



Turning Systemness on its Head

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Presentation to ADES Conference
Scotland.

Nov 7, 2024

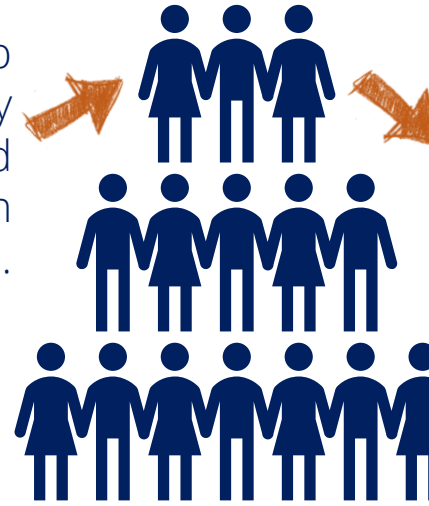
SECTION 1:

The Rise and Stall of System Reform 1965-2024



Change the Way We Change

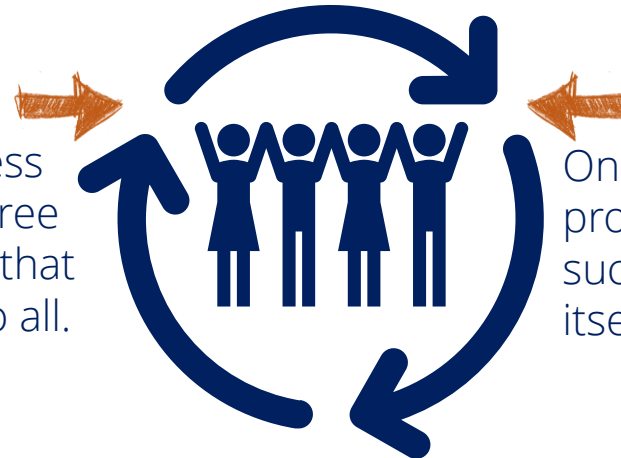
Those at the top
don't know why
their policies and
strategies fail on
the ground.



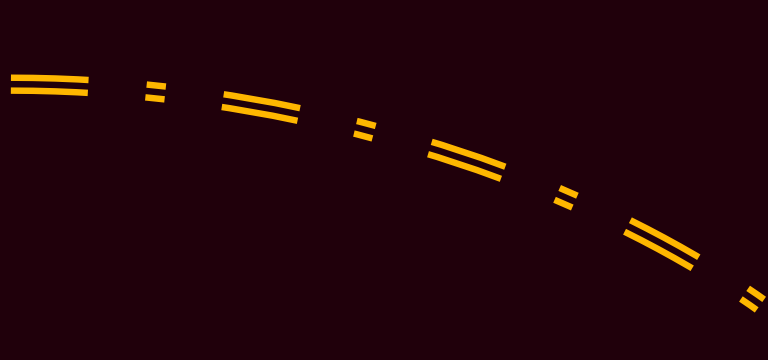
Consequently,
they can't figure
out what to do
differently.

But ... We now know enough
to change how we change:

The new process
requires a degree
of 'complexity' that
is accessible to all.



Once started the new
process will accelerate
success serving to propel
itself continuously.



