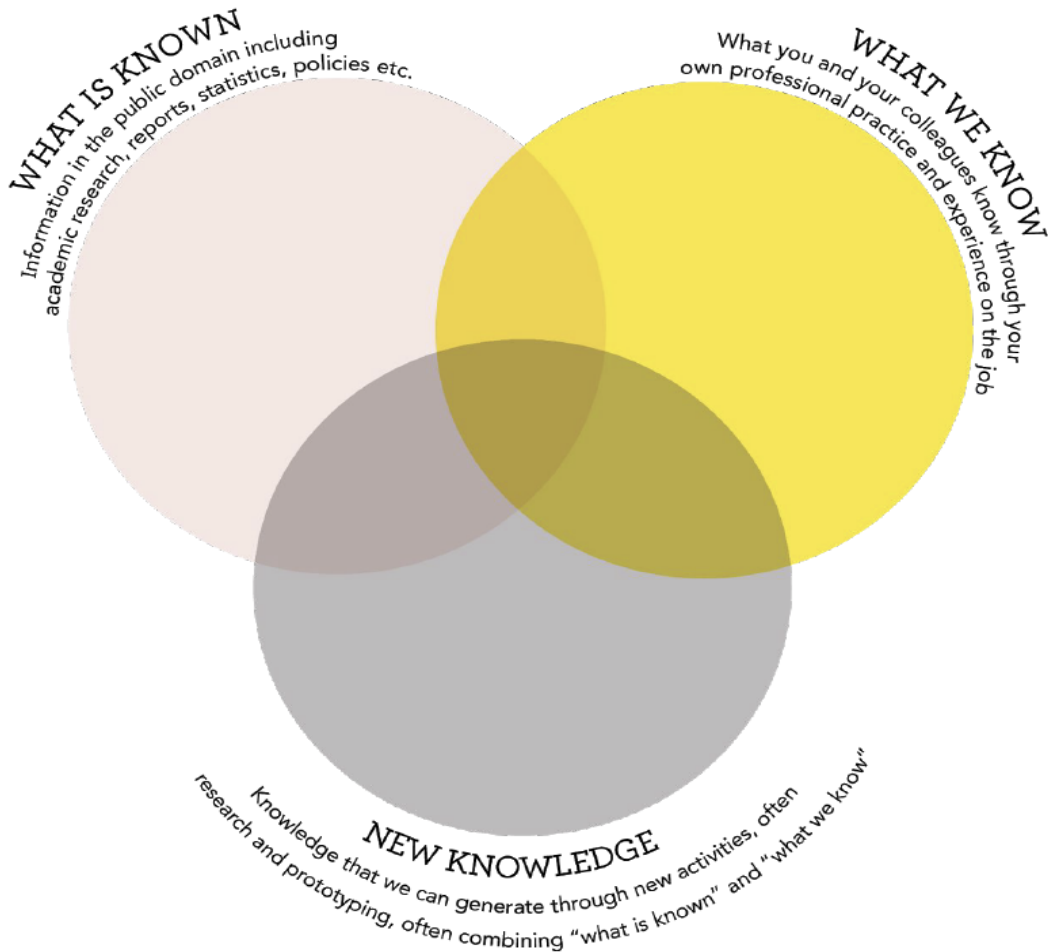


Reinventing learning for capable minds:

lessons for school leadership



Four pillars as a frame

Leadership
for capable
minds

Campbelltown
Performing
Arts High
School

Teaching
for capable
minds

NYC iSchool

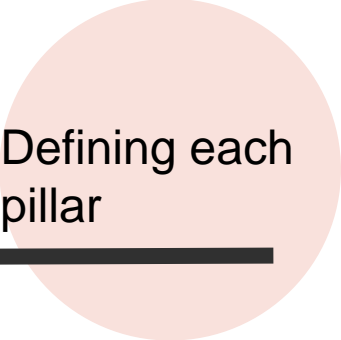
Learning for
capable
minds

Pacific School
of Innovation
& Inquiry

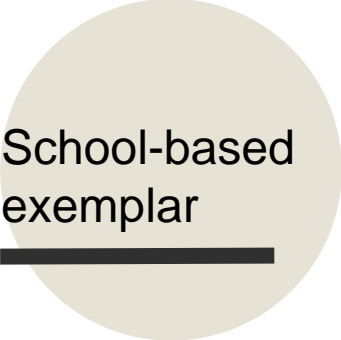
Learners
with
capable
minds

City As
School


How we will examine each



Defining each
pillar



School-based
exemplar



Global policy
shifts



Leadership for capable minds



Defining leadership



In Australia, the Australian Professional Standard for Principals gives expression to the leadership, educational and management requirements and practices of principals.

**The Standard is based on three
Leadership Requirements:**

- 1. Vision and values**
- 2. Knowledge and understanding**
- 3. Personal qualities, social and interpersonal skills**



Campbelltown Performing Arts High School Principal: Stacey Quince




NSW, Australia

@CampbelltownPAH
@staceyquince

NUDGING THE
SYSTEM/SECT
OR

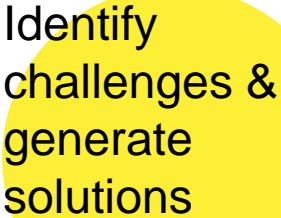


If not new leadership skills, then deployment of skills in new ways:




Inspire and
motivate

Successful at describing both a compelling case for change and an inspirational and aspirational vision – not just in your school but for each young person.



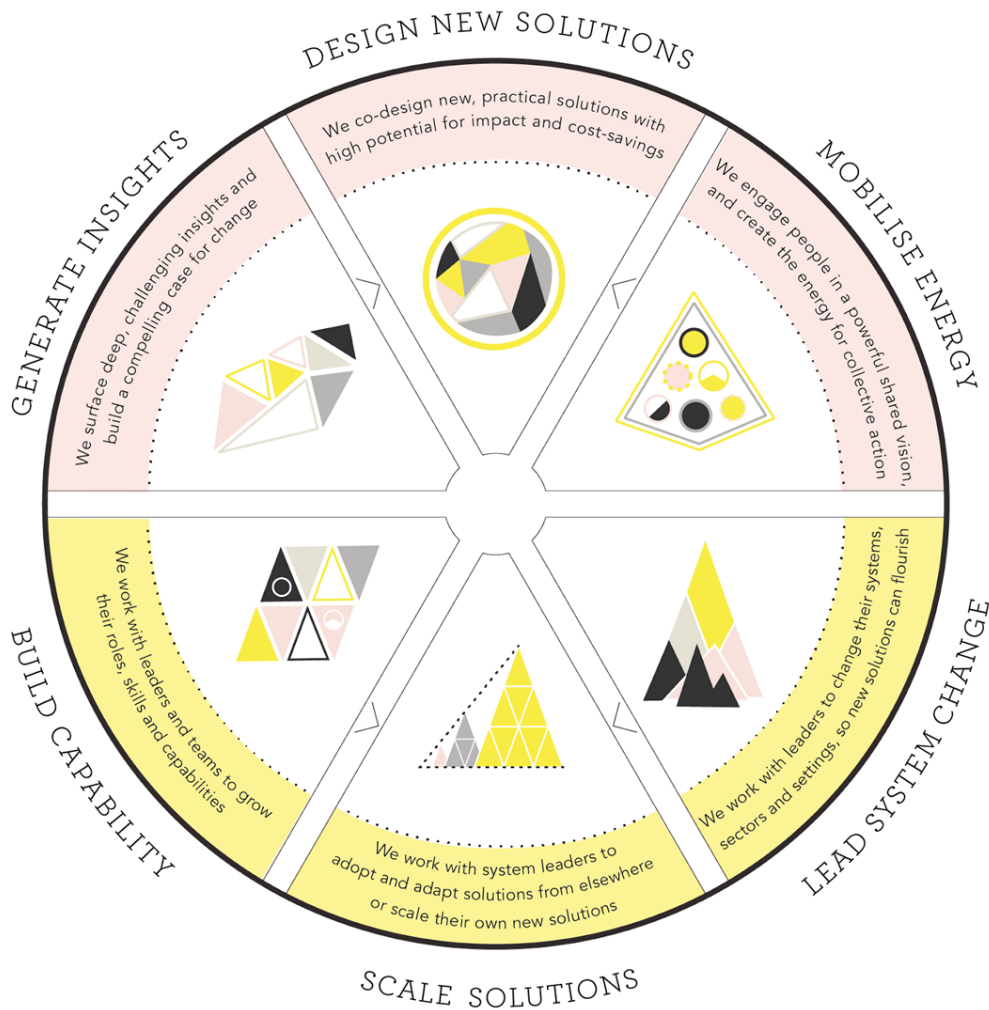
Identify
challenges &
generate
solutions

