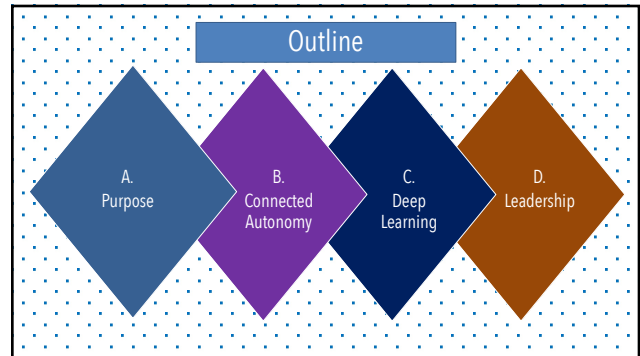


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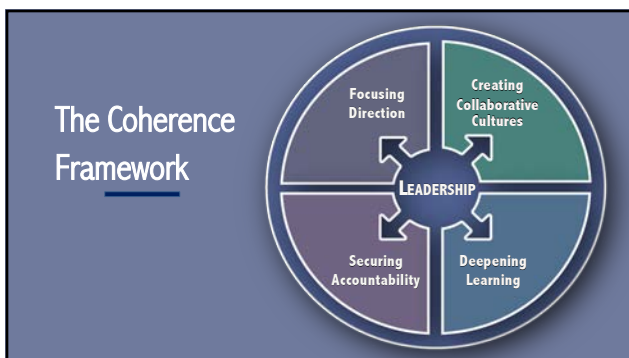
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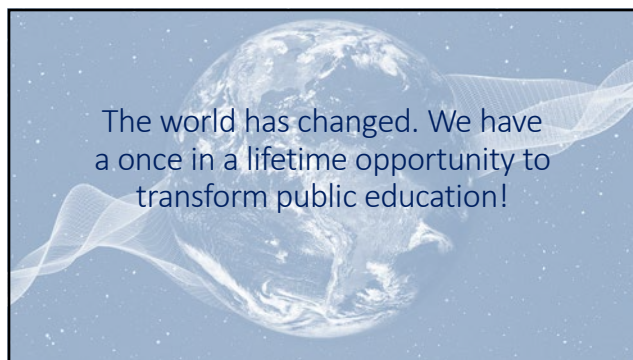


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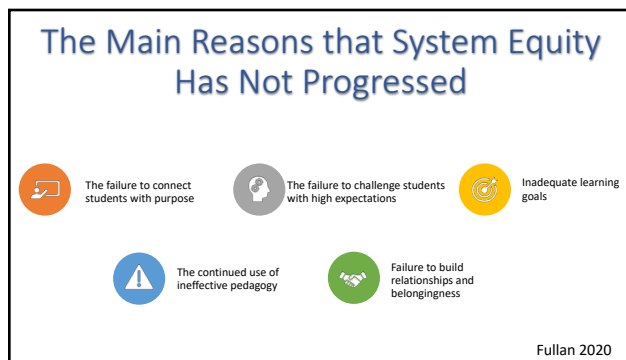
Purpose Driven: Quick Write (see handout)

- What is your moral purpose?
- How do you address both academics and well being?
- Have you ever seen a student transform from disconnected to highly engaged (describe).

6



7



8

**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

9

**Context**  
High School Seniors  
only **24%**  
identify & pursue purpose in life

—Stanford Center on Adolescence, Malin, 2018

10

**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.

11

**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

12

## Coherence...

The shared depth of understanding about the nature of the work.



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## Clarity of Strategy

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

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## ALIGNMENT VS COHERENCE

Alignment is Rational  
Coherence is Emotional

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## Collaboration

Collaborative cultures develop unity of purpose *and* specific solutions



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## Three Keys to Maximizing Impact



18



## INTRINSIC MOTIVATORS

- Sense of purpose
- Mastery
- Degree of autonomy
- Connectedness

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FACTORS INFLUENCING STUDENT ACHIEVEMENT	
INFLUENCE	EFFECT SIZE
Collective teacher efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

*Note: Effect sizes are based on Cohen's d. The average effect size is d=0.40. This average summarizes the typical effect of all possible influences on education.*

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

20

## 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

21

## 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




—Datnow & Park, 2019

22

## 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

23

## 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

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## Connected Autonomy

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



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### Key Principle

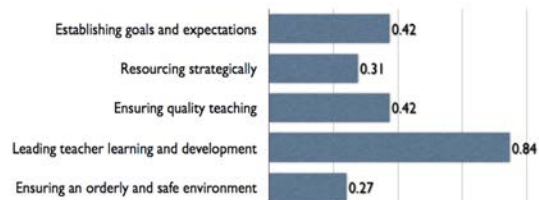
#### Connected Autonomy: A better Concept than Collaboration

- 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.



