Growing Others: Better Outcomes for More Learners

The Who, Why, What, When and How of Personalising Learning for Educators

Singapore
Academy of Principals
May 2014

The Centre for Innovation, Research, Creativity and Leadership in Education Pty Ltd
Context: About Dr Phil

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Teaching, working and leading in schools since 1988

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Growing Others: Better Outcomes for More Learners

1. **Who**: Use and inside-out approach to equip for strong character, empower within context, enable by enhancing capability
2. **Why**: Understand and apply what actually works in developing others, not just replicate what has “always” been done
3. **What**: Build a culture of research and development by encouraging centres for professional learning and innovation
4. **When**: Move people on a continuum from unconscious incompetence to conscious competence
5. **How**: Use a framework of domains and criteria within a cycle of continuous improvement to set goals and encourage growth
Growing Others …

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Growing Others …

... Better Outcomes for More Learners

Enable effective leadership
- Autonomous school leadership
- Data-based approach and action research
- Reformed school governance and finance

Build systems that work
- Teacher and leader recruitment, development and appraisal
- Quality teacher professional learning
- Integrated learning and business management systems

Improve student learning and achievement
- Conceptual curriculum
- Personalised education
- Literacy, numeracy and thinking

CIRCLE NSW Ministerial Brief, 2012

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Growing Others:
Inside-Out Development

Who?
The Challenge of Service

Contemporary models of leadership emphasise the qualities of humility and will power, as well as an understanding of how to resolve the apparent tension between these two:

- What is my value system?
- How well do I value those around me?
- How well connected am I to my community and its needs?
- Am I the servant of my fellows?
Who am I?

The journey begins with identifying and understanding your values – your fundamental beliefs, those principles, standards and qualities which you consider to be worthwhile and desirable.

*The hardest thing is to be yourself in a world that is trying its best, day and night, to make you like everyone else.*

- ee cummings

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A values framework for contemporary education

- **Authenticity**: acknowledging truth  
  - “For real”
- **Transformation**: enabling change  
  - “For change”
- **Sustainability**: nurturing the team and protecting resources  
  - “For life”
- **Service**: serving others first  
  - “For others”

Excellence in values, relationships, learning and leadership at all levels in your school

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Where do I fit in?

The journey continues as we consider the context we find ourselves within.

*It is not the critic who counts, not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man in the arena, whose face is marred by dust and sweat and blood, who strives valiantly ... who knows the great enthusiasms, the great devotions, who spends himself in a worthy cause, who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who have never known neither victory nor defeat.*

- Theodore Roosevelt

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The CIRCLE School Framework

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How might I best serve others?

The journey culminates as we recognise the people and needs within our context and how our values and capabilities might best aid those around us.

*I expect to pass through this world but once; any good thing therefore, that I can do, or any kindness I can show to any fellow creature, let me do it now; let me not defer or neglect it, for I shall not pass this way again.*

- E de Grellet
The CIRCLE Leadership Capability Framework

Leadership through values & relationships, authenticity, transformation, sustainability, service

Leadership in action
Leadership style
Team culture
Discipline
Vision
Communication skills
Problem-solving and decision-making
Resolving conflict
Understanding and managing change
Leadership style

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Your story, your trajectory

1. What have you done?
2. Why did you do it?
3. What happened as a result?
4. How did others benefit from this?
5. How does this show your vision, values, philosophy, character and personality?

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Who am I? Where do I fit in? How can I best serve others?

From Now … … To Then

ME
HEART
HEAD
US

PERSONAL DIMENSION
POLITICAL DIMENSION

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Stories about personalising and aligning professional learning from the inside-out
Why?

Growing Others: Because It Works ...

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Insanity: doing the same thing over and over again and expecting different results.

Albert Einstein
Motivation and engagement

Dan Pink, *Drive*, 2009 – 3 aspects for engaging and motivating people:

- **Mastery**: a feeling of control over the content and competencies of your role
- **Autonomy**: a feeling that you are equipped, empowered and enabled to make the key decisions that affect the nature and outcomes of your work
- **Purpose**: a feeling that you are engaged in a noble pursuit that is contributing to a greater good

**MUST HAVE ALL 3 OF THESE IN PLACE TO ENSURE HIGH LEVELS OF ENGAGEMENT AND PERFORMANCE**
Learning and Education Must Be Personal


• ‘School is for me’
• School is a place that ‘works’ for me
• Education is a resource that I can employ successfully now and in the future
Effective drivers for school improvement

Michael Fullan, *Strong Performers and Successful Reformers: Lessons from PISA*, July 2011 – international research establishes what works in helping schools to change their practice effectively:

**Wrong vs right drivers**
- Accountability vs Capacity Building
- Individual vs Teamwork
- Technology vs Pedagogy
- Piecemeal vs Systemic

**Essential conditions:**
- Intrinsic motivation
- Engage students and teachers in continuous improvement
- Inspire teamwork
- Affect 100% of students and teachers

Sequence, alignment and cohesion are essential in synthesising and implementing change. With respect to accountability, it means colleagues working as peers in a transparent way to get results, supported and monitored by the centre.
Leading schools, leading people successfully: The basics

UK research establishes success on the basis of performance in 4 core tasks and 4 key personal traits:

**Core leadership tasks**
- Building vision and setting directions
- Understanding and developing people
- Redesigning the organisation
- Managing the teaching and learning program

**Key personal traits**
- Open-mindedness and willingness to learn from others
- Flexible (not dogmatic) thinker
- Strong moral compass within a system of core values including persistence and resilience
- Optimism and a positive disposition

Geoff Southworth, *School Leadership: What we know and what it means for schools, their leaders and policy*, CSE, 2009
Do you have a mandate to lead and grow others?

**Leadership based on bureaucratic authority** seeks compliance by relying on hierarchical roles, rules, and systems expectations.

**Leadership based on personal authority** seeks compliance by applying motivation theories that meet psychological needs, and by engaging in other human relations practices.

By contrast, **leadership based on moral authority relies on ideas, values, and commitment**. It seeks to develop a shared followership in the school – a followership that compels parents and principals, teachers and students to respond from within.

TJ Sergiovanni, *Leadership for the schoolhouse, How is it different? Why is it important?*, 2004
The CIRCLE Model: Building a culture of learning

- Establishing principles for excellence in learning
- Conserving traditional values and relevant learning skills
- Leadership through values, authenticity, transformation, sustainability, service
- Emphasizing contemporary skill sets
- Making evaluative thinking a priority
- Defining standards of excellence in student learning
- Teaching for student excellence
- Creating a student culture of service and leadership
- Building a supportive pastoral care system
- Focusing the school on its learning culture

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Stories about building a school culture of leadership and learning that actually works
Growing Others: Centres for Amazing Things

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Developing and deepening the teacher’s body of knowledge through working with others, research and enquiry

Tacit knowledge derived from school context
Detailed, concrete, integrated context specific knowledge - ‘craft of teaching’, mentoring, diagnostic skills including AfL

ITT
Core knowledge and basic teaching skills

QTS

Induction
Deepening teaching skills through testing knowledge in classroom context and peer group reflection

Induction standards

Continuing Professional development
Deepening body of knowledge through study of research on professional areas, and participation in research projects

Research derived professional knowledge
Public, sharable, storable and accessible, generalisable, verifiable and improvable knowledge

Dr Michael Day, TDA, 2011

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Find your champions:  
Your school’s own knowledge laboratory

Epochal historical events have determined that the laboratory, not the monastery, will continue to dominate the life of learning. Other late-twentieth century trends, like the democratization and commercialization of knowledge, are now pressuring existing institutions to meet the demands of a knowledge society. Above all, the ascendancy of the laboratory is reshaping the basic mission of other institutions, pushing some towards obsolescence, giving others a new lease on life.

Ian F McNeely with Lisa Wolverton, Reinventing Knowledge, From Alexandra to the Internet, WW Norton & Co, 2008
Find your champions:  
Being a sponsor

Acting as a sponsor for an untried project is no picnic. Most sponsors, I believe, tend to bet on people rather than on products. We have a saying at 3M that, ‘The captains bite their tongues until they bleed.’ The first virtue of a sponsor is faith. The second is patience. And the third is understanding the differences between temporary setback and terminal problem.

Louis Lehr, CEO of 3M
Growing innovators: A couple of ideas

The creative act thrives in an environment of mutual stimulation, feedback and constructive criticism – in a community of creativity.

William T Brady

Don’t try to get your wild geese to fly in formation.

Thomas J Watson, founder of IBM
Find Your Champions: Nurturing Creative Thinkers

Iconoclasts’ brains work differently to 97% of the population in 3 key ways:

- **Perception**: they see and connect data differently
- **Fear**: they ask ‘what if’ and see opportunity where most cannot overcome inherent fear of the unknown, fear of failure and fear of embarrassment
- **Social intelligence**: most are not socially adept and require social connectors to link them and their ideas to the mainstream

Gregory Berns, *Iconoclast*,
*A neuroscientist reveals how to think differently*,
Harvard Business Press, 2010
# Find your champions: Dispelling myths about creativity