Create new approaches to learning; supported by an exploration and understanding of student needs and underpinned by evaluation strategies that help respond to the evidence and adjust practice accordingly.



Be locally
responsive &
operate at scale

Utilising impact at CPAHS to develop the Schools of the Future program to support 15 diverse secondary schools to reshape their practices to better prepare their young people for happiness and success beyond school.



DEVELOPING
NEW SOLUTIONS

CREATING IMPACT
AT SCALE



Global policy shifts

Globally, there more questions than answers

- OECD study of 22 countries in 2008 and 2013: how will we fill the current vacancies let alone future ones?
 - UNESCO 2018 study of emerging economies: how can the pipeline being “technically” developed get “practical” experience, particularly in the context of capable minds?
 - Supply and demand - in many big cities, how can we encourage Gen X leaders to see school leadership as an attractive long term proposition & therefore not stay in the role for a short period before switching tracks?
 - TALIS survey in 38 countries in 2016: how can we address the fact that, on average across all countries, approximately one half of principals do not focus on instructional leadership in their schools?
-

Questions to ask ourselves

1. Who — Who are the leaders in the system?

- Who gets to see themselves as a leader in your system?
- Who becomes a leader and who decides?
- What are the opportunities for educators at many levels to positively impact learning outcomes?
- What are the pathways for experienced teachers and leaders to continue learning and progressing in their careers, growing in their impact on learners and learning outcomes?

2. What — What should leaders be able to know, do and be?

- Does our system need a capability framework for leadership? If one exists, to what extent does it align with the capabilities experienced leaders say they need?
- When we develop leaders in this system, in what ways are we developing them to focus on impacting teaching and learning?
- In what ways are our leaders in schools prepared to manage improvement and meet new demands?

Consider these for your school.

Which is the most important one to answer in Catholic primary schools in SA?



Teaching for capable minds



Defining teaching



In Australia, the Australian Professional Standard for Teachers gives expression to what teachers should know, understand and do at each stage of their career.

**The Australian Professional Standard
for Principals also defines the
professional practice of leading
teaching and learning.**

When examining the global horizon the questions being asked focus more on ...

- How do we develop new models of teaching when the narrative is increasingly divisive - i.e. teachers
 - should implement *only* research-based approaches that have been (and continue to be) successful, as evidenced through high stakes assessment
 - are putting our young people, and indeed humanity, at risk if we do not radically change the way we engage young people in education and prepare them for a future that is unquestionably very different to our present.
 - If we have new models of learning, what does that mean for teaching and for teachers?
-



NYC iSchool

Founding Principal: Alisa Berger

NYC, United States

@nycischool
@AlisaBerger

In 2008, the former chancellor of the NYC Schools wanted to create innovative high school models as a way of re-visioning the conventional high school, the high school model that is wasteful and dysfunctional, and poorly adapted to preparing students for the next piece of their lives.

Former Chancellor Joel Klein proposed a high school where “live teachers were assets to kids,” and one where kids could “basically work on their own,” using a variety of web-based platforms to augment their learning experiences. They would be freed up to move out into the world, to engage with each other, and to build learning experiences that had social meaning and real intellectual challenge. It became co-founder Alisa Berger’s job—along with a talented and opinionated staff—to create and build this vision.

