CHANGE
making it happen in your school and system

Achieving Whole System Reform
and the
Moral Imperative Realized

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2012

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Outline

- Moral Imperative Realized

- Beware of Wrong Drivers

- Focus on right drivers:
  Whole System Reform (All Systems Go)
  based on Capacity Building

The Moral Imperative Realized

Moral Imperative

- My moral imperative is....

- How does my moral imperative link to the school/system moral imperative....

- What is the evidence that my moral imperative is being realized...

- Next steps: What more could I do to realize my moral imperative in my school AND system...

Choosing the
Wrong/Right Drivers

Four Criteria

1. Foster intrinsic motivation

2. Engage teachers and students in continuous improvement

3. Inspires collective or teamwork

4. Affects all teachers and students

A Driver

- A policy and associated set of strategies that are designed to effect positively 'whole system reform'.

- A wrong driver is one that all evidence points to the fact that it does not have a positive effect

- A right driver is one that the evidence confirms that it does have the desired effect

Wrong vs Right Drivers:
A Matter of Right Brain

| Accountability	Capacity building
Individual teacher and leadership quality	Collaborative work
Technology	Pedagogy
Fragment strategies	Systemness'

Good Accountability

- A function of good data, used as a strategy for improvement

- Non-judgmentalism

- Widespread transparency

- All of which produces strong 'internal accountability' which in turn produces strong public accountability

- We fuse assessment and instruction

Capacity Building

- **Focus on the development of individual and collective competencies essential for improvement at school and district levels.**
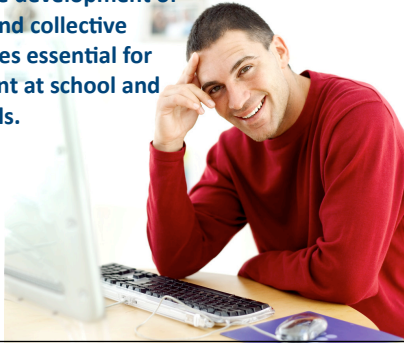
Human vs Social Capital

- **Team work trumps individual work (do both)**

- **Be careful: focusing on school principal competencies and professional development of teachers is NOT the driver (it is an enabler)**

- **'Learning is the work' is the driver, not personnel decisions**

Technology vs Pedagogy

- **Technology is seductive**

- **It outraces pedagogy every time**

- **The digital revolution is now unstoppable: Technology for learning becomes 24/7; roles of student and teacher are flipped**

Fragmented vs Systemic

- It's a system thing

- You need inspirational focus, good diagnosis and a coherent plan of action (the latter based on the four right drivers, using the so called wrong drivers judiciously)

—Mourshed, et al, 2010

Debrief

- What idea so far best resonated or connected for you (the Aha question)?

- What question/puzzle remains foremost on your mind about school and whole system reform (the Worry list question)?

All Systems Go: Ontario Case

- 13 Million People

- 2 Million Students

- 4,000 Elementary Schools

- 900 Secondary Schools

- 72 Districts

Ontario 2004 vs 2012

- **Literacy and Numeracy Deeply Defined**
  54% vs 70%

- **High School Graduation**
  68% vs 82%

- **Fragmentation vs Cohesion (deep ownership)**

Coherence Making

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

- **System coherence is about *shared mindsets.***

- **A tool is only as good as the mindset using it.**

Elements of Coherence

- **A small number of ambitious goals**

- **A focus on instruction and the student achievement agenda**

- **Continuous capacity building around that agenda**

- **Cultivation of 'systemness' on the part of all**

Strategies for Coherence

- Finessing school and district energies: mutual allegiance and collaborative competition

- Learning from implementation during implementation

- Changing the culture of the district

- Handling distractors: activity trap et al

- Exploit public policy

Impact of Coherence

- Focus/Consistency

- Sustained attention on improved practice

- Multiple reinforcing energies to get results

- Better performance

- Large numbers of people talk the walk as they walk the talk

Whole System Reform/ASG

- Relentless focused leadership at the center
- A small number of ambitious goals
- A positive stance with respect to the sector
- A core strategy of capacity building
- Transparent use of evidence, data
- Learning from implementation with lateral and vertical dissemination
- Fostering Leadership at all levels

Stripped down version

- High expectations and assertiveness from the center

- A spirit of respect and partnership with the sector

- Obsession with implementation, spread of good practice, monitoring and corrections

District Reform

- Whole system reform concepts apply

- Define it as changing the culture of the district not just the school

- Horizontal as well as vertical

- We-we: enlarged sense of identity

- Collaborative competition

Freewrite

- Take a piece of paper and write down what action you are going to take as a result of this session/ What idea are you going to follow up into action.