The New Meaning *of* Educational Change

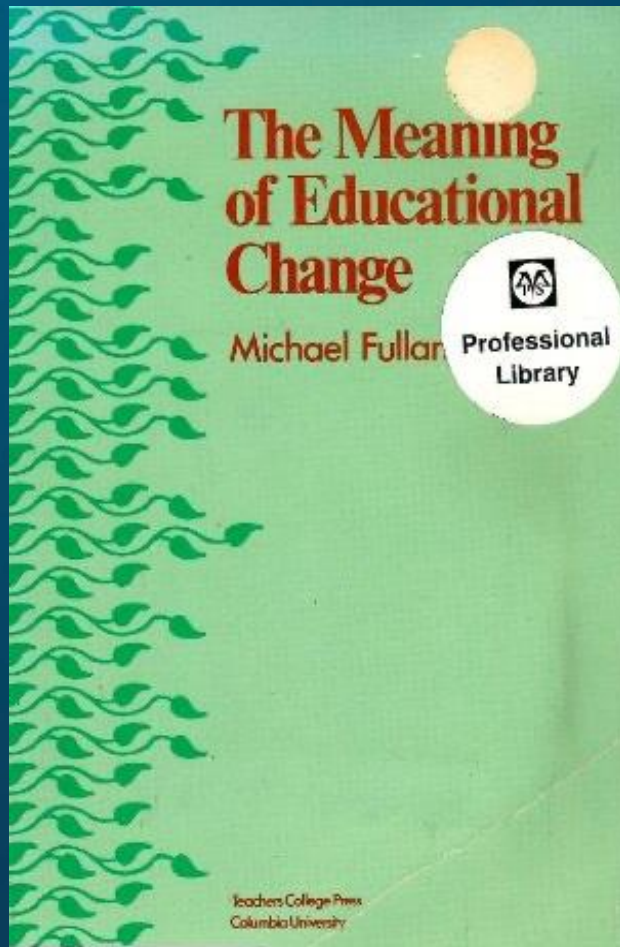
SIXTH EDITION

Michael Fullan

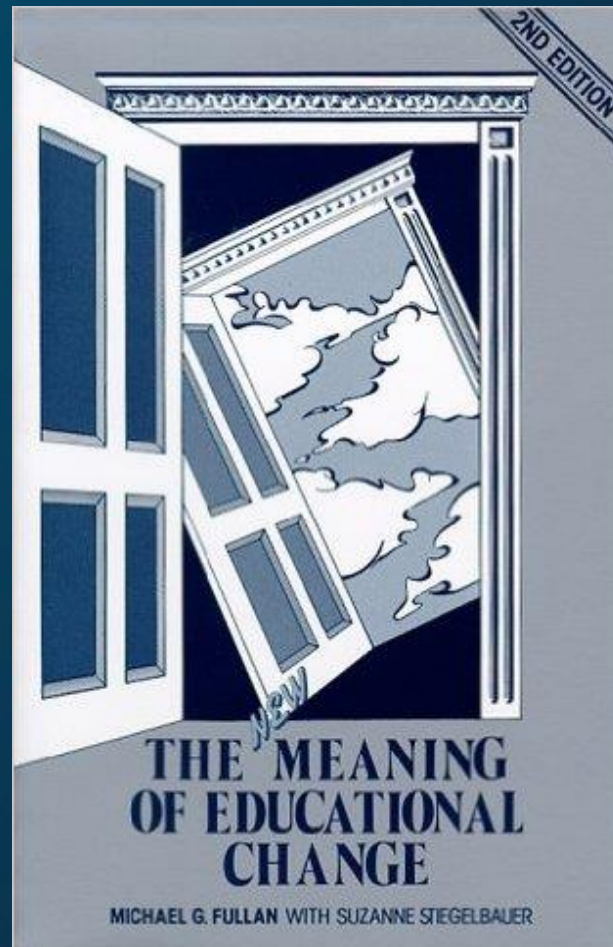


1965-1999: Superficial Attempts at Whole System Change

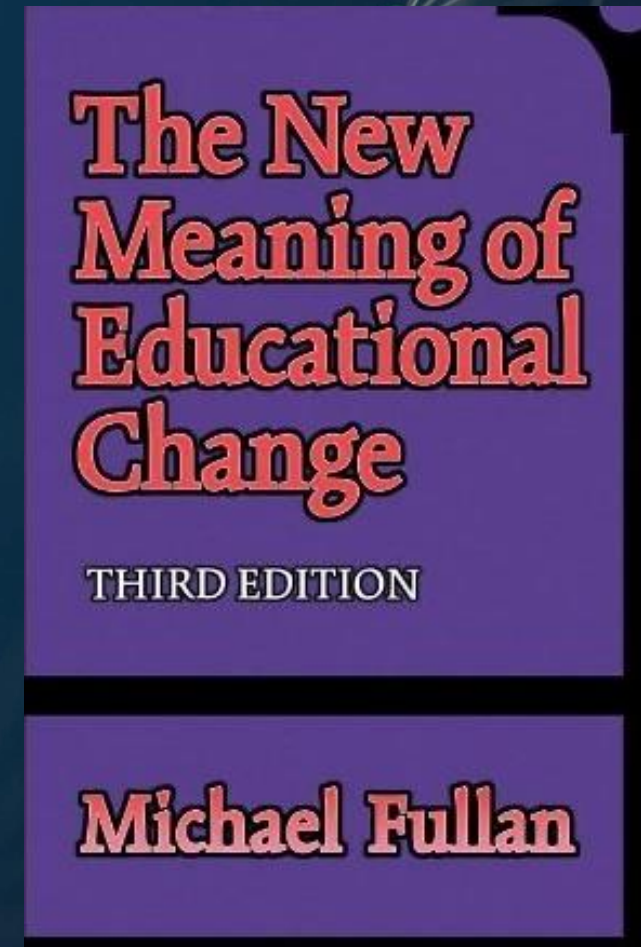
1982



1991

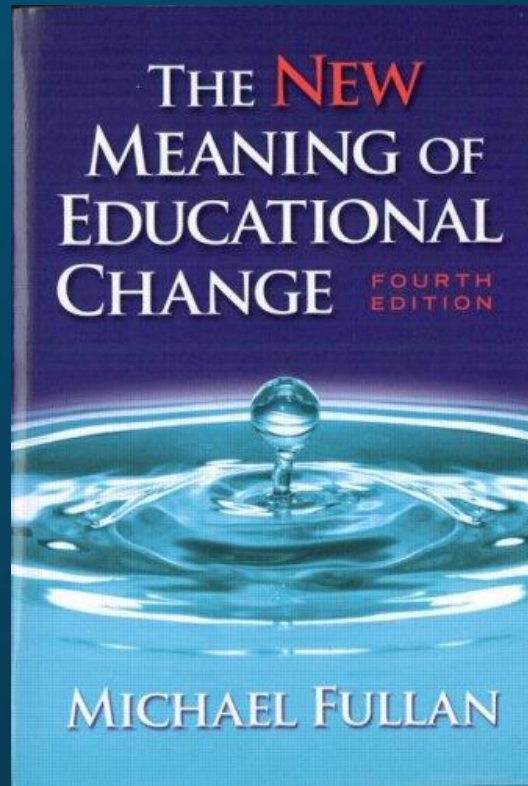


2001

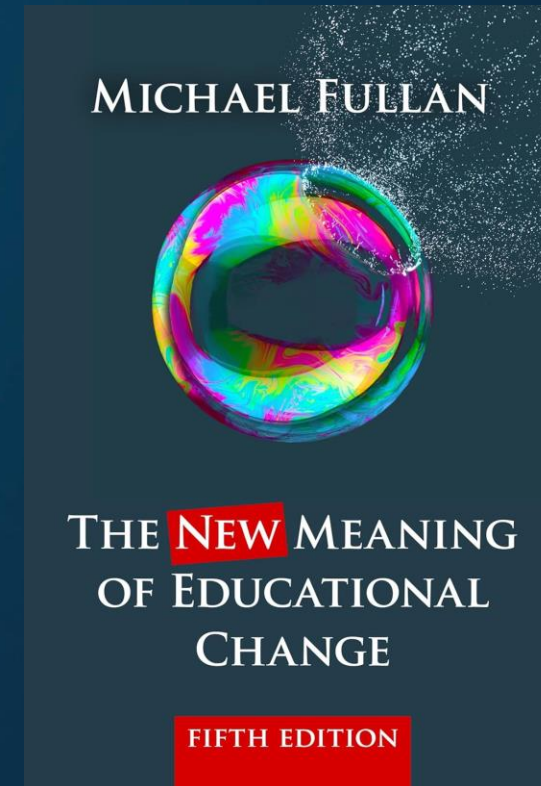


2000-Present: The Persistent Failure of Whole System Change

2007



2016



2017-2024, NMEC, 6th Edition: Lost Purpose and Rude Awakening

Decline of Esprit de Corps

2025

The New
Meaning of
Educational
Change



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Famous Last Words: Richard Elmore