In service of its core values, and with the reality of the system and the unique needs of adolescents in mind, the leaders developed a five-prong teaching model:

1. Challenge-based modules
2. Online learning
3. Advisory
4. Field Experience
5. Core Experiences

**TEACHING &
SCHOOL
STRUCTURES**




In order to facilitate more capable minds, iSchool went for structural solutions first




Scheduling

Re-created every 9 weeks, teachers spend hours creating possible modules that learners choose from. Not chosen, they don't run.



Foundation and Pre-college programs

Foundation program prepares for Regents and covers Core Experiences, Pre-college opens up to individual pathways to graduation and beyond



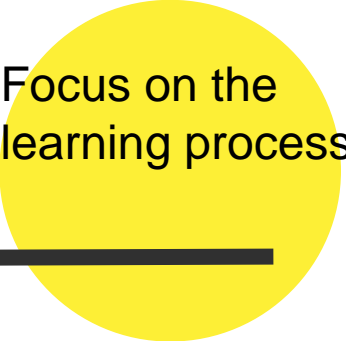
Flipped and blended pedagogies

Content learnt at home and practiced in the classroom, core and heavy content provided in online format with option of 1:1




NEW PROFESSIONAL IDENTITY FOR TEACHERS & LEADERS

Challenges of the changing role of teachers & leaders



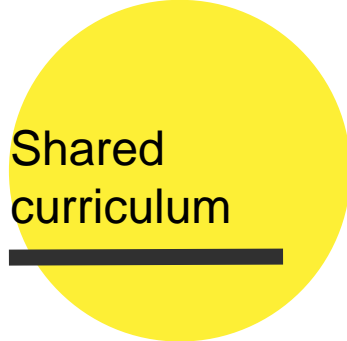
Focus on the learning process

From teacher as holder of the knowledge to facilitator of students synthesis, evaluation and creation of new knowledge and understandings. How does a school learn?



A more public learning process

As teachers interact with learners themselves and industry experts, the processes of teaching and assessment are demystified and, in fact, handed over to others.

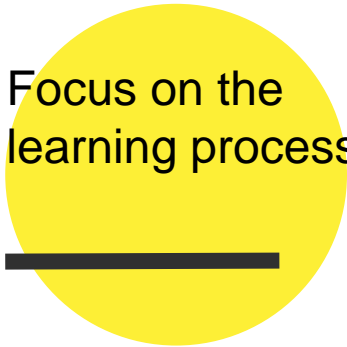


Shared curriculum


Moving beyond curriculum integration where “everything” is accommodated, teachers instead collaboratively develop courses that they may never even teach.

What does this mean for leaders?

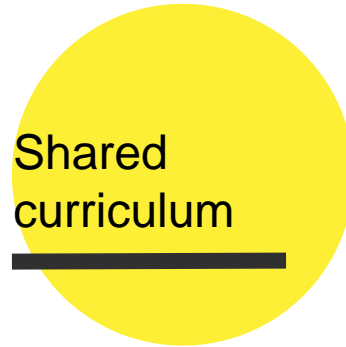
Focus on the
learning process

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A more public
learning process

A yellow circle containing the text 'A more public learning process' and a thick black horizontal line at the bottom.

Shared
curriculum

A yellow circle containing the text 'Shared curriculum' and a thick black horizontal line at the bottom.

Consider these for your school and for Catholic primary
schools in SA.

What leadership requirements and practices enable these?



Global policy shifts

OECD's lessons on teaching strategies for 21st Century learning

- A profile of tomorrow's quality teaching
 - Lesson 1: Understand the needs of students to keep them motivated
 - Lesson 2: Ensure that lessons are practical and relevant for learners
 - Lesson 3: Collaborate with colleagues and with other schools to share practices
 - Tomorrow's teaching: balancing knowledge and competency-based learning
 - Lesson 1: Competency-based learning is critical to preparing students for today's workforce
 - Lesson 2: Context is important in developing student competencies
 - Lesson 3: Teachers need support to effectively integrate and adopt competency based teaching strategies
 - Active learning, the way forward
 - Lesson 1: Active learning is key for developing 21st Century skills
 - Lesson 2: The best lessons are when students are doing more than teachers
 - Lesson 3: Great teachers are great learners
-



Learning for capable minds



Defining learning (specifically, models of learning)

The world has changed, but most schools haven't. Learning is too often disconnected - to the lives of young people, and the economies and societies they will graduate into.

