CHOOSING THE RIGHT DRIVERS
Building Collective Capacity

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Promoting a National Professional
Learning System: A Call to Action

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Welcome to Moral Imperative Realized

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Whole System Reform

★ Derived from England's literacy numeracy reform 1997-2002

★ No: obsession with targets; punitive accountability

★ Yes: Focus; capacity building

★ Ontario 2003+
13 million people
5,000 schools
72 districts

What we learned NOT to do from England

★ Obsess on targets and testing

★ Use punitive accountability

What we DID learn from England

★ Focus, focus, focus

★ Invest in capacity building

Key New Watchwords

★ FACES — Putting a human face on data

★ Impressive empathy — Having understanding for someone who is 'in your way'

★ Practice drives practice — Leaders take control of their own situation

★ Realized — A positive outcome that generates commitment to do more

★ Simplexity — A small number of key reform factors (the simple part) that need to gel (the complex part) to get success

Ontario Results

★ 4,000 elementary schools from 54-69% (high proficiency in literacy and numeracy)

★ 900 secondary schools from 68-81% (high school graduation)

★ Next step: Going deeper in early learning, student engagement, collective teaching profession, and higher order skills for all.

Wrong Driver/ Right Driver

★ Wrong: A deliberate policy force that has little chance of achieving the desired results.

★ Right: A policy force that does achieve the desired results.

Wrong vs Right Drivers

★ Accountability vs Capacity Building

★ Individual vs Teamwork

★ Technology vs Pedagogy

★ Piecemeal vs Systemic

—Fullan, 2011

Four Criteria:
Do Drivers

★ Foster intrinsic motivation of teachers and students

★ Engage educators and students in continuous improvement of instruction and learning

★ Inspire collective or team work

★ Affect all teachers and students— 100% (whole system reform)

The Culprits

★ External Accountability: Using test results and teacher appraisal to reward or punish teachers and schools (vs capacity building)

★ Individual Teacher and Leadership Quality: Promoting individual (vs group) solutions

★ Technology: Investing and assuming that the wonders of the digital world will carry the day (vs instruction)

★ Fragmented Strategies: Ad hoc, piecemeal initiatives (vs integrated or systemic)

Not Forever Wrong

★ It is a question of sequence

★ Wrong drivers, right enablers (mostly)

The US

★ World class standards

★ A robust assessment system that tracks student achievement and teacher effectiveness

★ Improving teacher and principal quality through recruitment, training and recording excellence

★ Turning around the 5000 worse-performing schools (out of 100,00)

External Accountability

★ No system in the world has ever achieved whole system reform by LEADING with accountability

Why do these not work as drivers ?

★ Professional development

★ Teacher appraisal

★ Merit pay

★ Leadership competency frameworks

Because

★ The real driver is culture (learning is the work)

★ Key idea: social not just individual capital

Accountability vs Professional Learning Interventions

★ Poor to adequate (50-50%)

★ Fair to good (45-55%)

★ Good to great (33-67)

★ Great to excellent (22-78%)

—Mourshed, et al, 2010

Good Accountability

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

★ Non-judgmentalism (tricky concept)

★ Widespread transparency

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

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

The Moral Imperative Realized

Moral Imperative Realized

★ Realizing success causes increased moral imperative as much as the reverse does.

AITSL Charter

★ Tendency for individualistic pieces to prevail

★ Vision more than diagnosis and theory of action

It's the Culture, Stupid

★ The values, norms, skills, practices and relationships in the organization or system

★ Throw a good appraisal system in a negative culture and you will get nothing but increased alienation

System Example—Senior Policy Maker: Deputy Minister
(right drivers in action)