A stalwart of positive change, immersed in deep quality change from 1990-2021, Elmore concluded in the last public interview of his life (January 2021):

“We have created institutions [school systems] that are becoming obsolete...I don’t think that people are going to stand

2017-2024, NMEC, 6th

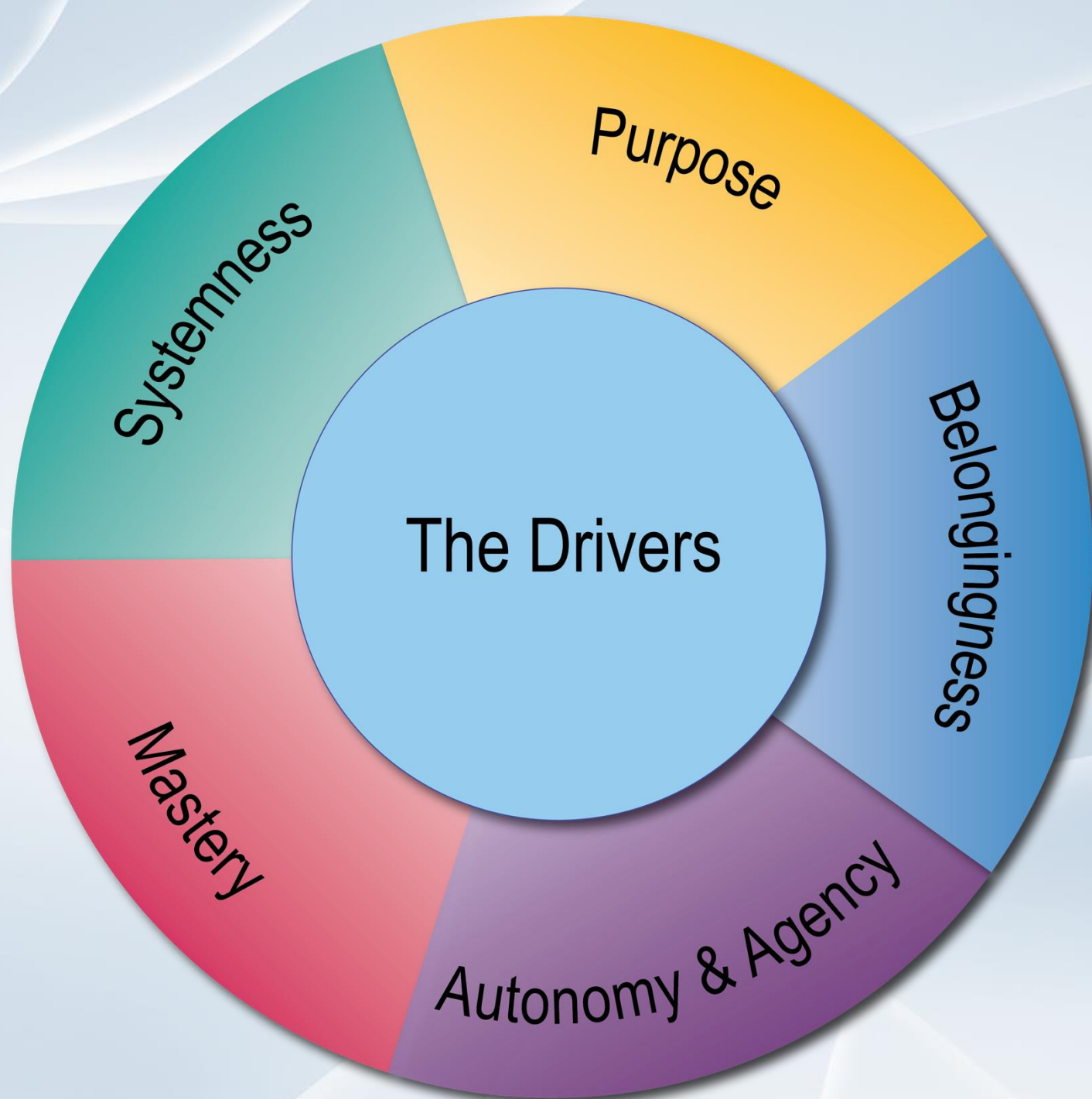
System change, as we have been doing it all of this century, cannot be successful:

- i. Because it cannot be done from the top (it is now too complex; and no government lasts long enough to complete the task).
- ii. The goals of education required for system success in this century have become too deep to be led from the top.
- iii. In complex societies you can't reach kids from the top.

SECTION 2:

Transforming Learning Systems 2025 Onward





The Loss of Purpose in Public Education



- ▶ All of this century, and before, the percentage of students that find public education worthwhile has been dwindling.
- ▶ Barely 20% find education worthwhile as they advance up the grades.



Internal to one's group
(eg. intra-school; district)

Connected Learning: Go Outside to Learn Inside

External Vertically
(schools-district;
districts-state)

External Laterally
(schools, districts learning
from each other, consortia,
national/international)



The Challenge: Students
Effective *In Society*
Effective *For Society*

Systemness:

One's awareness, commitment, and action to change your level (bottom, middle or top) while you engage the other two levels.

