

A photograph of a male teacher with a beard, wearing a light blue shirt, sitting on the floor and smiling at a group of diverse young students. The students are also smiling and looking towards the teacher. They are in a classroom with educational posters on the wall, including one with the words 'be', 'have', 'old', 'help', 'get', 'and', 'could', 'of', 'paper'. A large teal vertical bar is positioned in the upper center of the image.

The Human Side of Changing Education

INSTITUTE FOR THE FUTURE OF LEARNING

**2023 WASA Incoming Superintendent Conference
July 23, 2023**



<https://padlet.com/FutureEd/WASA>

V



Volatility

U



Uncertainty

C

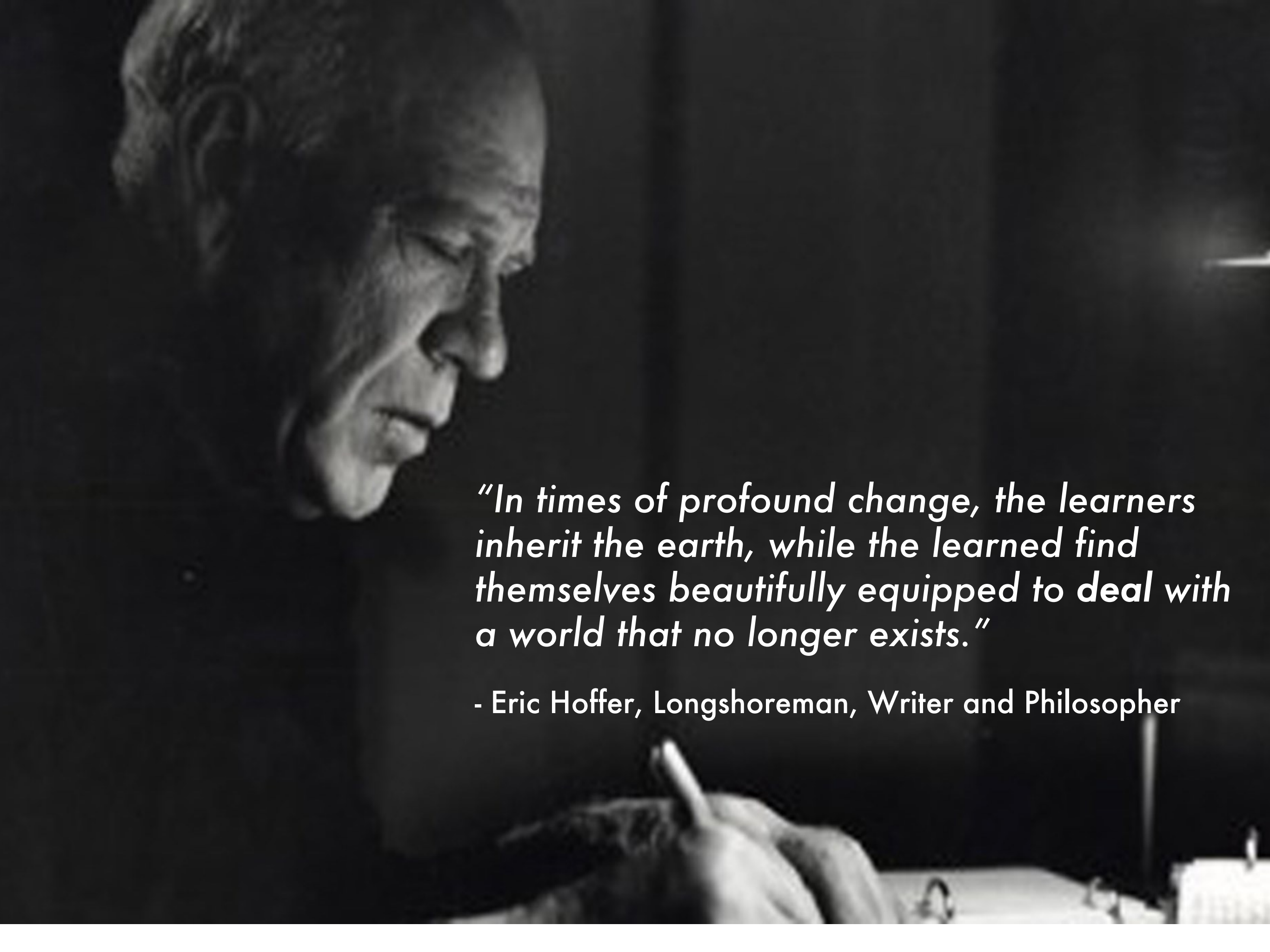


Complexity

A



Ambiguity

A black and white photograph of Eric Hoffer, an older man with a serious expression, looking down at a piece of paper he is holding. He is wearing a dark jacket. The lighting is dramatic, with strong highlights on his face and the paper, and deep shadows elsewhere. The background is dark and out of focus.

"In times of profound change, the learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists."

- Eric Hoffer, Longshoreman, Writer and Philosopher



- WHAT'S WORTH **LEARNING**?
- WHAT NEEDS TO **CHANGE**?
- HOW CAN TRANSFORMATIVE
CHANGE **BE ENABLED**?



➤ **WHAT'S WORTH LEARNING?**

➤ **WHAT NEEDS TO CHANGE?**

➤ **HOW CAN TRANSFORMATIVE
CHANGE BE ENABLED?**

GROWING CONSENSUS

| TONY WAGNER'S THE GLOBAL ACHIEVEMENT GAP | SIR ROBINSON'S CREATIVE SCHOOLS | HEWLETT FOUNDATION'S DEEPER LEARNING NETWORK | PARTNERSHIP FOR 21 ST CENTURY SKILLS | INSTITUTE FOR FUTURE OF LEARNING WORTHY SKILLS |
|--|--|---|---|--|
| <ul style="list-style-type: none"> • Critical thinking and problem solving • Collaboration across networks and leading by influence • Agility and adaptability • Initiative and entrepreneurship • Effective oral and written communication • Accessing and analyzing information • Curiosity and imagination | <ul style="list-style-type: none"> • Curiosity • Creativity • Criticism • Communication • Collaboration • Compassion • Composure • Citizenship | <ul style="list-style-type: none"> • Mastery of core academic content • Critical thinking and complex problem solving • Collaboration • Effective communication • Learning how to learn • An "academic mindset" | <ul style="list-style-type: none"> • Learning and innovation skills (the 4Cs): <ul style="list-style-type: none"> • Communication • Collaboration • Creativity • Critical thinking • Life and career skills • Information, media, and technology skills • Key subjects- 3Rs and 21st century themes | <ul style="list-style-type: none"> • Self-directed learning • Creativity and innovation • Planning, adaptability and agility • Strengths, awareness and application • Self-efficacy • Global citizenship • Relationship building • Critical thinking and problem solving |



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INDUSTRIAL SCHOOLS

Students as passive recipients of content, exercising limited choice

Teacher as deliver of content

Little differentiation for student's individual strengths and interests

Time-based learning

Single discipline-based learning as curriculum driver

Learning grounded in static content and rote memorization of facts

Learning takes place on the school campus only

Content-based assessment, via written tests or exams. Learning assessed by the teacher only



POSTINDUSTRIAL SCHOOLS

Students as self-directed, entrepreneurial learners

Teachers as designer and facilitator of immersive learning environments

Strengths and interest-based learning for every student

Competency based learning

Interdisciplinary learning as curriculum driver

Learning grounded in the real-world and practical application

Learning takes place on and off campus, meaningful community and global partnerships

Mastery based assessment of skills, knowledge & habits of mind. Assessment by self, peers, teachers and external experts.

Do you know where your district is on the continuum?

If yes, where do you want it to be?
If not, how might you find out?