1. Small number of ambitious goals

2. A positive stance on improving all schools

3. Emphasis on capacity building with a focus on results

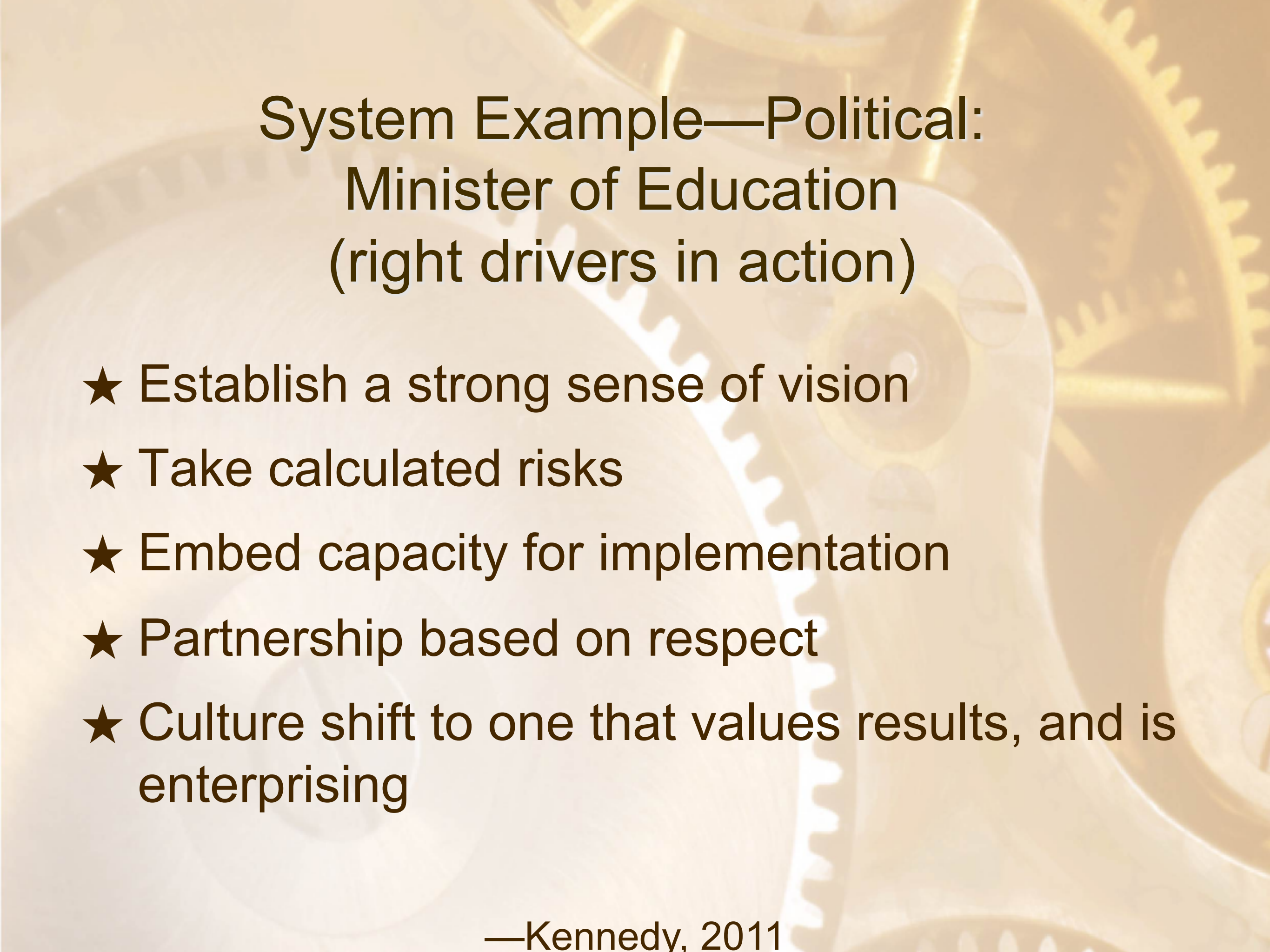4. Multi-level engagement with strong leadership and a guiding coalition

—Levin, in press

System Example—Senior Policy Maker: Deputy Minister
(right drivers in action)

5. Effective use of research and data

6. A focus on key strategies while managing other issues

7. Effective use of resources

8. System infrastructure to
   a) focus on implementation of the task, and
   b) lead and support the change process

—Levin, in press

System Example—Political: Minister of Education (right drivers in action)

★ Establish a strong sense of vision

★ Take calculated risks

★ Embed capacity for implementation

★ Partnership based on respect

★ Culture shift to one that values results, and is enterprising

—Kennedy, 2011

Instructions

1. Select an MIR learning log partner

2. Each of you fill out the personal reflections chart

3. Discuss

Personal Reflections
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 'realized'? Describe two specific strategies/processes.s
Next Steps; What more could I do to realize the moral imperative in my school **and** in the system?