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### Effect Size: 5 Factors



Vivian Robinson

27

### Key Leadership for Change Finding

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



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### Networks: Go Outside to Get Better Inside

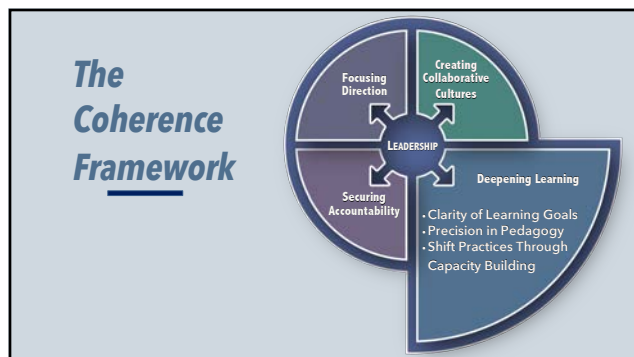
#### Builds External Networks/Partnerships Hallmarks

- 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

29



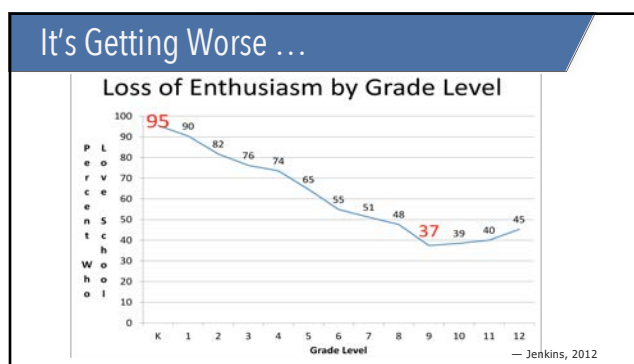
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33

Exciting new learning needs to be:

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

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**Purpose**

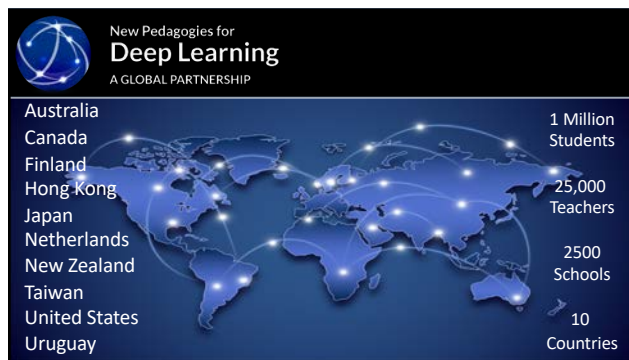
To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.

Deep Pedagogies for Deep Learning  
A Global Innovation Partnership

36



37



38



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**10 priorities to Activate Deep Learning and Lift from Loss**

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

Joanne Quinn  
Mag Gardner  
Max Drummy  
Michael Fullan

New Pedagogies for Deep Learning  
A GLOBAL PARTNERSHIP

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New Pedagogies for Deep Learning  
A GLOBAL PARTNERSHIP

**Global Competencies for Deep Learning-6Cs**

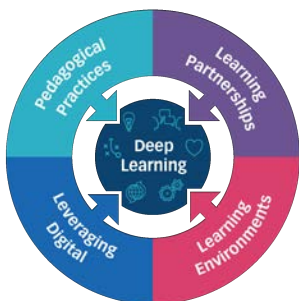
Deep Learning is the process of developing the six global competencies