FROM



TO

| | | |
|-------------------------------------|---|---|
| Mitigate risk | → | Embrace risk |
| Exert control | → | Distribute autonomy |
| Knowing | → | Learning |
| Have answers | → | Ask questions |
| Stay within departmental lines | → | Work across departmental lines |
| Clear roles | → | Ambiguous roles |
| Value and prioritize what we assess | → | Prioritize what we value and figure out a way to assess it |
| "Don't rock the boat" | → | Push back when and where it is necessary in support of the vision |



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**UNDERSTANDING
THE DISTINCTIONS
BETWEEN:**

CHANGE

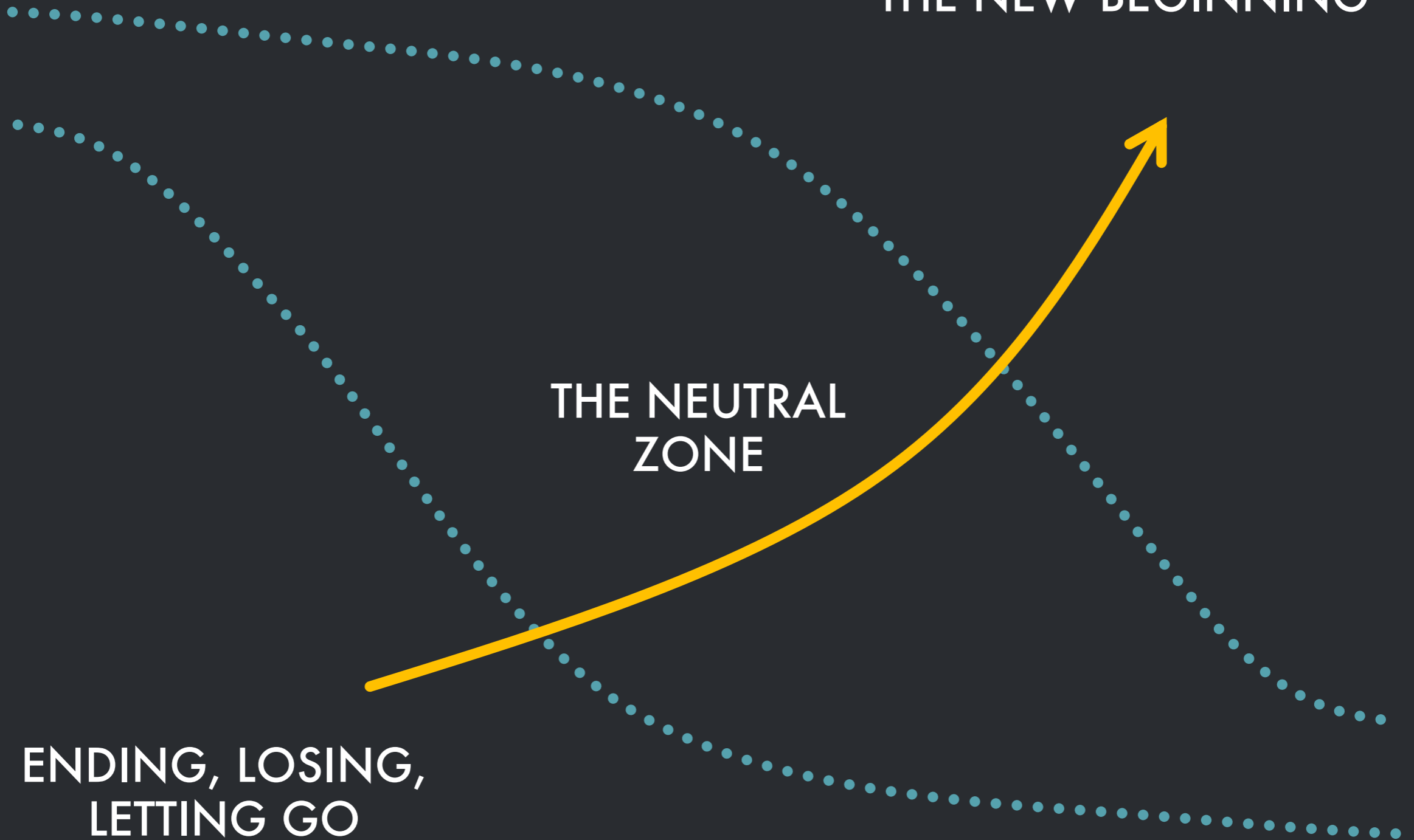
AND

TRANSITION

THE NEW BEGINNING

THE NEUTRAL
ZONE

