

November &  
December, 2019

# Focusing Direction

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*Question*

## How do we ensure we are working toward the right direction?

Clarify your own moral purpose by reflecting and recording your thoughts about these four questions using the **quick write** (*instructional routine*):

1. What is your moral purpose?
2. What actions do I take to realize this moral purpose?
3. How do I help others clarify their moral purpose?
4. Am I making progress in realizing my moral purpose with students?

Share your thoughts with other members of your team and discuss themes that emerge

### Slide the Line (*Instructional routine*)

While viewing video consider: <https://www.youtube.com/watch?v=nGyutkBvN2s>

think about the following: ‘What helped this group to accomplish a seemingly impossible task?’

- Share your reflection on the key elements that contribute to the success of the group

**What is our tree?**

**How do we engage others in moving the tree?**

**How does this video relate to your moral purpose?**

- Pair Up and form 2 lines, with partners facing each other (i.e. row A facing row B)
- Round 1: Discuss questions for 5 minutes - rotate to your right (2x)

Some of our trees are concerns, complaints or issues that do not align with our school goals – the goal was to see how even though we each have our own moral purpose for being here, we need to engage each other and work together to move our tree

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*Question*

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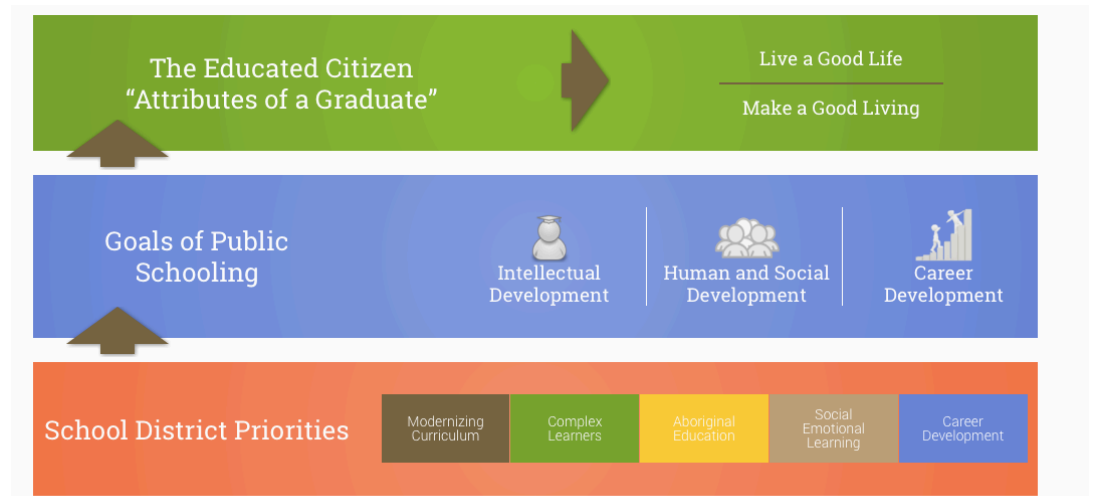
## How do we work together to move our tree?

The problem is not the absence of goals in schools and districts today but the presence of too many that are ad hoc, unconnected, and ever-changing. Multiple mandates from (state) province and districts combine with the allure of grants and innovations to create overload and fragmentation [Fullan]

**Overload** - results from too many goals, projects, and initiatives. Even when the ideas are good, the sheer volume make it impossible to implement them

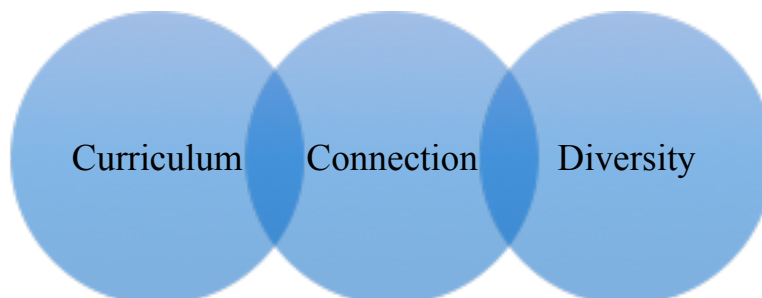
**Fragmentation** - occurs because even when the goals are the right ones, they may not be experienced by the users as connected ideas. People see them as discrete demands with little connection to each other or their daily work. Implementing too many directions without a coherent sense of how they connect results in paralysis and frustration

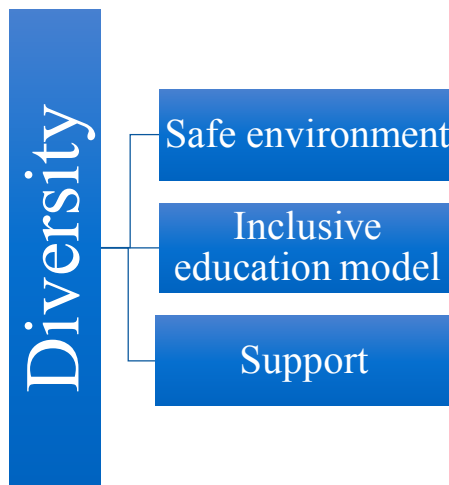
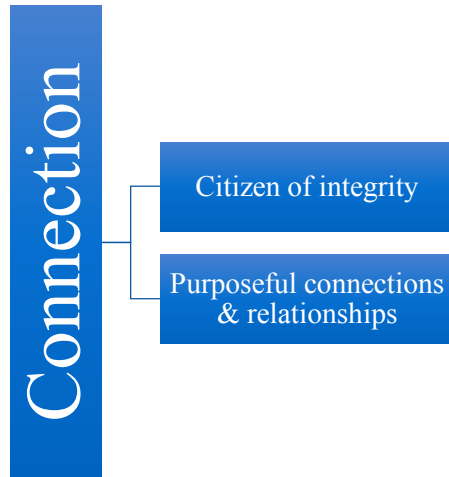
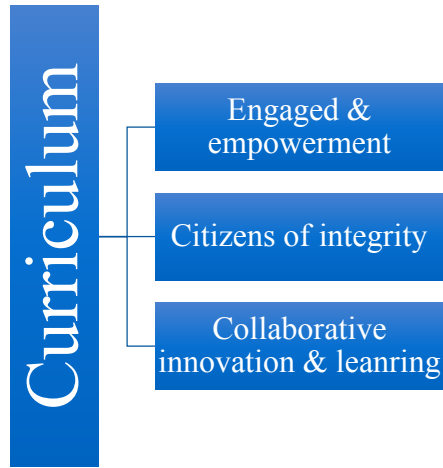
**Distractors** - may arise from competing priorities that are impossible to manage, overwhelming mandates and bureaucratic demands, or alluring innovations. They take attention, time and resources away from the core focus and goals go to school district site <https://vibrantlearning.sd44.ca/district-planning/>



Review 2017/2018 School Plan and see the alignment:

### School Priorities





*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](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).

School Improvement Handbook for Principals, Teachers and School Councils. (2002). Educational Improvement Commission <http://www.edu.gov.on.ca/eng/document/reports/sihande.pdf>