—Fullan 2024

System Change: *A New Approach*

Build the Base
(Students and
Local Community)

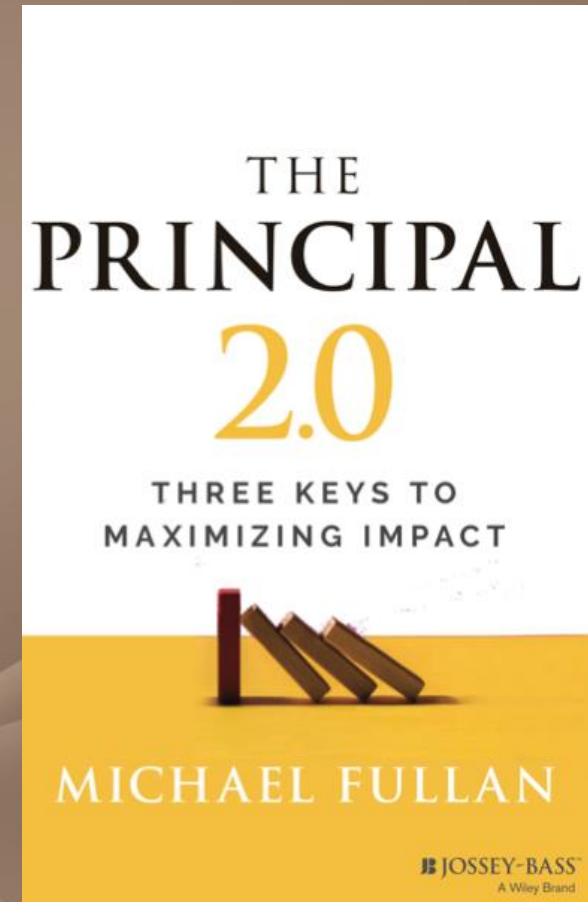
Mobilize the Middle
(Regional)

Intrigue the Top
(Policymakers)

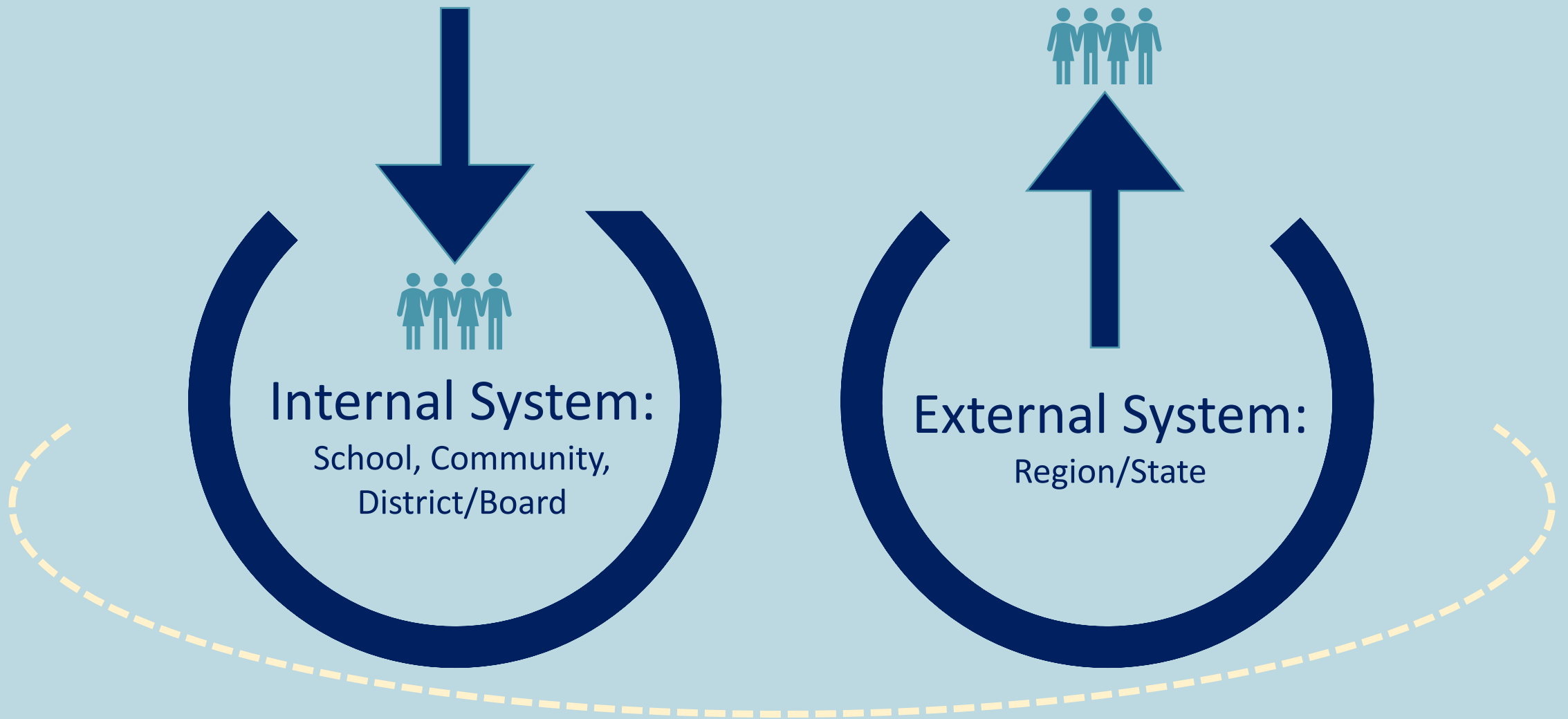
—Fullan 2023

The Role of the Principal 2.0

To develop the 'internal system' with teachers, students, parents (and possibly the district) vis-à-vis 'the 'external system'.



Make the Internal System the Driver



New Vibrations: The Centre of Gravity Shifts to Student, Teacher, Principal, Community





Strange Attractors:
AI and Shared Humanity.