21st Century Skills

★ Too vague

★ Little knowledge of 'how to get there'

★ Little notion of what 'there' even looks like.

Prodigious Pedagogy

★ Deeply ENGAGING

★ PRECISION of practice

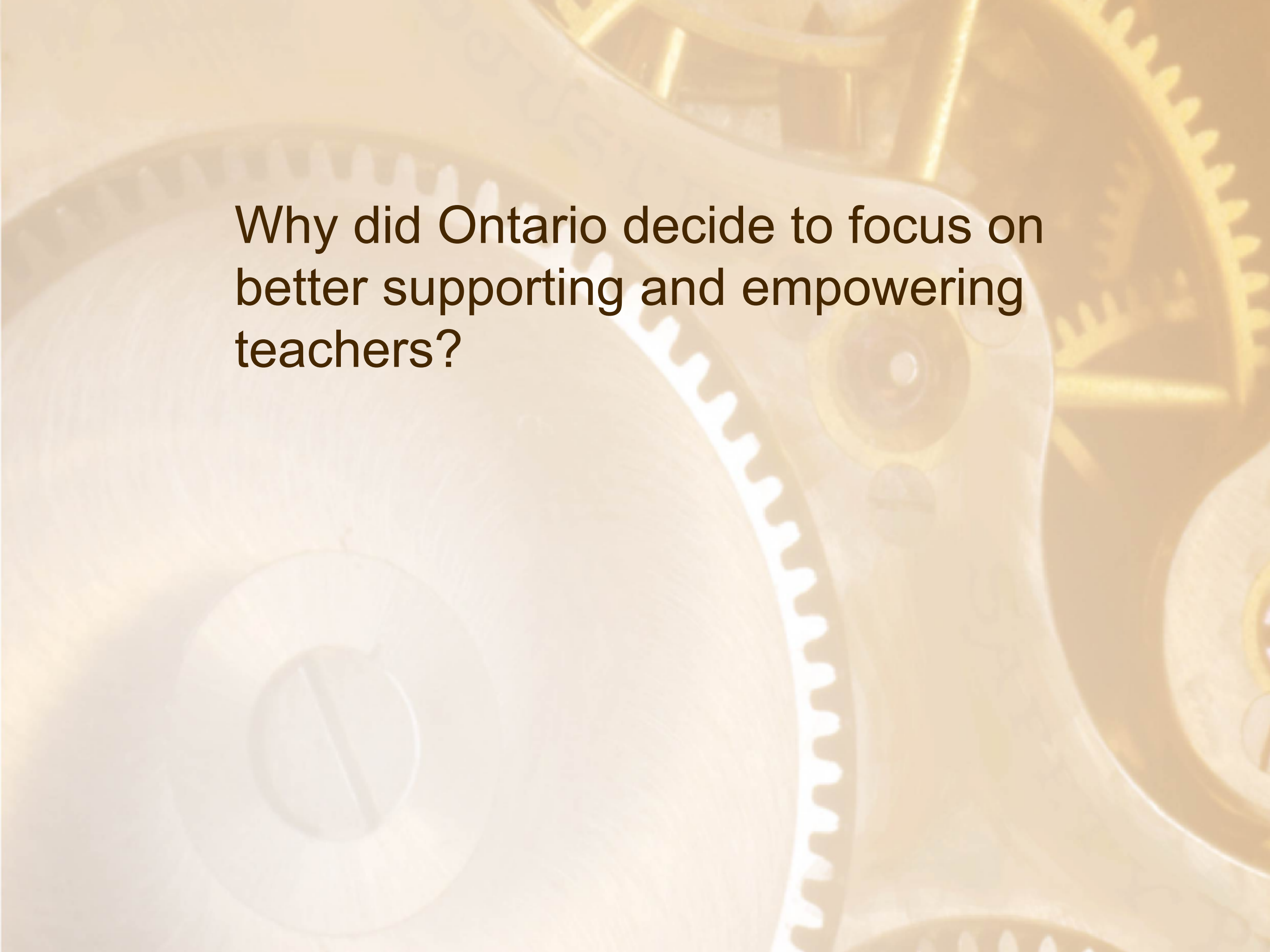★ HIGH YIELD

★ HIGHER ORDER skills

Big Solution: Integrate

★ Technology
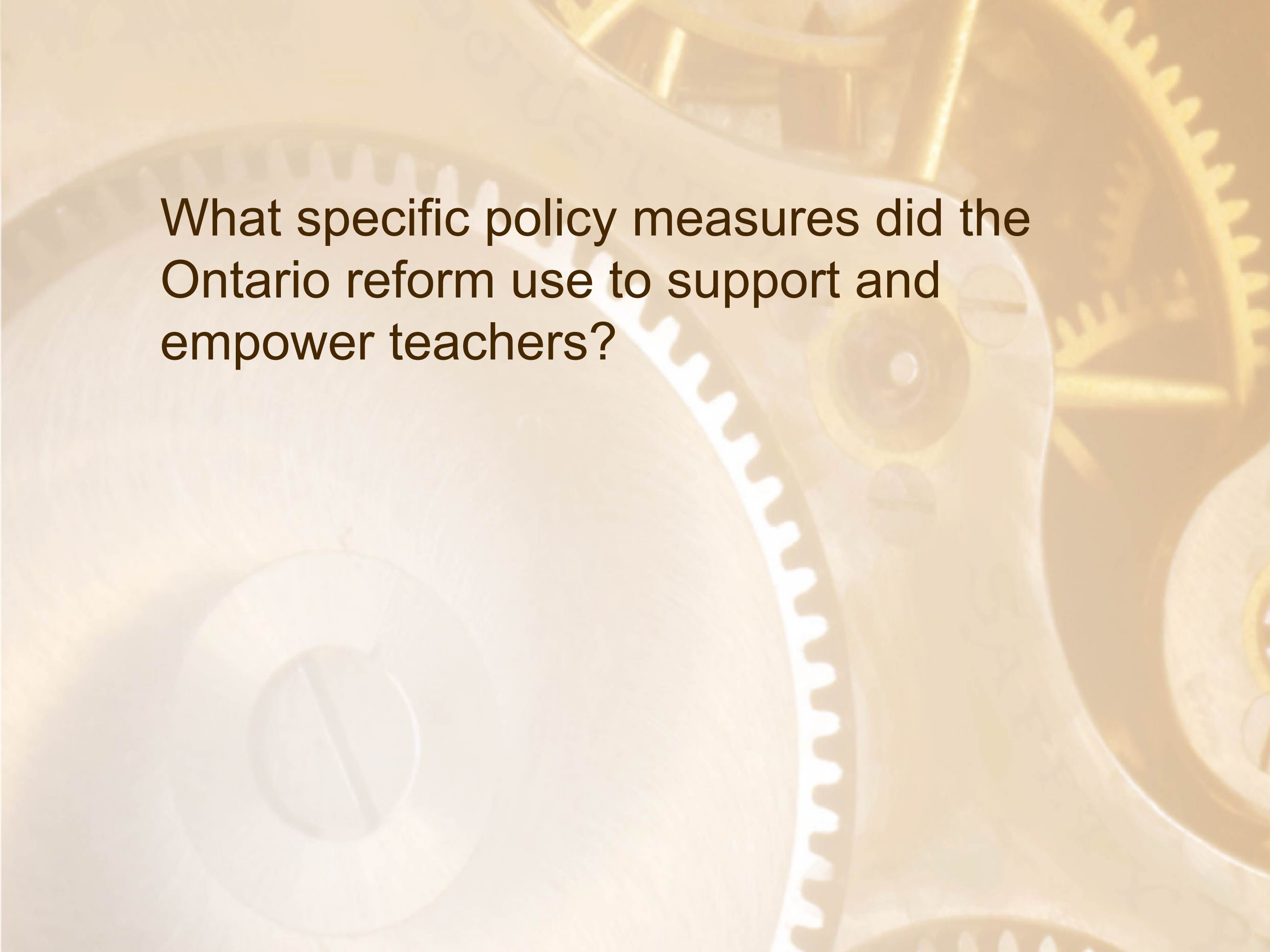
★ Pedagogy

★ Change knowledge

District-Wide Reform

★ Change in district culture not just school culture

★ Small number of core priorities relentlessly pursued

★ Guiding coalition with a partnership modus operandi

★ Data driven instructional focus

★ Risk-taking non-judgmentalism combined with transparency of practice and results