Many are exploring and designing new models of learning learning in Australia and around the world. This tends to be at a school (rather than system) level.

Personalisation, differentiation, individualisation



Personalization vs. Differentiation vs. Individualization Chart (v4)

Personalization	Differentiation	Individualization
The learner drives their learning with facilitation and guidance from the teacher.	The teacher provides instruction to groups of learners with learners having limited input in the design.	The teacher provides instruction to an individual learner using teacher driven strategies.
The learner connects their learning to interests, talents, and passions.	The teacher adjusts learning needs for groups of learners.	The teacher accommodates learning needs for the individual learner.
The learner actively participates in the design of their learning.	The teacher designs instruction based on the learning needs of different groups of learners.	The teacher customizes instruction based on the learning needs of the individual learner.
The learner owns and is responsible for learning by using their voice and choice on how and what they learn.	The teacher is responsible for a variety of instruction for different groups of learners.	The teacher is responsible for modifying instruction based on the needs of the individual learner.
The learner identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	The teacher identifies the same objectives for different groups of learners and as they do for the whole class.	The teacher identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
The learner acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	The teacher selects technology and resources to support the learning needs of different groups of learners.	The teacher selects technology and resources to support the learning needs of the individual learner.
The learner builds a network of peers, experts, and teachers to guide and support their learning.	The teacher supports groups of learners who are reliant on them for their learning.	The teacher understands the individual learner is dependent on them to support their learning.
The learner demonstrates evidence of learning and mastery of content in a competency-based system.	The teacher monitors for groups of learners learning based on Carnegie unit (seat time) and grade level.	The teacher monitors learning for the individual learner based on Carnegie unit (seat time) and grade level.
The learner applies Assessment AS and FOR Learning with support and guidance from the teacher to monitor improvement in learning.	The teacher applies Assessment OF and FOR Learning to monitor progress and improvement in learning for groups of learners.	The teacher applies Assessment OF and For Learning to monitor progress and improvement in learning for the individual learner.
The learner monitors their progress by reflecting on learning based on mastery of content and developing the skills to become a self-directed, independent learner with agency.	The teacher uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance their learning	The teacher uses data and assessments to measure the progress of what the individual learner understood and did not learn to decide next steps in their learning.

What are the differences between these approaches?

Which one do you think is predominant in your schools? In other schools in Catholic primary schools in SA?





Pacific School of Innovation & Inquiry

Principal: Jeff Hopkins

BC, Canada

@PSIvictoria
@hopkinsjeff

What's the same & what's different about PSII

Same:

- you can graduate with a the same credential like other high schools; and
 - you can go to college, university, or into any other career path after school just as you can with most other high schools.
-

Key differences:

- Subjects are integrated; the BC curriculum+ is uncovered in interdisciplinary combinations
- Personal learning paths are co-created by learners and teachers. Intersection points and emerging needs/goals inform what is done individually and what is done in groups.
- Curriculum is built on personal curiosity through a close learner-teacher relationship, with room for occasional “nudges” by the teacher in to areas of learning the learner may not have thought of alone.
- Learners are grouped when it makes sense in whatever configuration makes sense. Sometimes by interest, sometimes by similarity, sometimes by difference. Groupings are dynamic.
- Learners are encouraged to develop real projects, based on their own inquiries, and to access the world outside for mentorship, modelling, ideas for future projects, and as a place for them to contribute to society.

PERSONALISED LEARNING



Built upon three core frameworks:

Zone of proximal development

This zone is the place where a perfect balance is struck between challenge and ability for a learner. As it is different for each person PSII do not believe that groups of learners will learn optimally from exactly the same activities at exactly the same time.

Emergent curriculum

What needs/wants to be learned emerges through the teaching and learning relationship and is informed by earlier learning that leads to it.

