

September, 2019

Coherence Making

Question:



<http://ellenhorn.com/blog/wp-content/uploads/2017/03/managing-change.jpg>

If you could make one change in your school what would it be?

Concept of Change - With this year's focus being **Renovate and Celebrate**, will come change and we want to ensure that we are using the right drivers to determine our action of change

- Wrong drivers are punitive accountability, individualistic strategies, technology and ad hoc policies.

More effective ones or the right ones are capacity building, collaborative work, pedagogy and follow systems

The work we are embarking on this year is:

1. all about doing, working from practice to theory, and getting better by doing more with added knowledge
2. about whole systems - all groups, systems, experiences
3. it zeros in on precise pedagogy - what works in promoting engaging learning for students and teachers alike
4. it identifies and establishes the conditions, the cultures if you like, at the school and creates infrastructure that pushes for and supports deep implementation
5. it always determines impact on learners and those who relate to them

The goal is to achieve remarkable and lasting success by focusing on the right things and staying with them

Last year, we looked at change and how we manage/work through change — this year it is freedom - I want you to have the freedom to make changes - so let's look at this for Seycove:

- If you could make one change in your school what would it be?
- What obstacles stand in your way



Trio Talk: *Instructional routine* that can be used in the classroom (15 mins)

Silently complete the table on an index card (5 mins)

Meet up with two colleagues. (10 mins)

Share your choice and rationale.

What were the similarities and differences in the choices?

*I would like to collect these - they will be your exit slip out at the end of the meeting

Walkabout Instructional routine



Seeking Coherence - we understand the concept of freedom

Freedom to - I want us to look at the obstacles / constraints and find solutions around them

Freedom from - what will be our focus and targeted area

1. Read the quotes and select 2 that resonate with you (10 mins)
2. Record your reflections / why it resonates with you
3. Share your reflections with a colleague and compare choices - elbow partner (5 mins)
4. Repeat with a partner across the room
5. With your second partner, define coherence as it applies to us (7 mins)

What is coherence to you? - share out

It is the 'integration of diverse elements, relationships, and/or values' - it is not structure, alignment or strategy

It is a shared depth of understanding about the purpose and nature of the work; it is what is in the minds and actions of people individually and collectively

The only way for us to achieve coherence is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction

From the image, you can see that we will create our pathway to success by doing the right thing, and learning and adjusting as we proceed

Coherence Making consists of...

- focusing our direction
- cultivating a collaborative culture
- deepening learning
- securing accountability

*That is a lot to take in, next staff meeting we will look at these elements and begin to focus our direction; now to finish up with some housekeeping issues



<https://sim.thelearningexchange.ca/wp-content/uploads/2018/04/Capturecoherence-framework-300x225.jpg>

Coherence: The Right Drivers in Action for Schools, Districts, and Systems (2015). Fullan, M. & Quinn, J.
https://michaelfullan.ca/wp-content/uploads/2016/06/15_AU-Workbook-Final.compressed.pdf

Coherence: putting your inner drive into overdrive. (Fullan, 2015 Australia Workshop).

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