<table>
<thead>
<tr>
<th>Myth</th>
<th>Reality</th>
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<tbody>
<tr>
<td>1. The smarter you are, the more creative you are</td>
<td>1. There is no correlation between creativity and intelligence above IQ 120</td>
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<tr>
<td>2. The young are more creative than the old</td>
<td>2. Minds either shaped by deep expertise or freed from conventional thinking can both lead to creativity</td>
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<tr>
<td>3. Creativity is for flamboyant risk-takers</td>
<td>3. Successful innovation is more likely to result from calculated risk-taking.</td>
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<tr>
<td>4. Creativity is a solitary act.</td>
<td>4. Collaboration results in innovation as much as individualism.</td>
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<td>5. You can’t manage creativity.</td>
<td>5. Managers can create the conditions in which creativity is more likely to occur.</td>
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Transformative Schools: These are schools where innovation is pursued on the back of high levels of consistency and agreement among the staff. School leaders adopt a disciplined approach to innovation, which ensures that any proposed new initiative is based on relevant research and/or successful practice in other schools, is documented and trialed, and then can be shared with other staff so that the lessons can be spread …

When the system is weak and lacks capacity, then priority should fall to consistency, with innovation coming on stream later down the path.

Vic Zbar, School improvement and reform: The ‘holy trinity of consistency, innovation and capacity, CSE, 2009
Today, you and your business are competing on the basis of emotion and imagination. Your task is to capture the energy and imagination of the people inside and around your business and move this energy forward to create wealth in the fullest sense of the word.

It takes real emotional strength to lead. While becoming an emotional capitalist isn’t easy, being intelligent about your emotions is critical to your success as a leader. Your personal level of emotional capitalism will determine your capacity to inspire or demoralise others.

Martyn Newman, Emotional Capitalists
The New Leaders, John Wiley & Sons Australia, 2007
Aligning systems of trust and research

School leaders’ strategies and personal characteristics contribute significantly to their sense of empowerment and success:

1. Trust in teachers is the most important factor, especially when built through encouraging teacher autonomy, input and innovation

2. Action research projects and shared governance and decision-making build relationships, motivation and trust and enhances outcomes

Asking questions and telling stories: The inquiry process

**Identify**
- Prompt
- Discuss
- Create Brief

**Intention**
- Provocation
- Examination
- Learning Intention

**Inquiry**
- Gateways
- Collaboration
- Collation
- Reflection

**Inform**
- Sift, Sort, Distill
- Synthesise
- Analyse

**Implement**
- Pilot
- Application
- Evaluation
Stories about establishing flourishing centres for amazing things
Growing Others: The Continuum

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Aspiration and learning

• Education without aspiration is like being trapped in Year 9 for ever: demotivating, disempowering and alienating
• There is little point doing things without some sense of a goal, an image, an idea of that for which we aim
• Aspiration feeds a vision for society built on values and educational process that is transforming itself from the transmission of fixed knowledge to meaning that is constructed in context by the learner
  
  Dr Philip SA Cummins, The retreat into meaning – an architecture of learning for our times, 2011
Professional Development is about acquiring and testing the knowledge base for teaching.

Towards conscious competence

From "unconscious incompetence" to "conscious competence"

Dr Michael Day, TDA, 2011
Do we have a supportive professional learning culture?

There is now little or no doubt that schooling is improved when teachers collectively examine new conceptions about teaching, question ineffective practices and actively support each other’s professional growth.

J Fleming & E Kleinhenz, Towards a moving school, Developing a professional learning and performance culture
Learn from Other Schools: West Des Moines in the 2000s

5 key factors in creating a genuine learning community:

• Invite engagement through larger teams
• Replace central planning with local experimentation
• Learn to be patient
• Find ways to create the change initiative itself as a shared learning opportunity
• Revisit and refine your guiding principles

Learn from Other Schools: The Chicago Schools in the 1990s

5 lessons for sustaining growth and change in the face of the stifling potential of regulatory and systemic bureaucracy:

• Create policies, goals and procedures that support school development in the face of external expectations
• Build local capacity by enhancing the knowledge and skills of staff to work cooperatively and coherently and to engage parents and the community more effectively
• Introduce systems of rigorous accountability
• Spawn innovation and diffuse knowledge of effective improvement efforts
• Build external partnerships – universities, learning networks, profit and not-for-profit organisations

Michael Fullan, *Change Forces The Sequel*, Falmer Press, 1999
Know Your Enemy: Lessons from the London LEAs in the 2000s

8 significant teacher-identified obstacles to professional growth:
- Lack of trust in teachers
- Lack of confidence/knowledge
- League tables and inspection
- Lack of time
- Overload and lack of confidence
- Fostered dependency
- Poor leadership
- Loss of what has been gained