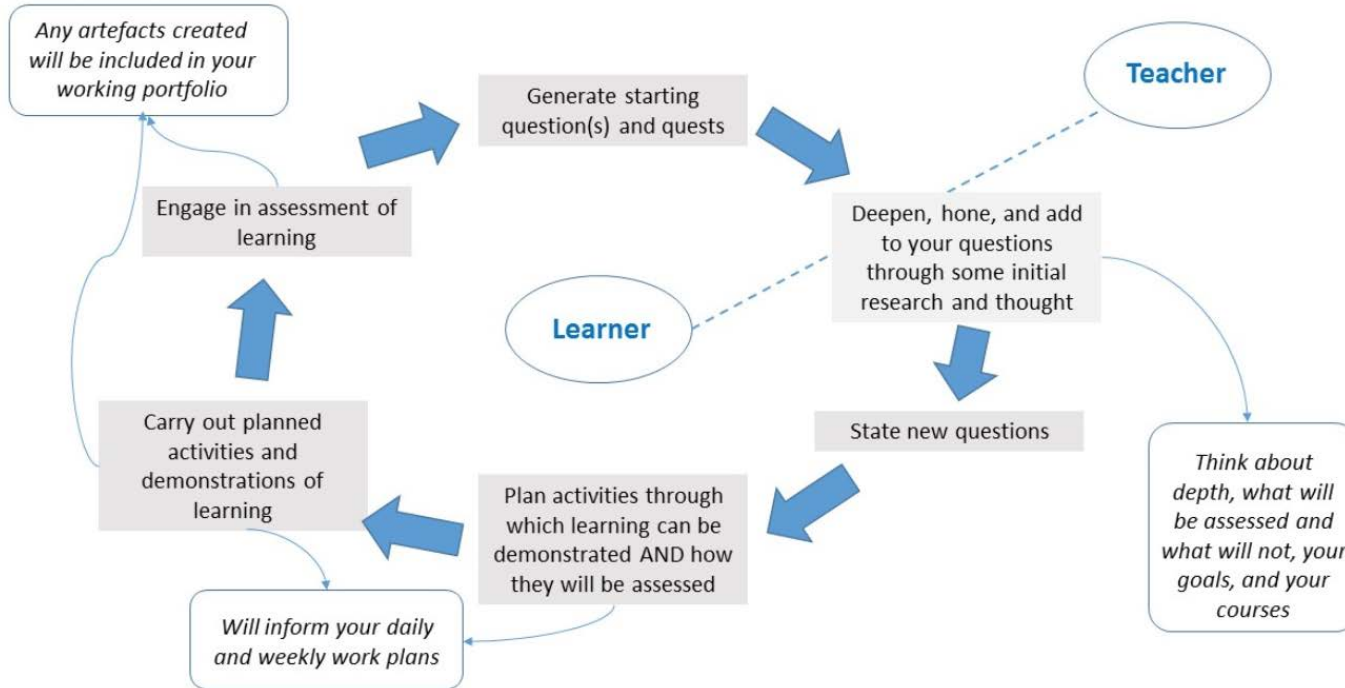
Common curriculum

The learning goals that are universal, but which can still be addressed individual lease created by and for each learner.



INQUIRY LEARNING

A model for inquiry at PSII



A lot of tools to help support inquiry shared here:

<http://learningstorm.org/inquiry-tools/>



Global policy shifts

The nature of learning: research to inspire practice

Engagement:
learners at the
centre

Collaboration:
the social nature
of learning

Motivation:
responsiveness
to emotion

Connected:
building
horizontal
connections

Assessment:
Meaningful
feedback for
learning

Challenge:
stretching all
students

Personalised:
recognising
individual
differences

How do the models
of learning at your
school meet these
principles?



