

A Model of Planned Change to facilitate 21st Century Global Learning and Learners

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What does “21st century Global Learning and Learners” mean in practice? What is our model and where are we at? Initially, we have the change agent, who sees the opportunity instead of the challenges.

For many, change may in fact be seen as just one more thing intruding on the more essential commitments of keeping day-to-day instruction on track, however, the fact remains that principals are frequently effective agents of change (Ellsworth 2000)

Fullan - the Six Secrets of Change

1. Love your Employees
2. Connect Peers with Purpose
3. Building Capacity
4. Learning is the Work
5. Transparency Rules
6. Systems Learn

The **strategic plan** being developed at Ulladulla High:

- Future 21st century skills
- Our teachers are world-class leaders in learning
- We create real world connections for our teachers and students.

Strategic Direction 1: Future 21st Century Skills

1. Ways of thinking
2. Ways of working
3. Tools for working
4. Skills for the world

In developing and communicating this vision, it's important to keep in mind where people are at now and start at the edges

Managers who seek to impose change by applying a 'new broom' ignore at their peril whoever gets 'swept up' in the process (Loup & Koller 2005).

Focus on what can actually get done within the existing structures bearing in mind that twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or subjects that reflect the disciplines (ACARA 2012).

Our educational institutions still embrace traditional structures, traditional organisation, traditional instruction, standardised learning and standardised testing at the same time our economy is eliminating standardised jobs (Crockett et al 2011).

Project based learning; Year 8 Expo Day; School Musical

High Tech High (USA)

- Teacher partners, real projects and real audiences.
 - Inch wide, mile deep approach to learning. Engaging students.
 - Follow passions, teachers and kids.
 - Product of learning is excellence
 - Real world connections, relationships
 - Creativity, skill development, engage.
- Students and teachers create the project/product for a real world audience.
 - students and teachers together agree on the assessment rubric at the start
 - teachers have teacher partners
 - projects can be small or large
 - technology is just a tool

Strategic Direction 2: Our teachers are world-class leaders in learning

To build a culture of commitment in teaching where staff are actively reflecting on learning outcomes and maintain high expectations of excellence in student learning.

Keeping teachers reasonably happy isn't about indulgence, it is critical to their achievement and to the success of their students (Bonnor & Caro 2012).

A strategic approach to people management that, amongst other things, builds trust.

Simply put, trust means confidence. The opposite is suspicion. When you trust people you have confidence in their abilities. When you distrust people you are suspicious of their integrity, their agenda and their capabilities (Covey 2006).

Connecting peers, ie teachers, with each other in meaningful, collaborative ways will produce superior results for the organisation. Purposeful peers are more effective than random individuals at work or managerial groups at the top working by themselves to develop strategic plans (Fullan 2008).

Change Initiatives: The Curriculum Team

Yong Zhao <http://zhaolearning.com>

Academic partner: <http://www.youtube.com/watch?v=RgQ8r6krNIY&feature=youtu.be>

Strategic direction 3: We create real world connections for our teachers and students.

To connect learners to their local, national and global context using collaboration and innovation to develop a culture of 'collective mindfulness', ultimately enhancing their learning.

Recognizing students as authorities, affording them greater responsibility and a voice in preparing teachers, all contribute to greater engagement among students and a greater continuity between teacher preparation and classroom practice (Cook-Sather 2007).

The Golden Circle: <http://www.youtube.com/watch?v=I5Tw0PGcyN0>

Educational VISION for leaders, building world class learners.

- Imagine a view of future self (education can build this or dismantle). Teachers introduce students to a world that is beyond the present realm. Imagine themselves in the future.
- Self confidence in their ability, whatever that is (everyone has something they are good at, I mean everyone).

- Ability to connect with groups, make social connections with groups, with an adult who cares and finally, the world.
- Have the opportunity to show (exhibit) what they can do and what they are good at, the opportunity to contribute, the entrepreneurial key in all of us.

In the case of HTH the design principles sit as the thing that keeps the core connected. They are the sticky things that bind the everyday work. As a school leader, you need to ascertain what are the 'sticky things', name them and call them design principles.

Significant innovation requires individuals to work out their own meanings and develop their own learning agendas, building on their successes as they go (H.T.H school website 2013).

<http://www.hightechhigh.org/about/>

HTH has embedded the Design Principles into everything they do and these are the 'hooks' in which the operation moves along.

High Tech High Students Talk about their Favourite Project
<http://youtu.be/W7b0W9Mmypk>

Change Resistance.

There is a need to delicately and strategically manage the balance between the status quo and disequilibrium and the associated stress on employees. Trying to go 'too far too fast' will engender high levels of stress and tip an organisation into chaos and confusion (Smith 2005).

Leaders need to recognise and manage the 'zone of feasible innovation' - the gap between proposed change and current practice- so as to generate feelings of positive interest rather than negative uncertainty (Rogan 2007).

When the proposed reality or the vision is significantly removed from current reality, a creative tension exists that motivates people to fill the gap. This creative tension generates an emotional response that requires careful management. If we fail to distinguish emotional tension from creative tension and allow negative voices to guide thinking, we predispose ourselves to lowering our vision (Senge 2006).

Learning can be painful and difficult as old habits are 'unlearned' and new methods, practices and ideas are assimilated (Kouzes and Posner 2007).

Leaders need to be resilient in the face of 'pushback'. It takes resilience – persistence plus flexibility (Fullan 2006).

More Information? <http://deniselofts.com>

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