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Know Your Enemy:
Overcoming Immunity to Change

7 critical attributes of an organization that is a home for the continual transformation of talent:
• It recognizes that, like adolescence, adulthood must be a time for ongoing growth and development
• It honours the distinction between technical and adaptive learning agendas
• It recognizes and cultivates the individual’s intrinsic motivation to grow
• It assumes that a change in mindset takes time and is not evenly paced
• It recognizes that mindsets shape thinking and feeling, so changing mindsets needs to involve the head and the heart
• It recognizes that neither change in mindset nor change in behaviour alone leads to transformation, but that each must be employed to bring about the other
• It provides safety for people to take the kinds of risks inherent in changing minds

The school leader’s learning journey

A process of becoming better instructional leaders through the right processes for development of our capacity, that is, initial training, induction and continuing professional development, including mentoring and cluster professional development support structures.

Dr Philip SA Cummins, Autonomous schools in Australia: Not ‘if’ but ‘how’, 2012
Stories about differentiating learning for people on different stages of the continuum
Growing Others: Frameworks and Cycles

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“Data do not objectively guide decisions on their own, people do, and to do so they select particular pieces of data to negotiate arguments about the nature of problems as well as potential solutions.

The study of effective practice ‘involves more than telling tales or relaying stories about practice’; those studying practice need an explicit framework to guide their data collection and focus their analysis.”

James P Spillane, Data in practice: Conceptualizing the data-based decision-making phenomenon 2012
Do we understand the importance of frameworks in analysing how schools work?

*Theoretical, conceptual and practical frameworks are like the scaffolding builders use to repair buildings which allow the builder to focus on those aspects of the building most in need of work.*


*Having a framework helps to build a structure of ‘justification’ rather than a structure of ‘explanation’.*

A values framework for contemporary education

- **Authenticity**: acknowledging truth
  - “For real”
- **Transformation**: enabling change
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- **Service**: serving others first
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Excellence in values, relationships, learning and leadership at all levels in your school
The CIRCLE Leadership Capability Framework

Leadership through values & relationships, authenticity, transformation, sustainability, service

- Leadership in action
- Leadership style
- Team culture
- Discipline
- Vision
- Communication skills
- Problem-solving and decision-making
- Resolving conflict
- Understanding and managing change

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CIRCLE’s 5 School Improvement Domains: how we make sense of who we are and what we do in schools

- Achievement
- Relationships
- Communications
- Initiatives
- Reputation

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Achievement: Leadership in action, leadership style

School leadership: For others, for change, for life, for real

Relationships: Team culture, Conflict resolution

Initiatives: Understanding & managing change, Problem-solving & decision-making

Communications: Communication, Vision

Reputation: Team culture, Discipline

The CIRCLE School Framework

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School Improvement Domains

Improved culture and practice should be reflected in tangible evidence of change in:

- **Achievement**: How we will improve achievement across all areas of the school community, especially for our students – learning, leadership, service, sport and co-curricular.

- **Relationships in our community**: How we will build and nurture our important relationships – students, staff, parents, Board, alumni, broader community members.

- **Communication**: How we will communicate among our community members and to others about what we are doing and how we are going.

- **School initiatives**: How we will implement what we see as the most important programs that will benefit our community.

- **The school’s reputation**: How we will care for and promote the school’s identity within and external to our community.

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Evaluation Criteria

- **Outcomes**: Did we achieve what we set out to achieve with our performance?
- **Processes**: Have we used the best teaching and learning, research and development, information recording and tracking, evaluation and decision-making, and resourcing and other business processes in our operations?
- **Community Engagement**: Have we engaged with and satisfied our community’s expectations?
- **Ethos**: Have we enhanced our school’s ethos and values?
- **Strategic Intent**: Are we aligned with and contributing to our strategic intent?
# The CIRCLE School Framework Report Card

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Professional Goal-Setting, Evaluation and Growth Planning

- Initiation
- Gather and Collate Data
- Executive Professional Growth Plan
- Executive Reflection and Evaluation
- Ongoing Review and Reflection

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Stories about constructing authentic frameworks and cycles to help people grow
Growing Others

Who? Inside-Out

Why? Because It Works

What? Centres for Amazing Things

When? The Continuum

How? Frameworks and Cycles

Growing Others

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Your take-aways

One thing:
• You know more about
• You feel more confident about
• You might use at your school tomorrow
• You might think about carefully for a long time before using at your school
Remember that when you leave this earth, you can take with you nothing that you have received...only what you have given: a full heart enriched by honest service, love, sacrifice, and courage.

Francis of Assisi
Bye bye!
Your questions
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