



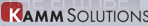
Welcome CT Educators




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LEADING TRANSFORMATIONAL LEARNING: SHAPING THE FUTURE



1



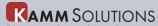
Transforming Schools: Leaders of a Thriving Future

LEADING TRANSFORMATIONAL LEARNING: SHAPING THE FUTURE

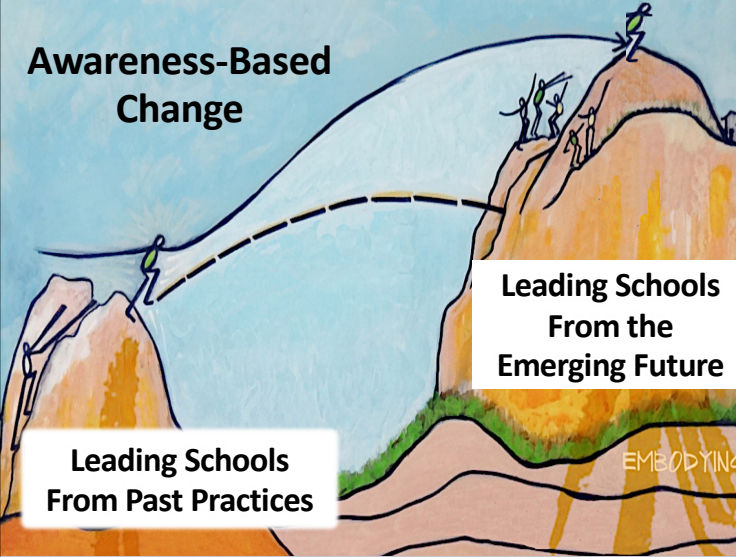
CAPSS Conference
March 20, 2024

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1. Begin with a Quote activity
2. Explore the Emerging Future and Examine Transversal Competencies
3. View an Example of School Transformation
4. Engage in a Future-Oriented Continuum Activity & Idea Exchange

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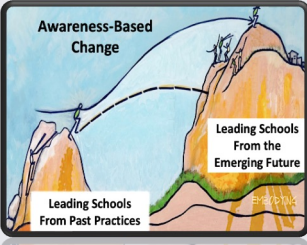
Awareness-Based Change

Leading Schools From the Emerging Future

Leading Schools From Past Practices

EMBODYING

3



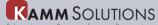
Awareness-Based Change

Leading Schools From the Emerging Future

Leading Schools From Past Practices

— Otto Scharmer

"There are two different sources of learning. One is the present moment that extends the past and is shaped by what has been. The second is a quality of the present moment that functions as a gateway to a field of future possibilities. It is this second stream of time that matters most. Without that connection, we tend to end up as victims of disruption rather than co-shapers of a productive future."



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Please select a quote that resonates with you as you think about future-oriented education. Please respond to the prompts below your selected quote in your discussion.

1) "Students need to acquire well-developed thinking, problem solving, design, collaboration, and communication skills. Students also need to be able to find, evaluate, synthesize, and use knowledge in new contexts, and produce research findings and solutions."
— Linda Darling-Hammond
Prompt: Is this the level of learning students experience in your classrooms? What can you do to ensure this level of learning for each student in your school(s)?