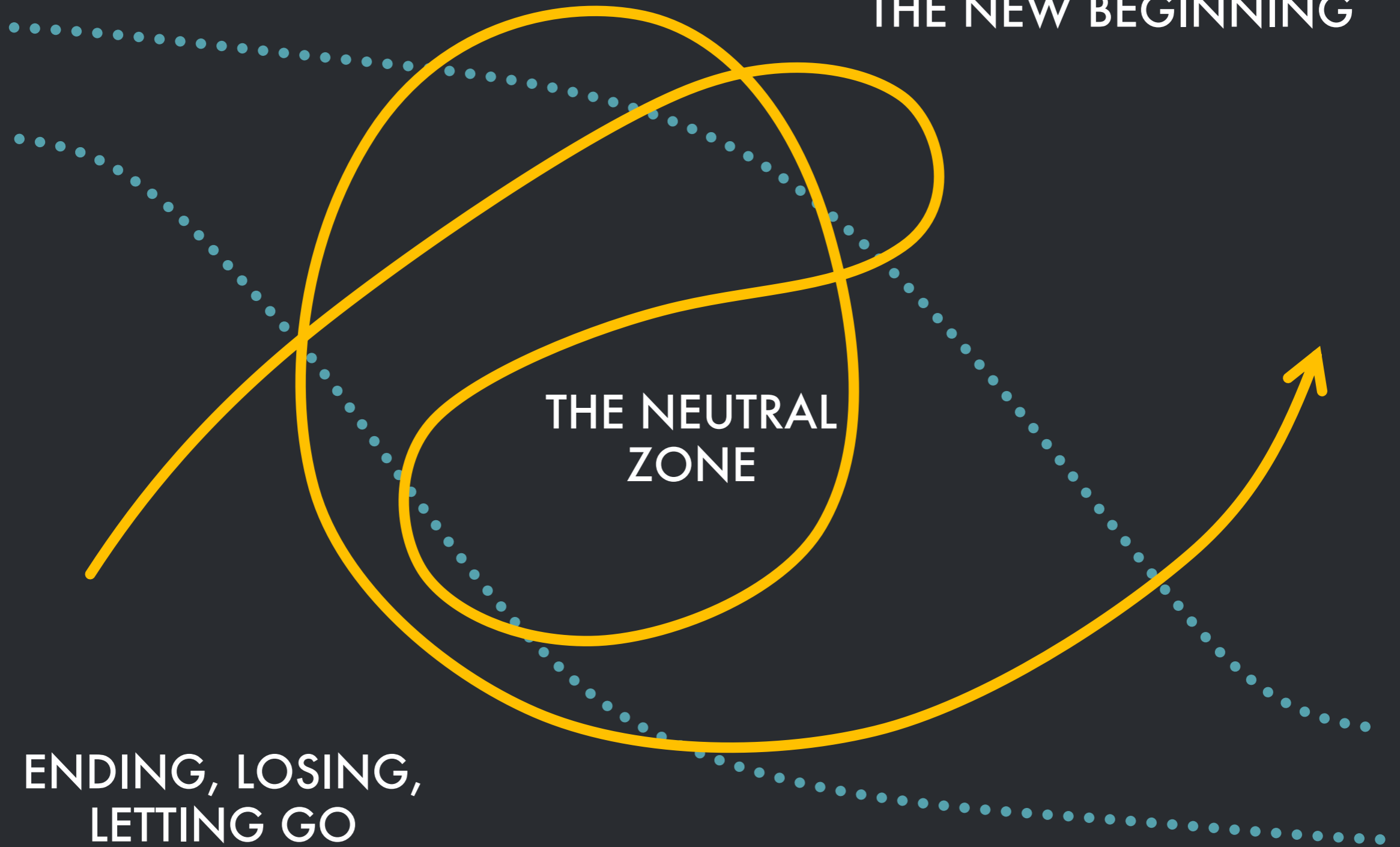
ENDING, LOSING,
LETTING GO



THE NEW BEGINNING

THE NEUTRAL
ZONE

ENDING, LOSING,
LETTING GO





"Our moral obligation is not to stop the future, but to shape it...to channel our destiny in humane directions and to ease the trauma of transition."

- Alvin Toffler, Futurist



Renewal

- Chaos and creativity
- Unleash talent
- Build teams
- Redesign systems & processes

- Help sort losses
- Clarify what is and isn't ending
- Active participation

A background image showing a close-up of a white desk. A black pencil lies diagonally across the frame, surrounded by orange-brown pencil shavings. In the bottom left corner, a stack of books is visible, with a yellow ribbon bookmark sticking out from the top one.