★ Principals as instructional leaders

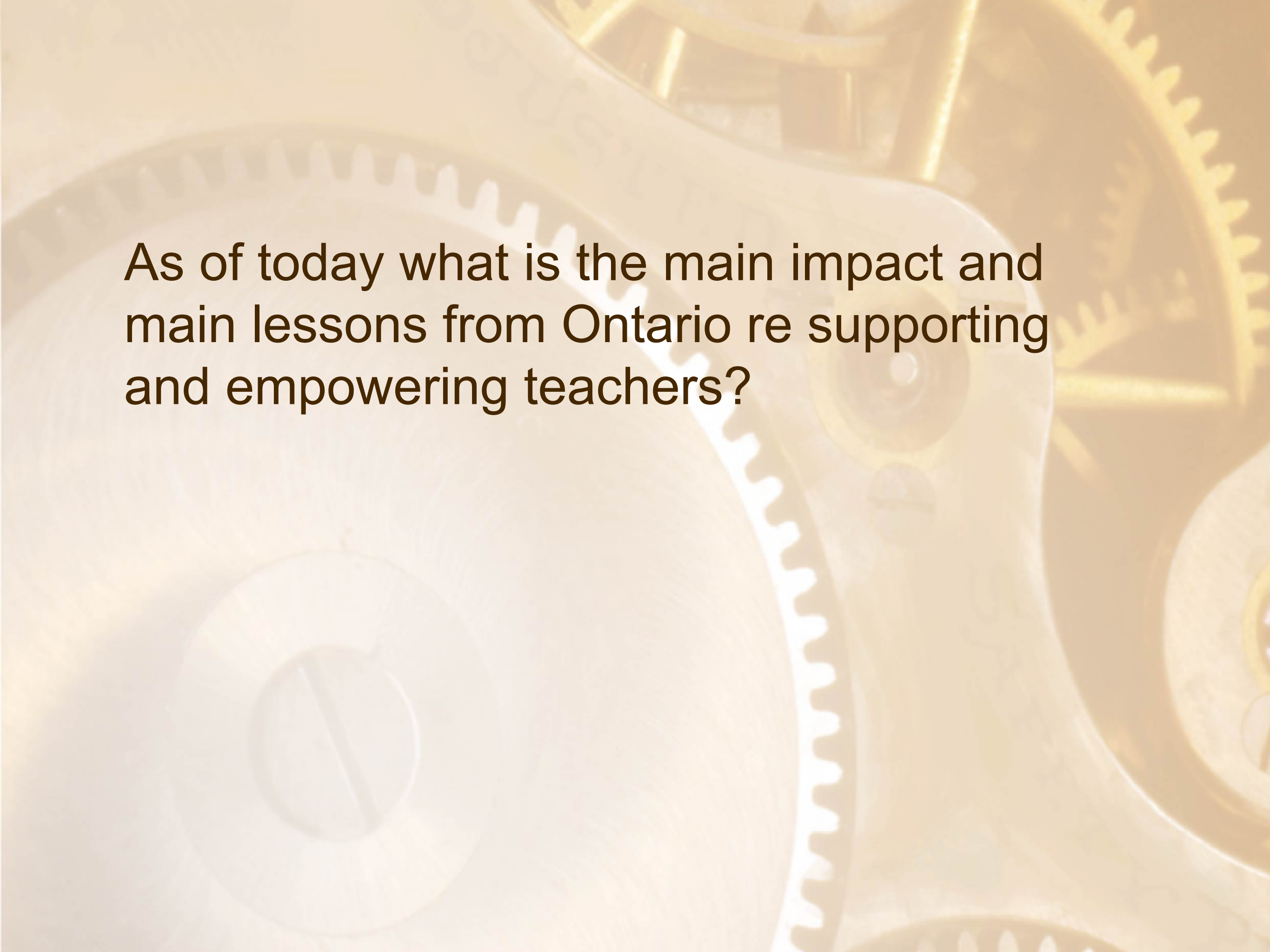★ Mutual allegiance and competition

Leadership (ML/Madcap)

★ Good innovations

★ Quality implementation

★ System-wide focus

Why did Ontario decide to focus on better supporting and empowering teachers?

What specific policy measures did the Ontario reform use to support and empower teachers?

As of today what is the main impact and main lessons from Ontario re supporting and empowering teachers?