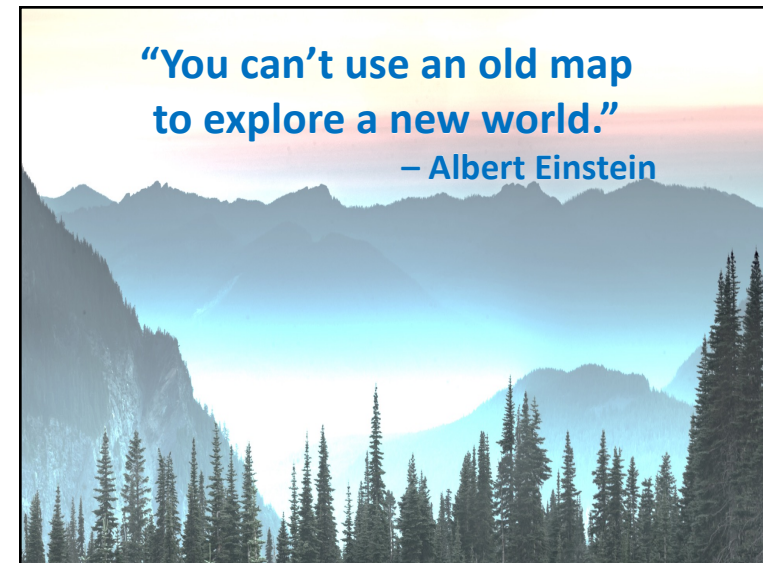
2) "There has never been a more frustrating time to be a school leader in the United States . . . That is because the system – designed a century ago to solve a very different set of problems than the ones the nation now faces – does not work anymore. Simply managing current systems is getting harder and harder. That will continue until we replace them with systems that are much better adapted to the challenges we now face."
— Marc Tucker
Prompt: Select a system that is dated. Please explain why this system is dated. What may be next steps toward change?

3) "Energy follows attention. Wherever you place your attention, that is where the energy of the system will go. "Energy follows attention" means that we need to shift our attention from what we are trying to avoid to what we want to bring into reality."
— Otto Scharmer
Prompt: Where is the collective attention currently being placed in your school(s)? Be specific. Is your energy channeled towards preparing students to be future-ready? Please explain.

4) "The greatest danger in times of turbulence is not the turbulence. It is to act with yesterday's logic."
— Peter Drucker
Prompt: What is yesterday's logic in teaching, leading, and learning? What is the "new logic" as we prepare students for the future?

5) "The most exciting breakthroughs of the twenty-first century will not occur because of technology, but because of an expanding concept of what it means to be human."
— John Naisbitt
Prompt: In the face of Generative AI and other emerging technologies, why is it important to help students expand the concept of what it means to be human? What actions do schools need to take to help students with this understanding?

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Multi-High School Qualitative Study

Emerging Themes: Describe Specific Changes/Improvements You Would Like to See

1. Know the students – build student/teacher relationships
2. Provide more hands-on learning experiences
3. Make classrooms personal (more personalized assignments and emphasize the students over the agenda)
4. Provide more student agency – choice/voice and differentiation

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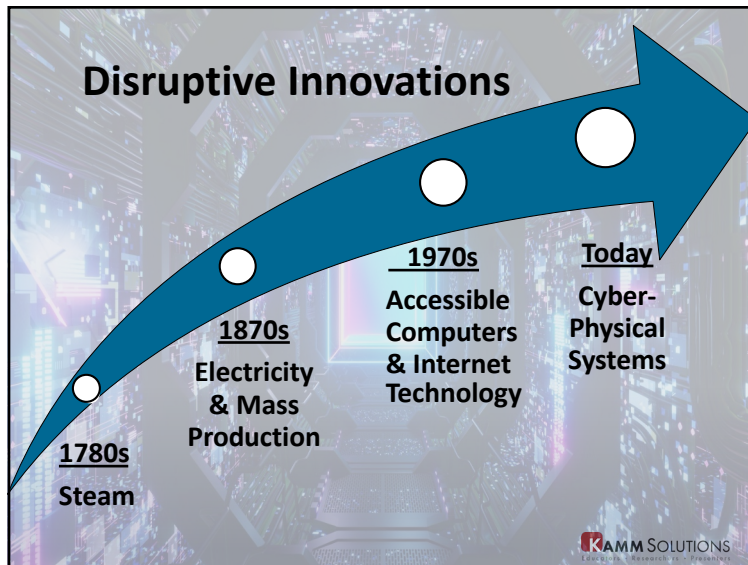
Multi-High School Qualitative Study

Emerging Themes: Describe Specific Changes/Improvements You Would Like to See

5. Plan more interesting, mentally enriching content; Limit busy work – worksheets
6. Ensure teachers demonstrate passion and interest for the subject they are presenting
7. Teach real-world skills/competencies
8. Provide more variation in lessons and approaches to learning; present interesting/mentally enriching content