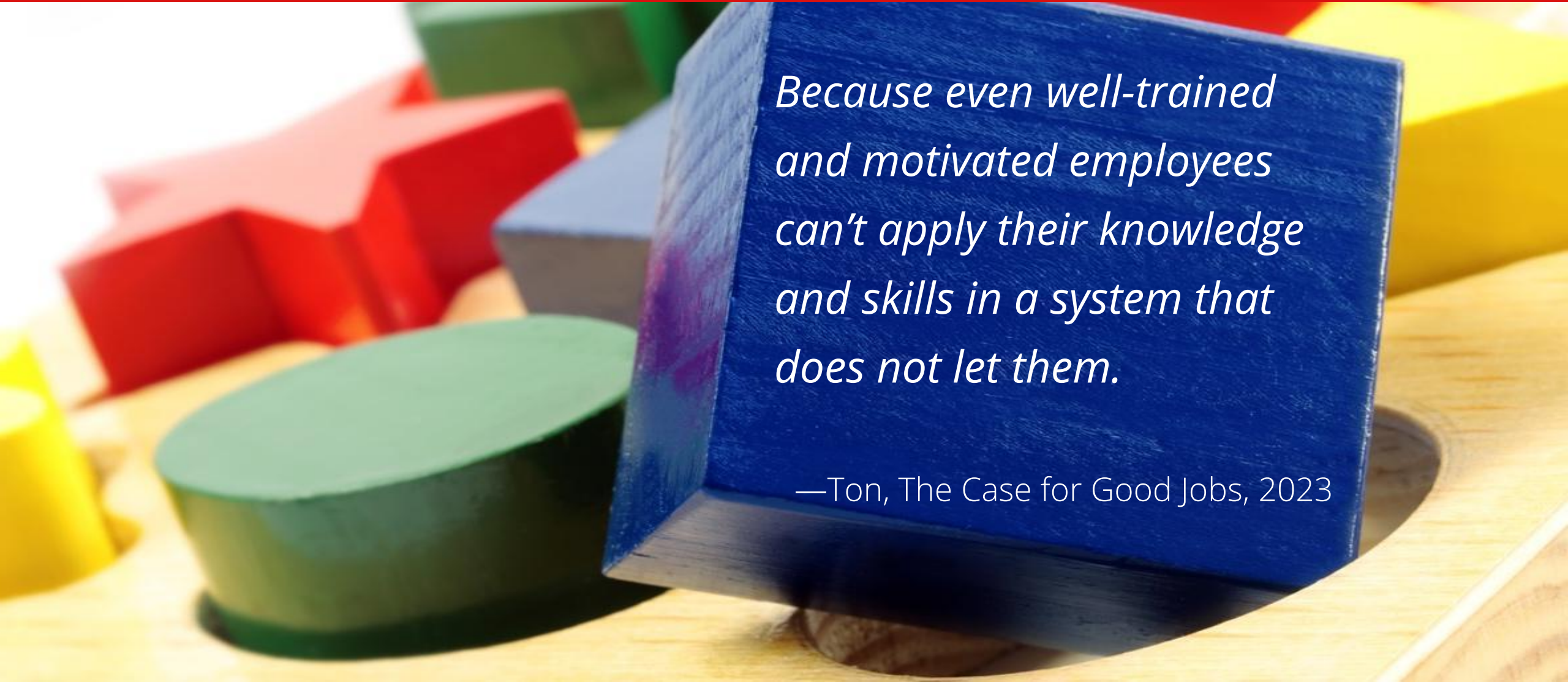
AI Made Humans Think Again!

What doesn't work:

- ▶ Moral exhortation
- ▶ Research evidence
- ▶ Episodic PD




PD as a change strategy does not work! How is that possible?



*Because even well-trained
and motivated employees
can't apply their knowledge
and skills in a system that
does not let them.*

—Ton, The Case for Good Jobs, 2023

First you need to improve
the daily culture so that PD can work!



*It is what happens
between PD sessions
that counts.*

—Fullan, 2024

What does work:

Give people new experiences in relatively non-threatening circumstances, with help from peers and leaders to identify and develop effective practices.



Culture of Accountability: Internal Strength, External Presence

- ▶ Internal Accountability: Built into the culture (transparency, specificity, non-judgementalism, proactive stance to external accountability)
- ▶ External Accountability: Limited value when internal accountability is weak



“

- ▶ The goal of management is to forge unity not uniformity.
- ▶ To have 'power with' not 'power over'
- ▶ The role of leaders is to “produce other leaders

”

MARY PARKER FOLLETT 1925





New Paradigm for Learning

Transformative Success
+
Transformative Accountability



Specificity of Practice +
A culture of Interaction +
Transparency of Ongoing Results +
Voluntarism of New Action



Six Global Competencies for Deep Learning

Deep Learning is the process of developing the 6 Global competencies



Character/Compassion

- 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
- 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