<p><b>Character</b></p> <ul style="list-style-type: none"> <li>• Proactive stance toward life and learning to learn</li> <li>• Grit, tenacity, perseverance and resilience</li> <li>• Empathy, compassion and integrity in action</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Communication designed for audience and impact</li> <li>• Message advocates a purpose and makes an impact</li> <li>• Reflection to further develop and improve communication</li> <li>• Voice and identity expressed to advance humanity</li> </ul>
<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• A global perspective</li> <li>• Commitment to human equity and well-being through empathy and compassion for diverse values and world views</li> <li>• Genuine interest in human and environmental sustainability</li> <li>• Solving ambiguous and complex problems in the real world to benefit citizens</li> </ul>	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>• Economic and social entrepreneurship</li> <li>• Asking the right inquiry questions</li> <li>• Pursuing and expressing novel ideas and solutions</li> <li>• Leadership to turn ideas into action</li> </ul>
<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Working interdependently as a team</li> <li>• Interpersonal and team-related skills</li> <li>• Social, emotional, and intercultural skills</li> <li>• Managing team dynamics and challenges</li> </ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Evaluating information and arguments</li> <li>• Making connections and identifying patterns</li> <li>• Meaningful knowledge construction</li> <li>• Experimenting, reflecting and taking action on ideas in the real world</li> </ul>

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## Four Elements of Learning Design

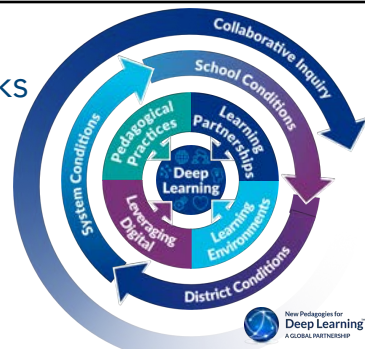


Dive into Deep Learning: Tools for Engagement, Quinn et al.(2020)

43

## How it Works

Framework and set of tools and processes



44

## 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



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## 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."

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## 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



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## Global Snapshot : Uruguay



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## Emergent Discoveries



- ▶ Helping humanity
- ▶ Life and learning merge
- ▶ Students as change agents
- ▶ Working with others is an intrinsic motivator
- ▶ Character, citizenship and creativity are catalytic
- ▶ Attack inequity with excellence



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## Attack Inequity

Attack inequity with excellence and the rest will be covered.

Don't dumb-down;  
Smarten-up.

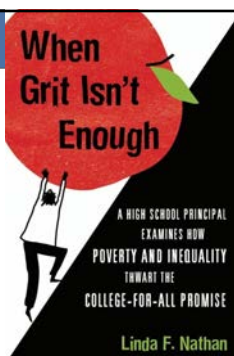


<https://www.thestar.com/news/cta/2016/09/05/welcome-to-a-new-class-of-international-students-starts-at-the-airport.html>

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## Quotes

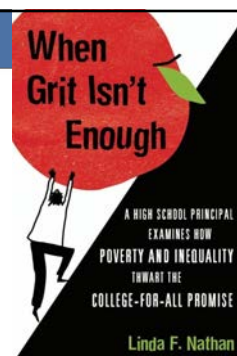
"It's frustrating to know that the kind of learning involved to pass standardized tests does not bolster students' sense of agency or belonging, and there is little room for the kind of learning that would — the kind where students deeply feel they can make change" (p. 158).



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## Quotes

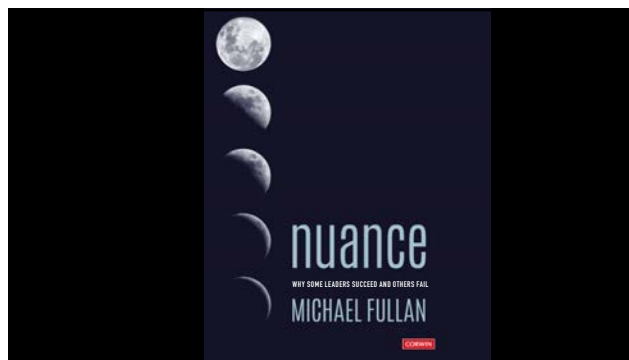
"When the emphasis on grit ends up as a stand-alone pedagogy, the context of students' family life and family circumstances is ignored" (p.76).