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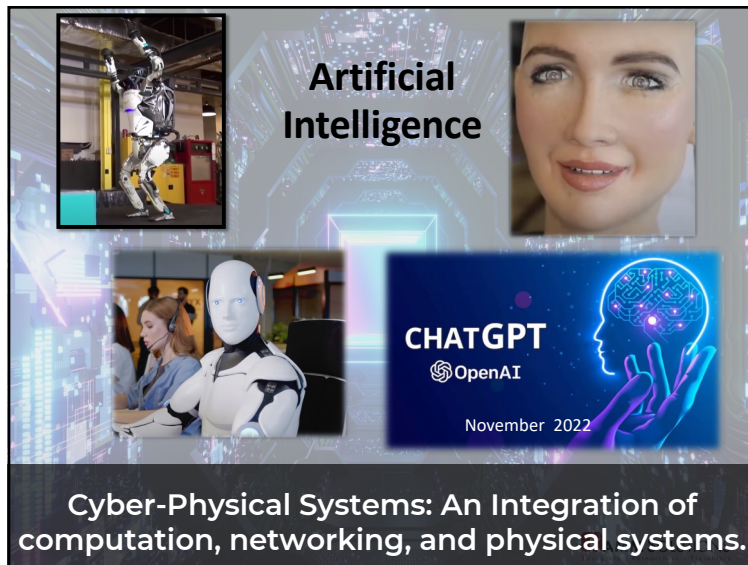
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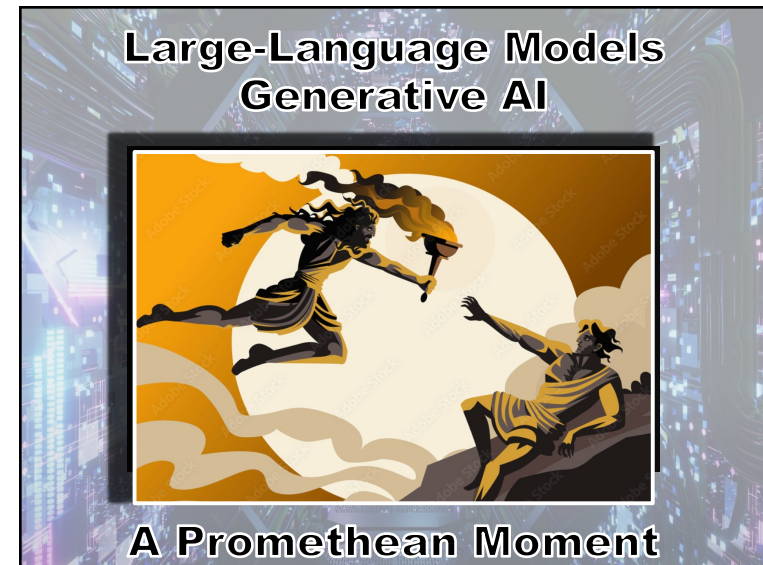
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