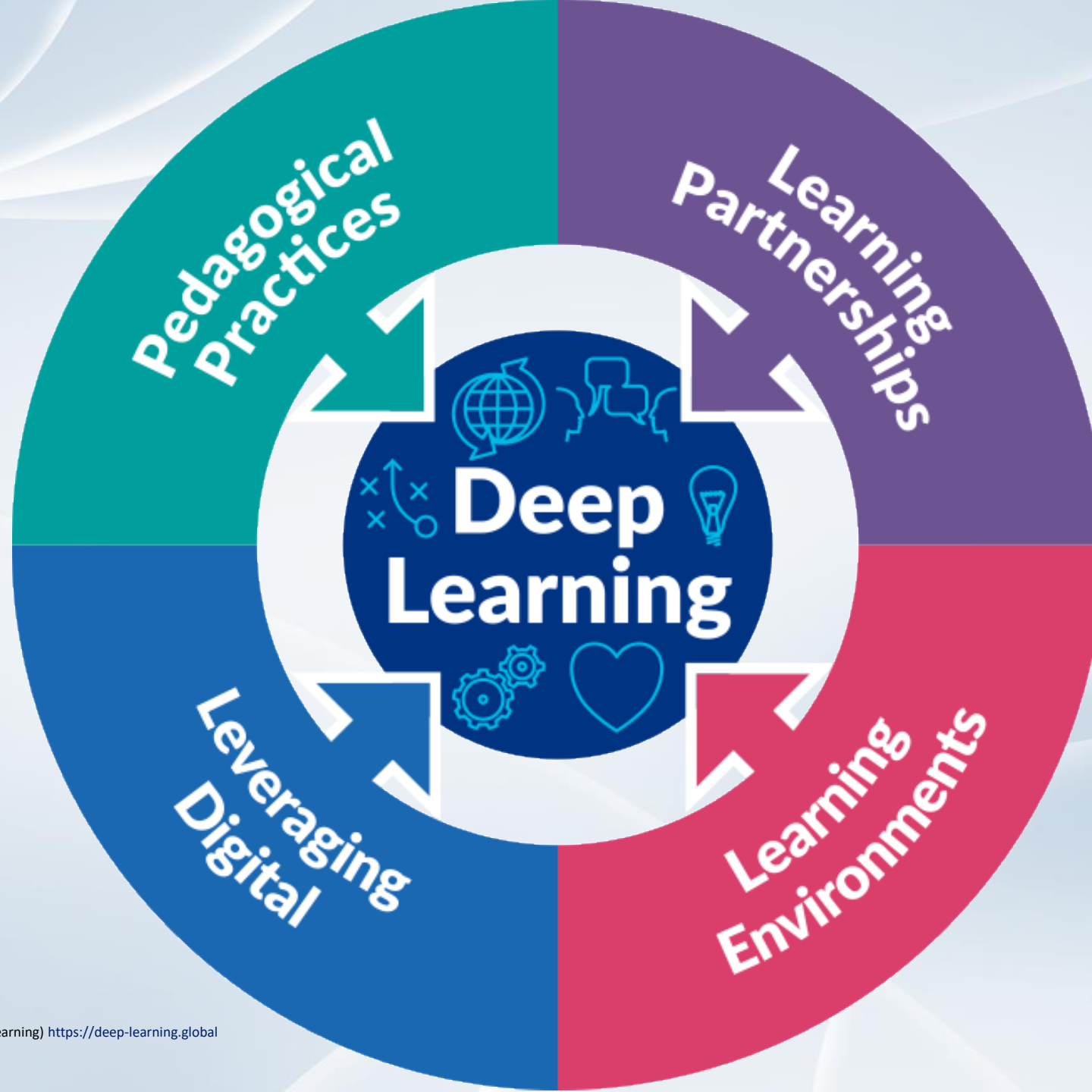
Creativity

- 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



Change Process Reminders

Students and
Teachers as
Co-Learners
and Co-Pilots

Mobilization of
All Learners
(Equity)


Vertical and
Lateral
Learning
Cultures

Developing
Leadership re
Core
Innovations



SECTION 3:

Reflections on Scotland et al



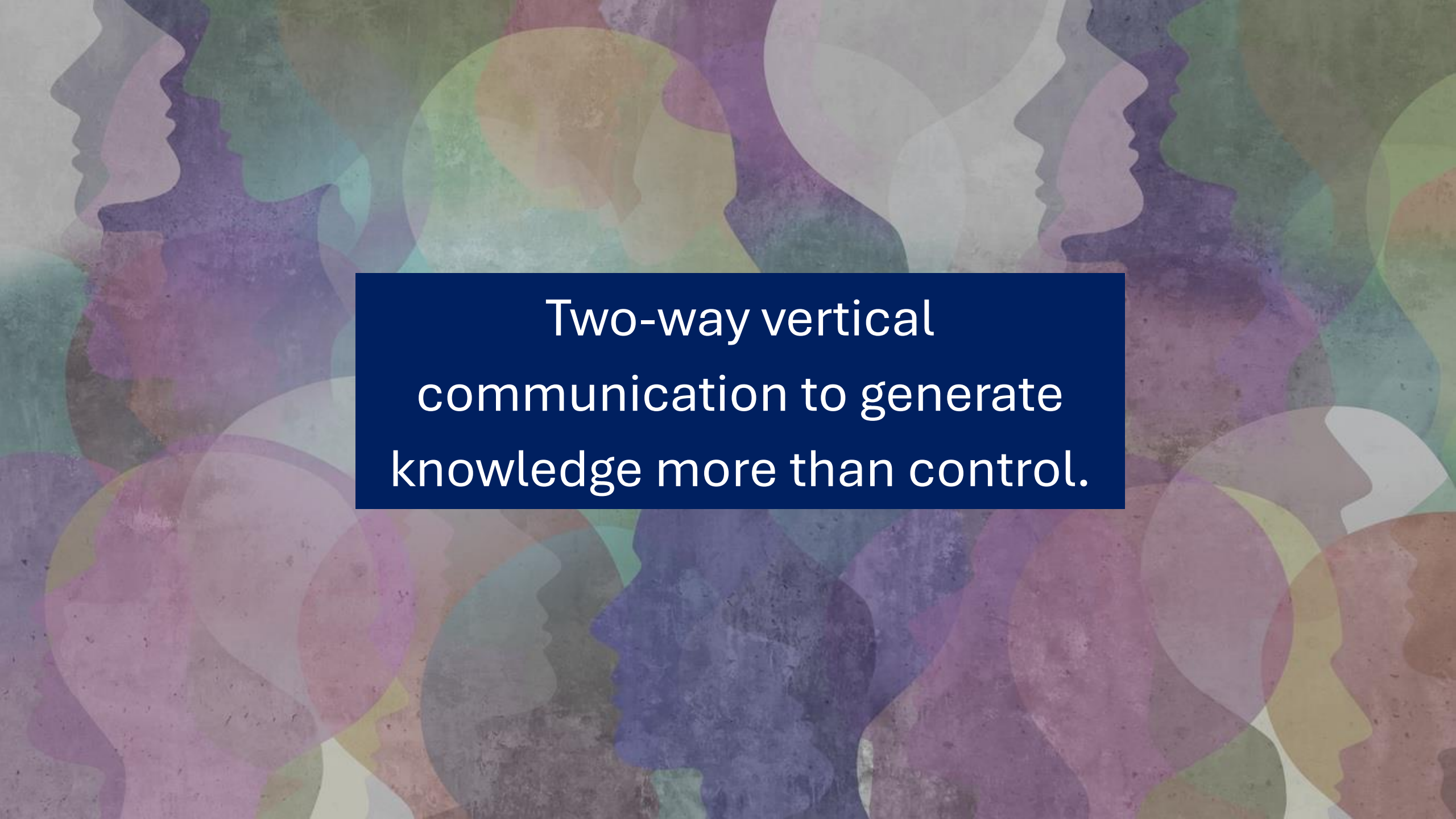
Too much to
remember for the
average implementer.