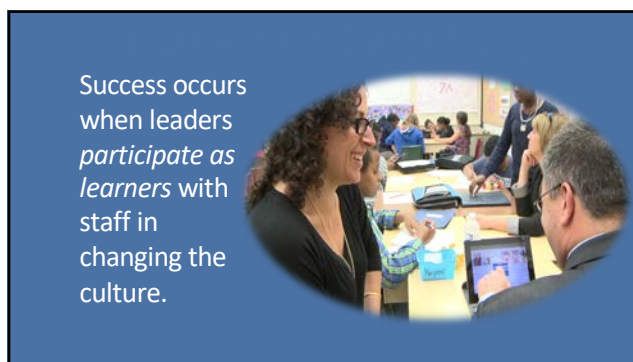
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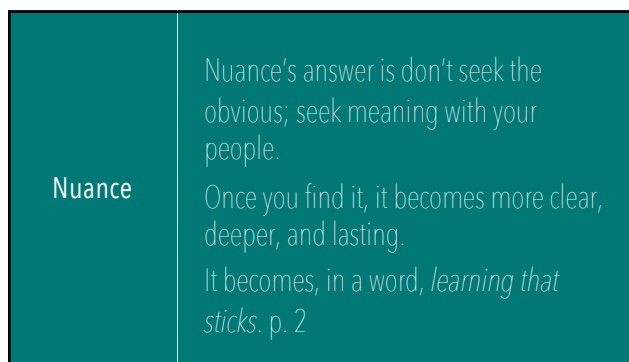
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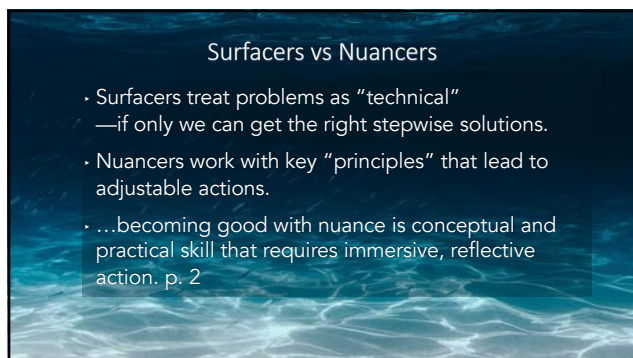
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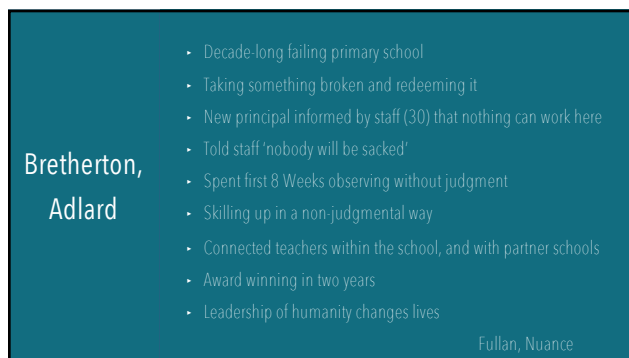
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59



60

...the more complex the problem, the more that people with the problem must be part of the solution. p. 9

**Nuance**




61

**THE JAC MODEL**

**J**ointly determined change


**A**daptability:  
learn and lead in equal measure

**C**ulture-Bound Accountability



62

**Jointly Determined Change**



...involves developing unity of purpose and action with those in the organization, pursuing and staying the course through continuous interaction. p. 13

63

**Jointly Determined Change**


Your job as leader is to be right at the end of the meeting, not at the beginning of the meeting.

It's your job to flush out all the facts, all the opinions...because you'll get measured on whether you made a good decision, not whether it was your idea at the beginning. (Bryant 2013) p. 16

64

**The Leader's Role in Jointly Determined Change**

The leader's job in the midst of detailed diversity is to help forge unity of purpose and action (a never-ending continuous process which, for me, is the essence of joint determination). p. 18



65

**Leader Learner Competencies**

- **Modeling Learning**
- **Shaping Culture**
- **Maximizing Learning**

**Task: Using Protocol 18, what competencies did you see in the case you examined?**

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### Leadership from the Middle

*A strategy that increases the capacity of the middle as it becomes a better partner laterally, upward and downward.*

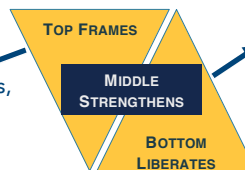


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### GENERAL PRINCIPLES:

**EXPLOIT UPWARD; LIBERATE DOWNWARD; LATERALIZE EVERYWHERE**

Shapes,  
Messaging,  
Invests, Interacts,  
Intervenes



Strengthens,  
Builds  
Capacity, Trusts  
and Interacts

Liberates as it interacts laterally and vertically

68

### Adaptability



Leonardo's learning motto was "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. p.71

69

### Nuanced Leaders

In short, adaptability subjects one's values and principles to a reality test whereby your stance as a learner enables you to test and refine what you know, indeed to learn completely new things. You shift course based on what you are learning. You then focus with renewed accuracy as you and the group push to new levels of accomplishment. p.72



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### Nuanced Leaders

- Nuance is deliberately seeking insight from not-so-obvious places. ....
- You are confident enough to be an expert about things you know, but humble enough to be an apprentice when you have something to learn from others.
- You are a learner and leader who commands respect because you listen, have good ideas, are willing to recalibrate, and learn to act by acting to learn. p.72
- Be an EXPERT and an APPRENTICE!

71

### Nuanced Leaders

You are confident enough to be an expert about things you know, but humble enough to be an apprentice when you have something to learn from others.

You are a learner and leader who commands respect because you listen, have good ideas, are willing to recalibrate, and learn to act by acting to learn. p.72



72



### Nuanced Leaders

You are a learner and leader who commands respect because you listen, have good ideas, are willing to recalibrate, and learn to act by acting to learn. p.72



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### Nuance: Culture-based Accountability

#### Trust and Interact



74

### Conditions for Internal Accountability

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

75

### Nuanced Leaders

- Have a curiosity about what is possible
- Are open and connect to people
- Loyal to a better future
- See below the surface
- Teach
- Change people's emotions not minds
- Foster sinews of success
- Are humble
- Determined for the group to be successful
- Are proud to celebrate successes
- Courageously and relentlessly committed to changing the system for the betterment of humanity

—Fullan, Nuance, 2019, P. 112

76

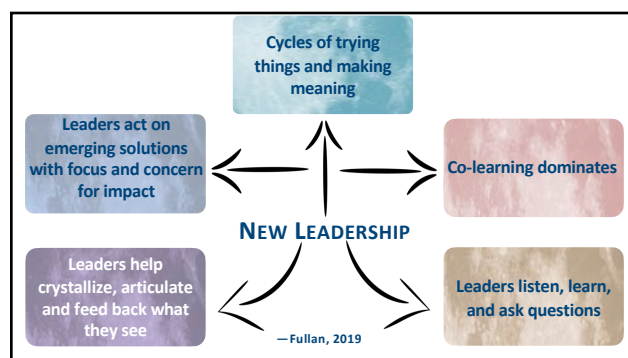
### Breakthrough Leadership

- Respect and reject the status quo
- Be an expert and an apprentice
- Experiment and commit



—Roger Martin & Sally Osberg, 2015

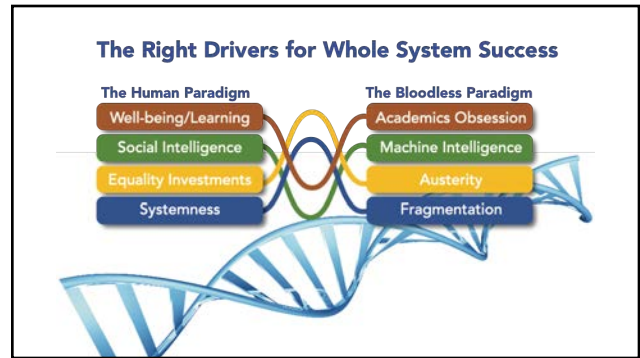
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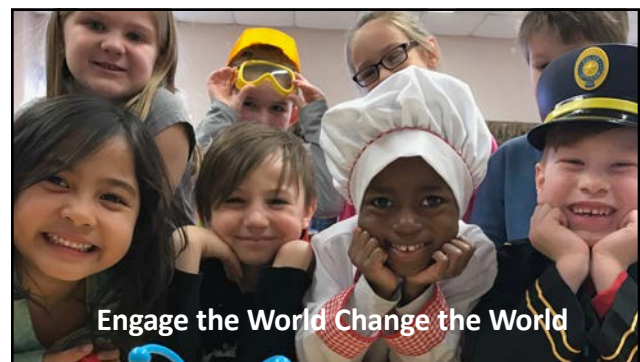
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