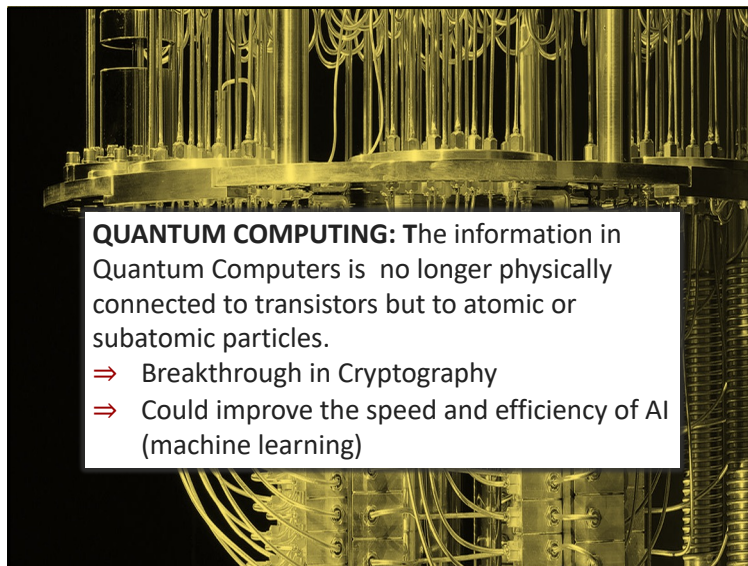
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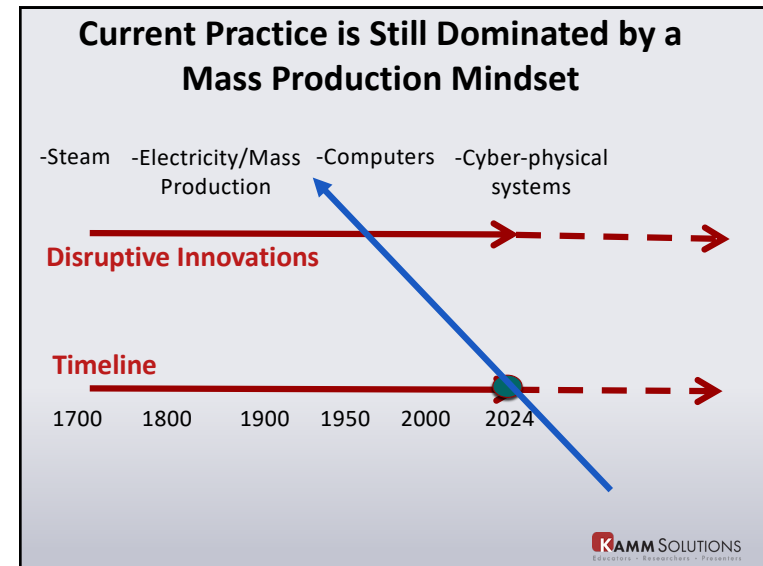
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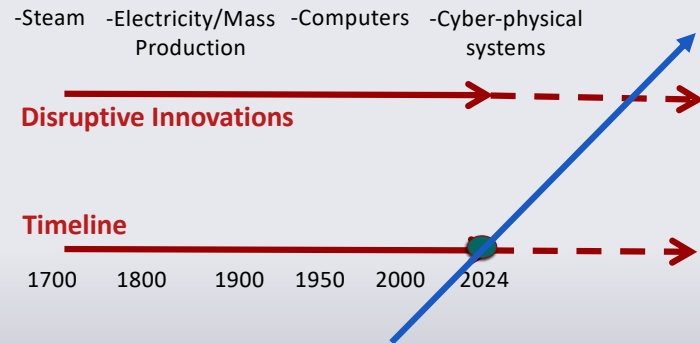