Learners with capable minds



Defining (or maybe it's about us
better understanding) our students
and their capable minds

**In Australia, the Australian
Professional Standard for Teachers
require all teachers to:
know students and how they learn**

**The Australian Professional Standard for Principals also requires leaders to:
develop and maintain positive partnerships with students, families and carers and all those associated with the wider school community.**



City As School

Principal: Alan Cheng



NYC, United States

@CityAsSchool

An excerpt from a letter to Governor Cuomo and members of the Education Reform Commission:

“When they arrive at our door, they are already 18 or 19 years old, and we are often their third or fourth high school. Most have floundered academically. Over 10 percent of our students are homeless, living in temporary shelters, or in foster care. We work with many young mothers and fathers; they are enthused to find out that there is a daycare center onsite. Others are safety transfers—students who were verbally and physically abused at their previous schools. And for teens leaving residential psychiatric facilities and correctional facilities, we are often the first and only school to which they turn. In short, City-As is often seen as a both a safe haven and as a last chance for students who have not made it elsewhere.”

A large yellow triangle is positioned on the left side of the slide, pointing towards the right. The text is centered within this yellow area.

UNDERSTANDING STUDENT NEEDS

A school that focuses on:

**Getting to the
needs behind
the needs**

Ethnographic style understanding of the needs of young people and their families/community.

**A 5 year
commitment**

Not only do learners graduate from high school, but support is provided for three years beyond this.

**Removing real
barriers to
success**

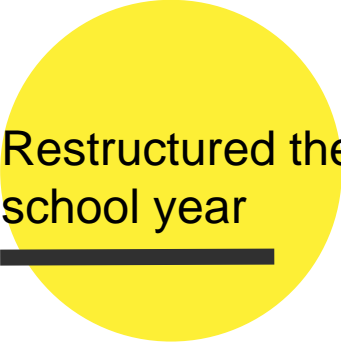
Includes providing housing referrals for homeless students; legal aid for those about to be evicted or deported; medical care for those who need counselling, prescriptions, or new glasses; and alumni to serve as big brothers and sisters to mentor them through college and their first “real jobs” for every child.

In order to do this City as School has:



**Relocated the
classroom**

To where the learner is,
their neighbourhood or
community.



**Restructured the
school year**

Increasing the opportunity
for in-depth experiences
whenever they may fall.



**Redefined
success**

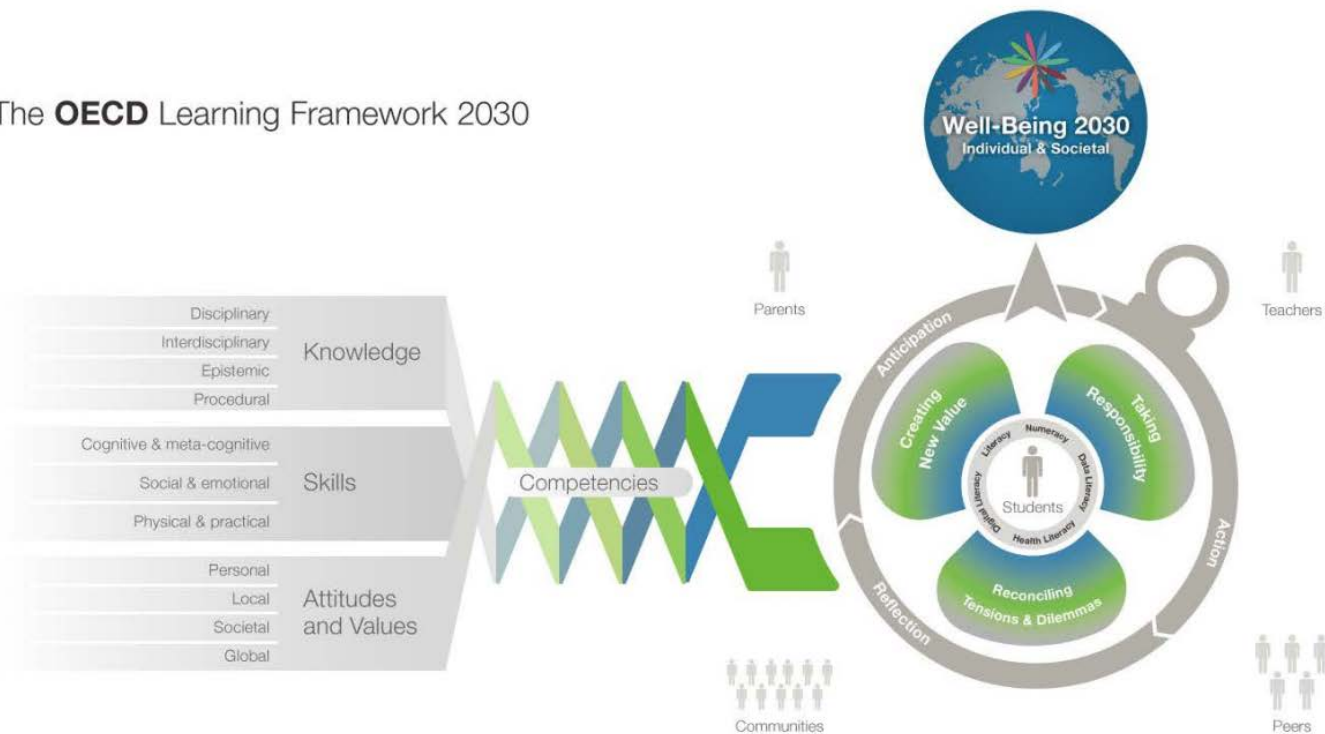
Holding each other
accountable to a higher
and different standard
based on a new
conception of rigour -
one learner at a time.