THE 4 PS

1

Problem/Purpose

2

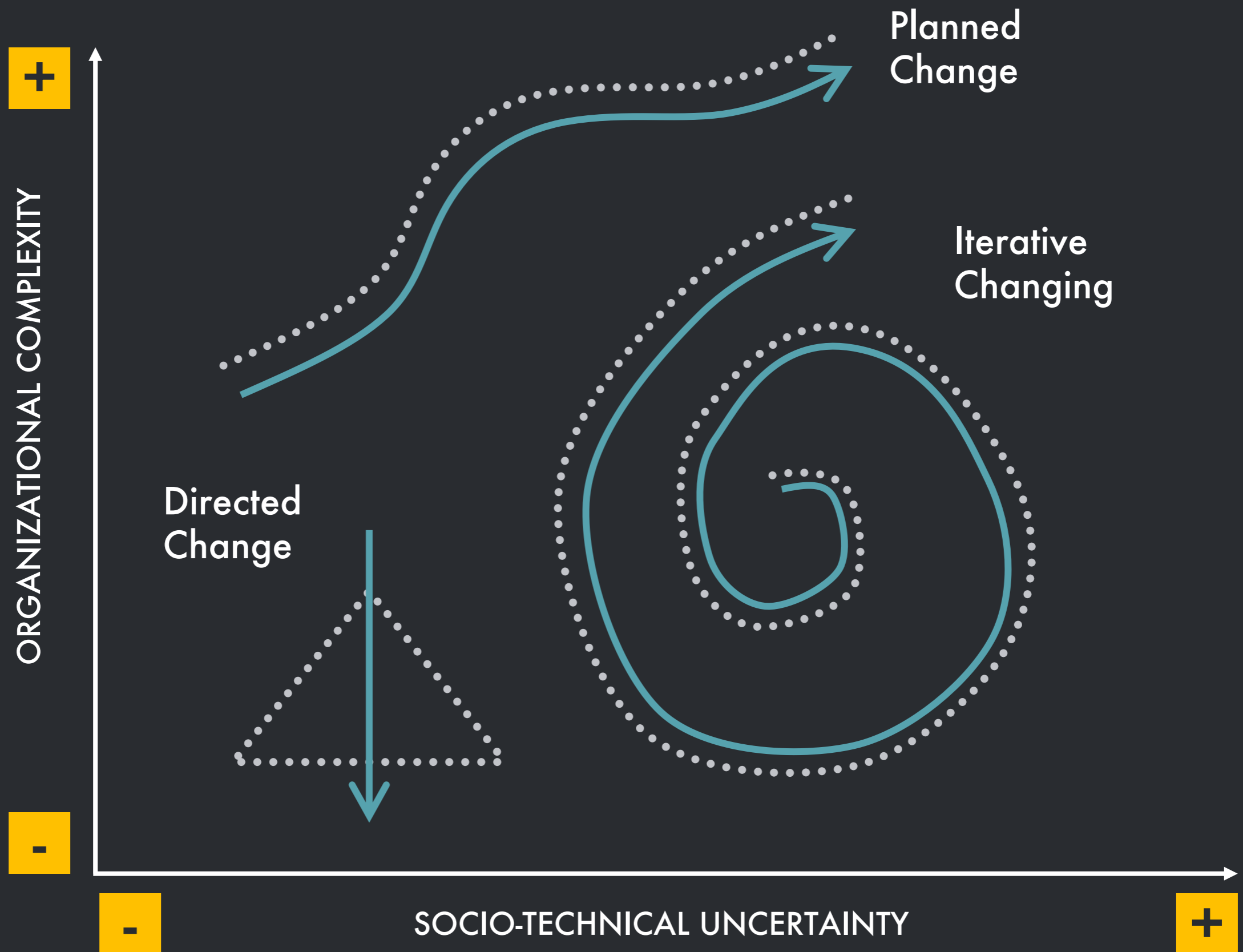
Picture

3

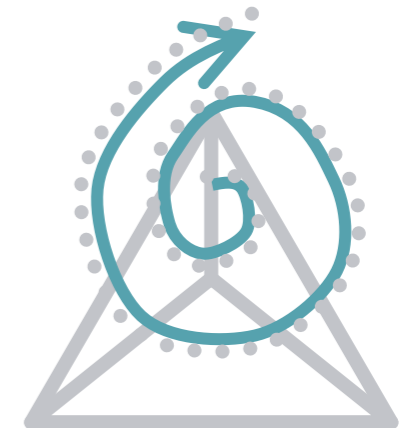
Plan

4

Part



DIFFERENTIATING APPROACHES TO LEADING CHANGE



| | DIRECTED CHANGE | PLANNED CHANGE | ITERATIVE CHANGING |
|---------------------------------|----------------------------------|--|--|
| Characteristics | Top-down, hierarchical | Linear "road map" | Iterative spiral |
| Change goals (ends) | Tightly defined, unchanging goal | Clear goal, with some modification as needed | Loosely defined direction |
| Change process (means) | Tightly constrained | Flexible, participative | Experimental improvisation |
| Change leadership (role) | Tell, order, command | Devise a plan to accomplish the goal | Point the way, guide and watch over, coach |
| Changemaker dynamics | Persuasion | Influence, cooperation | Collaboration |
| Pace of change | Urgent, fast, "just do it" | Go slow during planning to go fast during implementation | Act quickly, improvise, learn, react and continue to iterate |



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What is the change you are leading?

What is the problem this change is solving?

What will happen if you do nothing?

What will success look like when the change has been completed (for students, parents, teachers, administrators, the community)?

What major challenges might you experience along the way? How will you address each of these challenges?

How will you unleash talent and build teams around this change?

Describe the high-level plan of the change and a draft timeline. What are your big milestones along the way?

How will you sustain yourself as a leader of change throughout the process?





How long do you anticipate being in this leadership role?

What will success look like at the end of your tenure? For students, teachers, parents, the community, you?

What are your values? How will these inform your leadership?

What brings you alive? How might you weave THAT into your leadership role and change initiatives?

Who is in your support network? Access this network often.



The HUMAN SIDE of CHANGING EDUCATION

HOW TO LEAD CHANGE WITH
CLARITY, CONVICTION, AND COURAGE



Julie M. Wilson

Foreword by Arthur Levine

Visit the companion website at:
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