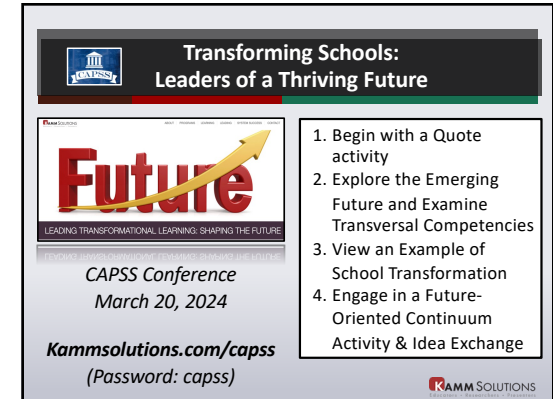


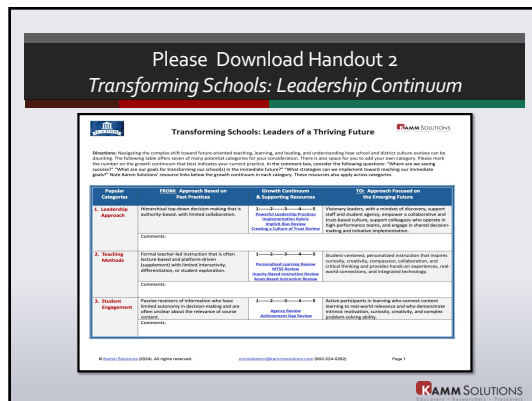
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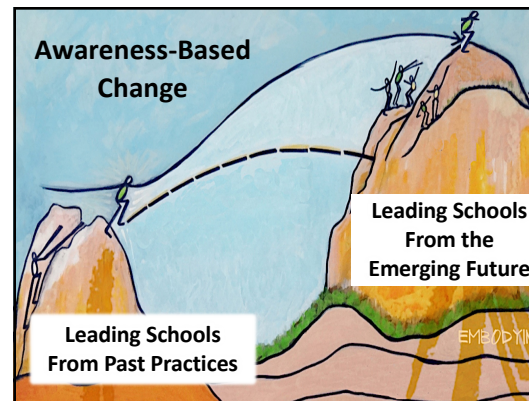
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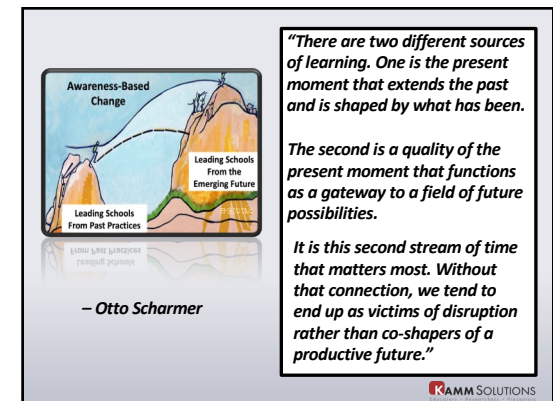
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Please select a quote that resonates with you as you think about future-oriented education. Please respond to the prompts below your selected quote in your discussion.

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)?

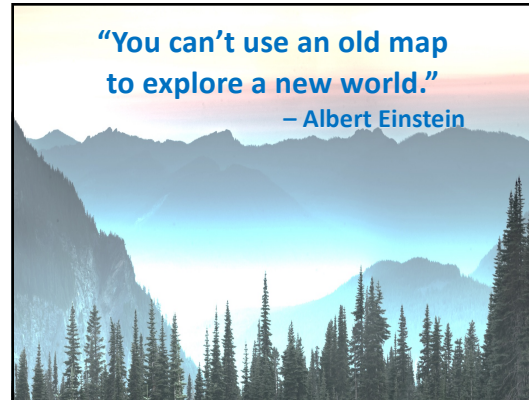
2) "There has never been a more frustrating time to be a school leader in the United States ... That is because the system – designed a century ago to solve a very different set of problems than the ones the nation now faces – does not work anymore. Simply managing current systems is getting harder and 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.

