necessity school has also changed. Schools have embraced new protocols, technology, the outdoors and a focus on well-being. Quite simply, there is no going back because students, teachers, families and society are not the same anymore.”

# Come back anew...

“ Imagine a school where students walk in and feel welcome and excited to connect with each other on learning that is relevant and purposeful. This school is a community of connection, of wonder, of joy. This is a place where each student matters-- where equity, well-being and rich, engaging learning liberates each student to flourish.”

10 Priorities to Activate Deep Learning and Lift from Loss,  
Quinn, Gardner, Drummy , Fullan (2021)





**Engage the World Change the World**