Global policy shifts

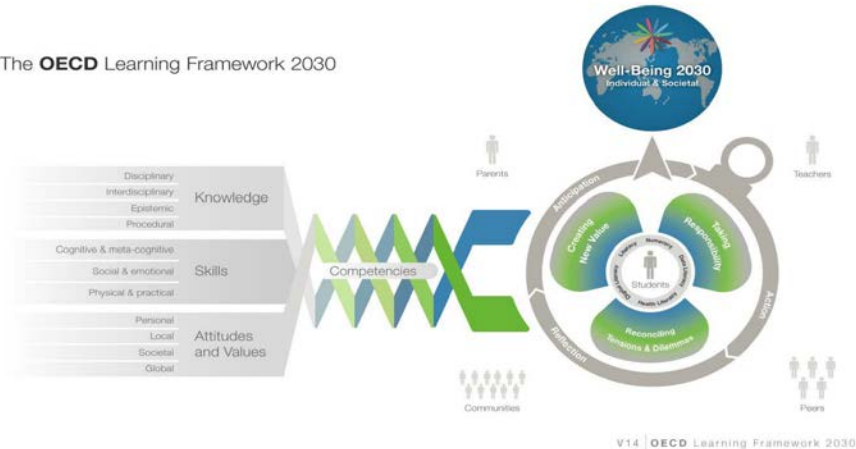
The OECD Learning Framework 2030

The **OECD** Learning Framework 2030



The OECD Learning Framework 2030

The **OECD** Learning Framework 2030



Consider these for your school and Catholic primary schools in SA?

What does leadership look like when it is focused on growing learners that:

Create new value in the world?

Take responsibility?

Are able to reconcile tension and dilemmas?

Lessons for leadership

I used to think



And now I think



Lessons for leadership

I think about the increasing importance of leaders that can:

1. **Build a compelling case for change - stories (human) and numbers (data) that speak not only to the cost of not acting but also the opportunities ahead of us**
2. **Stay true to a vision and resist the waves of short term reform (wherever they may come from)**
3. **Create the space within for locally generated practice and curriculum development and time to connect laterally (so as not to lose sight of potential for impact at scale)**



Mindsets



Curiosity – being ‘radically open’; not being burdened by expertise.



Learning by doing – social innovators have a preference to learn through action and use prototypes as ways to take action early, get feedback and to improve our ideas.



Being in the grey – being comfortable with ambiguity, not being sure, predictable, not knowing what comes next, and not necessarily having a clear plan or solution(s).



People are the experts – people know their lives better than anyone else; we privilege them and their views and value participatory approaches.



Comfort with the prospect of failure – innovators are not afraid of failure, they cherish the learning opportunities failure brings.

Thanks