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Preparing Future-Ready Learners for a Volatile, Uncertain, Complex, Ambiguous Future



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Empowering Learners by Cultivating Transversal Competencies

Thinking Dynamically:
Curiosity, creativity, innovation, critical thinking, problem solving, and agility



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Empowering Learners by Cultivating Transversal Competencies



Knowing Oneself:
Self-efficacy, self-regulation, self-motivation, growth mindset, initiative, & resilience.

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Empowering Learners by Cultivating Transversal Competencies

Caring About Others:
Intercultural awareness, openness, empathy, and compassion



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Empowering Learners by Cultivating Transversal Competencies



Engaging with Others:
Collaboration, communication, social skills, conflict resolution, & emotional intelligence


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Transversal Competencies: Thinking, Knowing, Caring, and Engaging

Empowering Learners Through Transversal Competencies


Thinking Dynamically:
Curiosity, creativity, innovation, critical thinking, problem solving, and agility



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Empowering Learners by Cultivating Transversal Competencies


Knowing Oneself:
Self-efficacy, self-regulation, self-motivation, growth mindset, initiative, & resilience.



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Engaging with Others:
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The Coronado Learning Community

CORONADO LEARNING COMMUNITY A PROFILE OF A LEARNER & LEADER

The Coronado Learning Community promotes future-ready learners and leaders who are Innovative, Resilient, Collaborative, Globally Aware, Ethical, and Empathetic.

Innovative <ul style="list-style-type: none"> Creates and explores original ideas Designs creative and imaginative solutions to real-world issues Thinks and acts with the future in mind Recognizes and designs creative solutions to real-world issues Identifies, analyzes, and implements solutions Implements a willingness to try new and different approaches Recognizes, reflects, and strengthens ideas through questioning, testing, and exploring 	Resilient <ul style="list-style-type: none"> Recognizes a growth mindset and demonstrates a willingness to embrace challenges and personal learning Demonstrates openness and a willingness to take risks, face challenges, and solve problems Participates in an attitude to the pursuit of goals Seeks and uses feedback for continuous improvement to build self-awareness and self-confidence Shows resilience and persistence in learning opportunities for future learning
Collaborative <ul style="list-style-type: none"> Works independently within a group to promote learning, increase productivity, and achieve common goals Demonstrates respect, civility, and a commitment to group success and responsibility Demonstrates initiative by asking questions, identifying and responding to needs, and performing the necessary actions for completion 	Globally Aware <ul style="list-style-type: none"> Recognizes, understands, and values diverse perspectives and cultures beyond self Demonstrates openness to engage within and outside one's own community Contributes to solutions to build and benefit a broader community
Ethical <ul style="list-style-type: none"> Acts with integrity, demonstrating honesty, respect, and civility Demonstrates respect for diversity and actions on others Takes responsibility for one's own words and actions 	Empathetic <ul style="list-style-type: none"> Recognizes intuitively with sensitivity and understanding towards others Shows empathy for others without judgment Demonstrates an understanding of other emotions and perspectives



The CLC Profile of a Learner and Leader

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Leadership Practices for the Emerging Future

Based on a McKinsey Report, "New Leadership for a New Era of Thriving Organizations"

Practices	Leading Organizations From a Past Perspective	Leading Thriving Organizations From the Emerging Future
What We Focus On	A Manager with a Mindset of Preservation	A Visionary with a Mindset of Possibility
How We Show Up	A "Professional" with a Mindset of Conformity	A Human with a Mindset of Authenticity
How We Organize	A Director with a Mindset of Authority	A Catalyst/Collaborator with a Mindset of Partnership
How We Get Work Done	A Controller with a Mindset of Certainty	A Coach with a Mindset of Discovery
How We Create Value	A Planner with a Mindset of Scarcity	An Architect/Cocreator with a Mindset of Abundance

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Forming a High-Performance Team

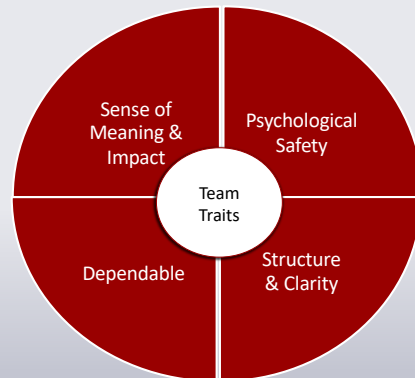
Effective teams are "highly interdependent – they plan work, solve problems, make decisions, and review progress in service of a specific project. Team members need one another to get work done."

– Google Study
Project Aristotle

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Reflecting on the Traits of High-Performance Teams



Complete a questionnaire about High Performance teams.

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Schools that embrace agency communicate the following messages to students and staff:

1. Your ways of learning, being, and knowing are important and valued;
2. You are seen and loved;
3. You can effectively build knowledge and demonstrate what you have learned;
4. You can make a difference.



(Safir and Dugan, 2021).

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Build Future-Ready Learners by Elevating Student and Staff Agency



Building learning experiences, curricula, and PLC practices around the tenets of agency is transformative.