Need for
centre of
gravity that
features
proximity to
practice
(ADES
Quads+)



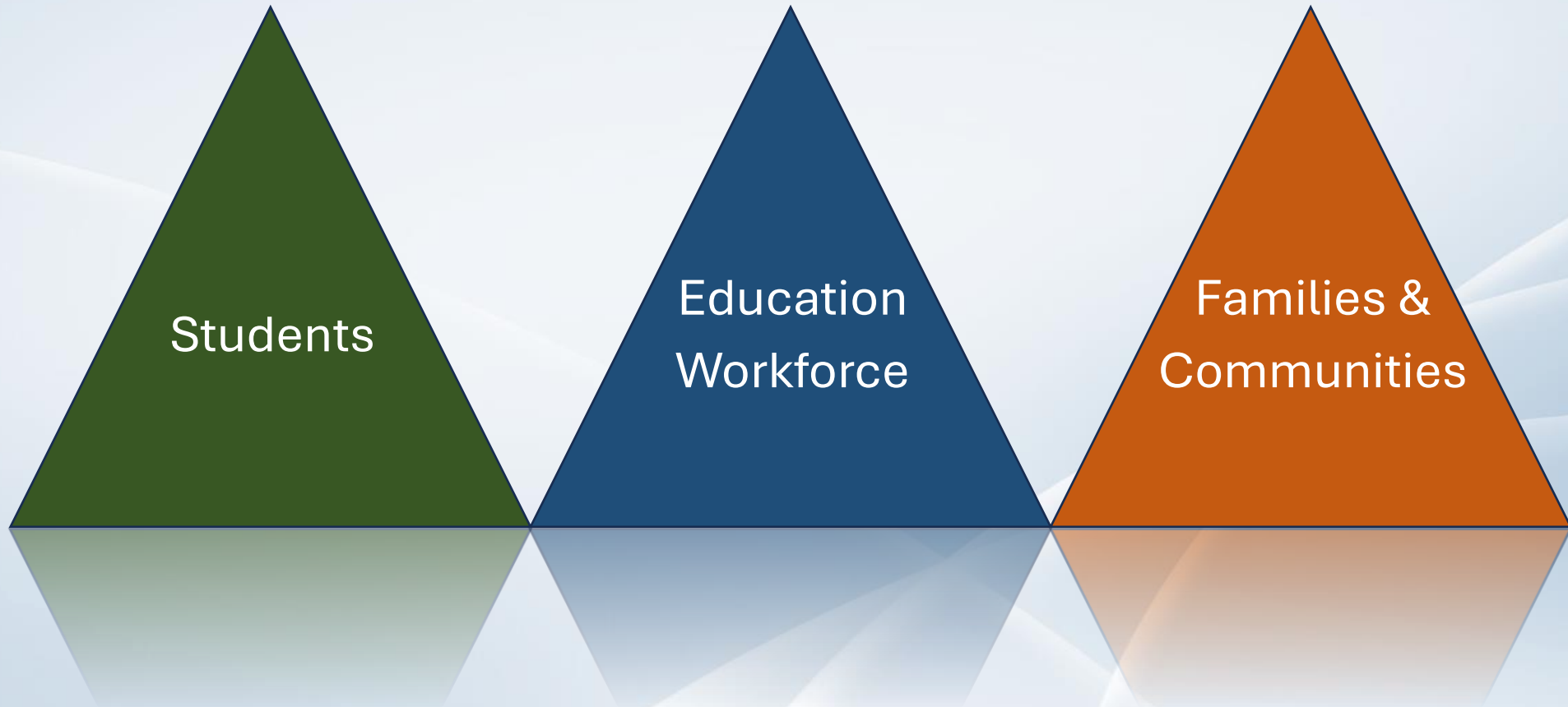
Lateral interaction at the
level of implementation is key.