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Transforming Schools: Leaders of a Thriving Future

Four Strategies for Moving the CLC Forward

Community Connections

Formative Learning

Enhanced PLC Dialogue

Inquiry-Based Learning (PBL)

When students are agents of their own learning, they are more likely to “learn how to learn” – an invaluable skill that they will use throughout their lives.

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Implementing Initiatives

Develop and Communicate a Shared Vision of the Change

Establish a Plan of Action & Provide Resources

Invest in Professional Learning

Monitor Progress Throughout Implementation

Provide Continuous Assistance

Create a Context Supportive of Change

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The Profile of a CLC Learner and Leader



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Transforming Schools: Leaders of a Thriving Future

Transforming Schools: Leaders of a Thriving Future

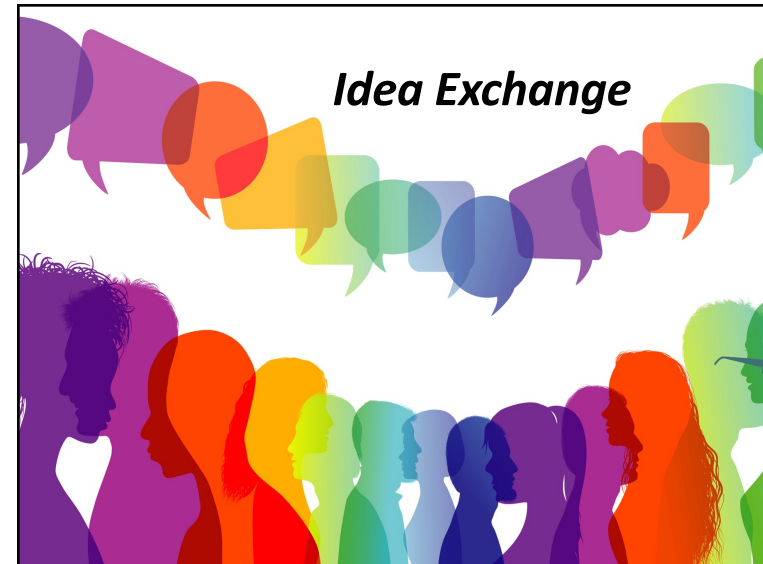
Directions: Navigating the complex shift toward future-oriented teaching, learning, and leading, and understanding how school and district culture evolves can be daunting. The following table offers a range of many potential categories for your consideration. There is also space for you to add your own category. Please mark the number on the growth continuum that best indicates your current practice. In the comment box, consider the following questions: "Where are we seeing success?" "What are our goals for transitioning our schools to the thriving future?" "What changes do we recommend based on making our innovation goals?" Note: KAMM Solutions' resource links below the growth continuum in each category. These resources also apply across categories.

Proper Categories	FROM: Approach Based on Past Practices	Growth Continuum	TO: Approach Focused on the Emerging Future
1. Leadership Approach	Hierarchical top-down decision making that is authority based, with limited collaboration.	1 — 2 — 3 — 4 — 5	Flatter structures, with a mix of all decisions, support staff and student agency, increased collaboration and trust-based culture, support strategies that operate in high performance teams, and engage in shared decision making and collective implementation.
2. Teaching Methods	Formal teacher-led instruction that is often lecture-based and platform-driven (implemented with limited interactivity, differentiation, or student exploration).	1 — 2 — 3 — 4 — 5	Student-centered, personalized instruction that engages curiosity, creativity, compassion, collaboration, and critical thinking and provides teacher experiences, real world connections, and integrated technology.
3. Student Engagement	Passive receivers of information who have limited autonomy in decision-making and are often unclear about the relevance of course content.	1 — 2 — 3 — 4 — 5	Active participants in learning who connect content learning to real-world relevance and who demonstrate intrinsic motivation, curiosity, creativity, and complex problem-solving ability.

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- Consider the Categories
- Select a Number on the "From/To" Continuum
- Respond to the Questions
- Prepare for an Idea Exchange

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