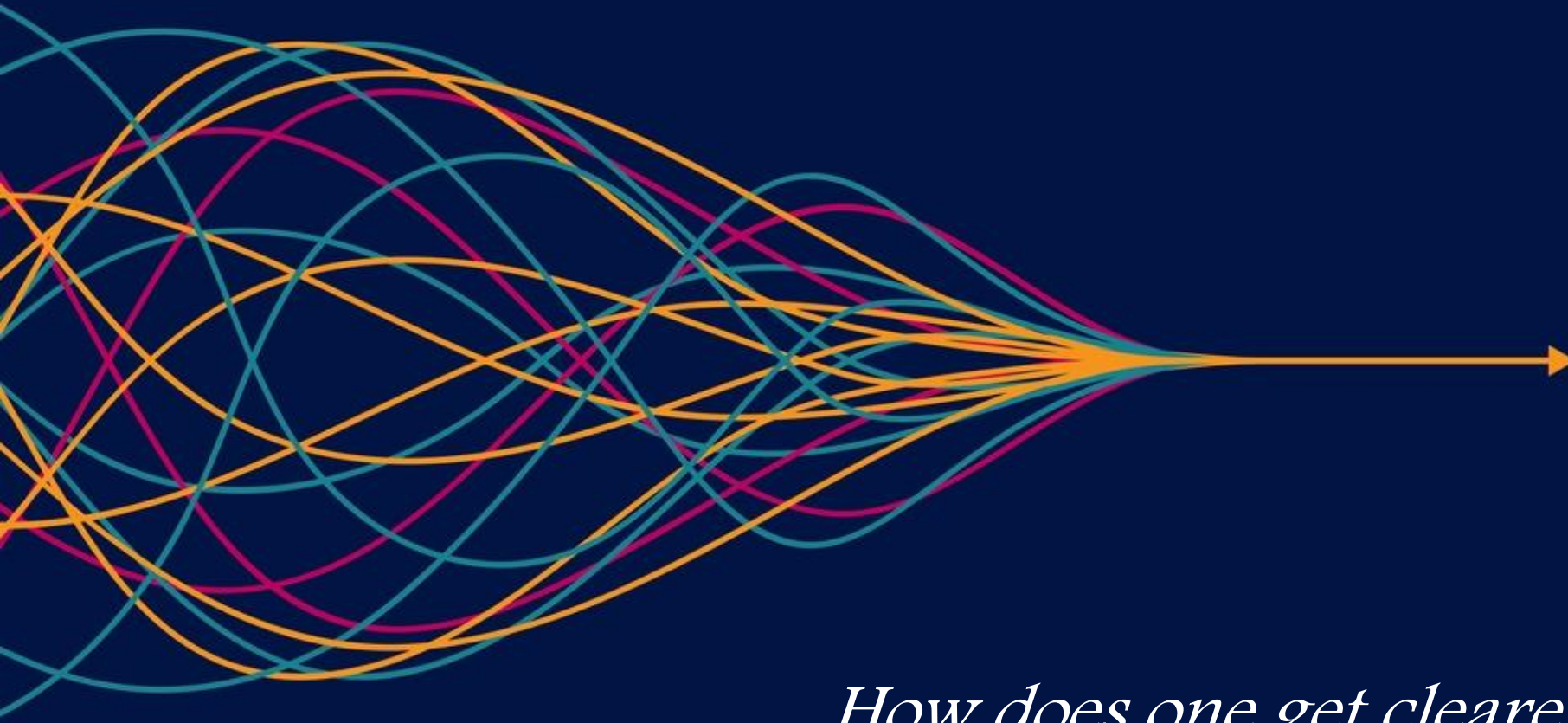


Two-way vertical
communication to generate
knowledge more than control.

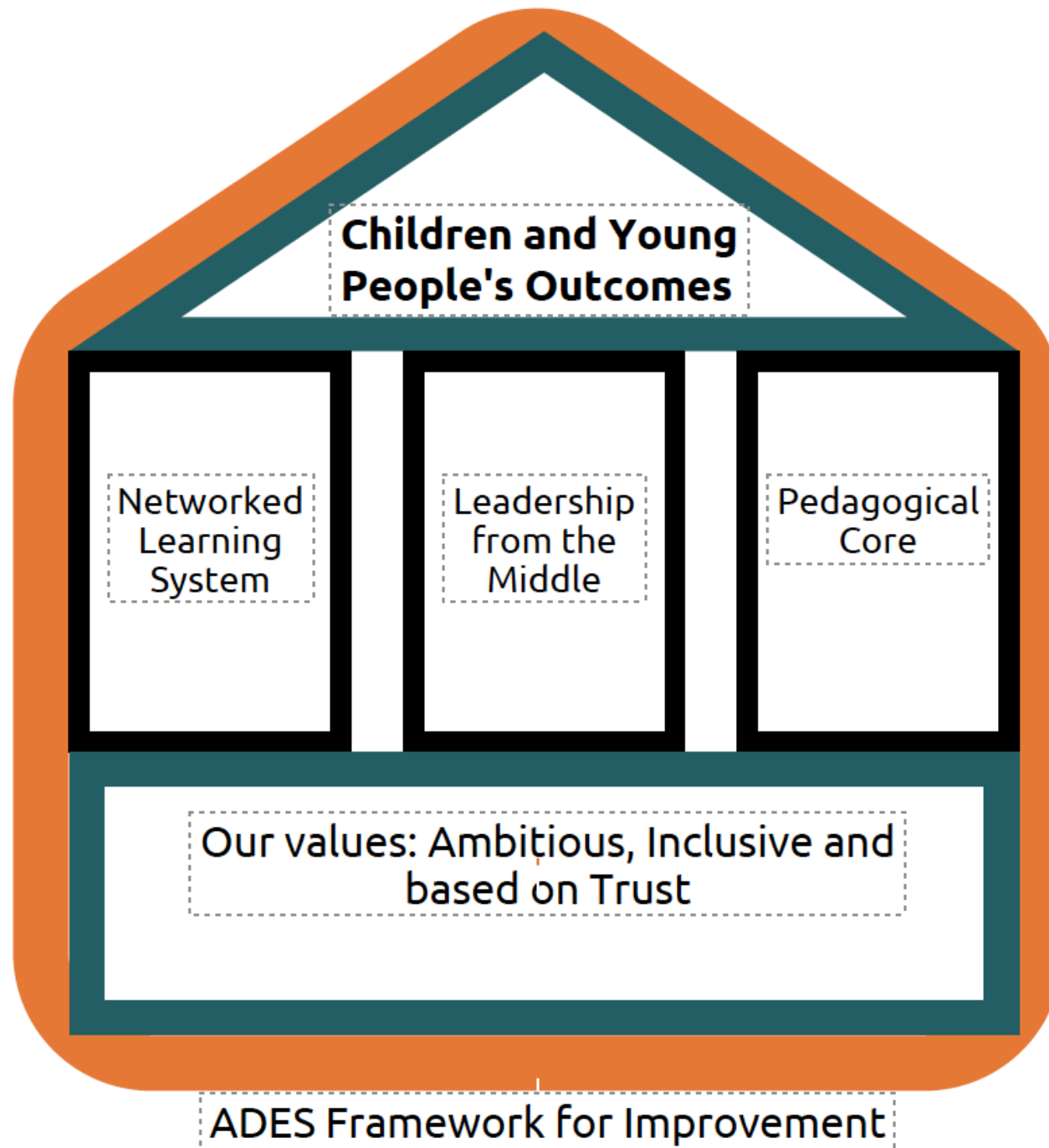
Monitor and Stimulate Increased Capacity for Key Groups



Scotland: Clearer on Goals than on Means: True or False?




How does one get clearer on the means?



Ongoing Culture of Focus and Collaborative Action: Vertical and Lateral

- Lateral Within and Across ADES' Regionally
- Vertical Between Regions and the Center





Specificity, transparency,
and sharing of progress (assessment) is more effective than
judgmental intervention.



Strange Attractors: Integrating AI and A New Culture of Schooling

A New Driver: Proximity with Practice



- ▶ Specificity without Imposition (Precision without Prescription)
- ▶ Technology and Proximity with Practice

A group of diverse children are sitting on concrete stairs, smiling and raising their hands in the air. The children are wearing bright-colored shirts (yellow, teal, and blue) and dark jeans. A dark blue backpack is visible on the left. The background shows more stairs and a metal railing. The text "The next phase, 2025-2030, is new for everyone!" is overlaid in a dark blue font on a light gray banner across the middle of the image.

The next phase, 2025-2030, is new for everyone!