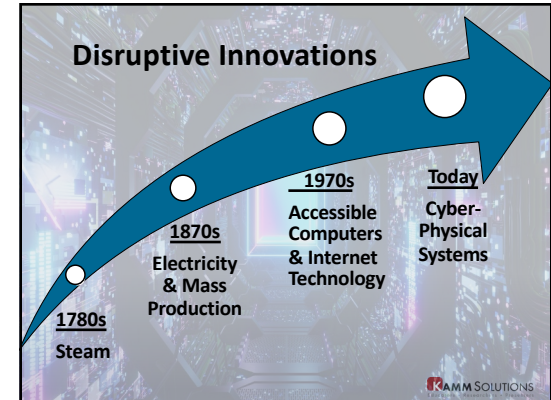
4) "The greatest danger in times of turbulence is not the turbulence. It is to act with yesterday's logic."  
— Peter Drucker  
Prompt: What is yesterday's logic in teaching, leading, and learning? What is the "new logic" as we prepare students for the future?

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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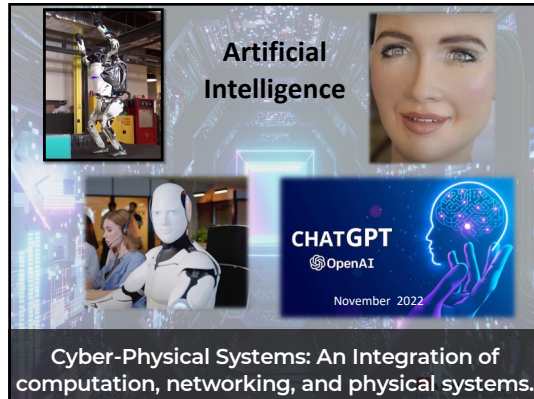
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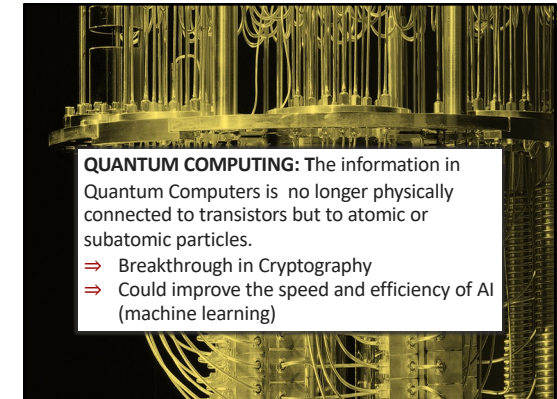
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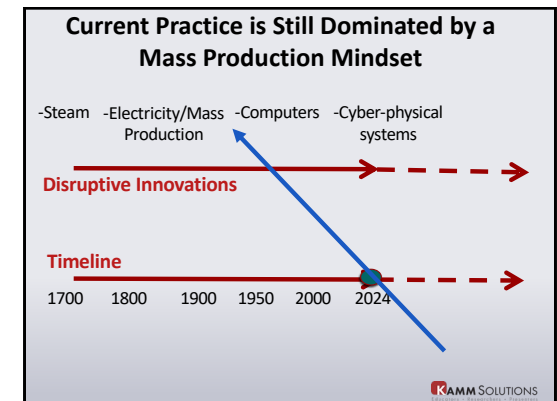
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Gen Z and Gen Alpha Characteristics		
Characteristics	Gen Z (14 to 30)	Gen Alpha (Birth to 13)
Digital Natives	Grew up with the rise of the internet and smartphones, adept at using digital technology.	Born into a world where technology is even more ubiquitous, highly proficient in digital tools and platforms from an early age.
Diversity and Inclusion	Embrace diversity and inclusivity, value different cultures, identities, and perspectives.	Raised in increasingly diverse societies, exposed to various cultures and viewpoints from the start.
Influencer Culture	Familiar with influencer culture and social media, may aspire to become influencers.	Growing up immersed in social media, influenced by online personalities and digital trends.

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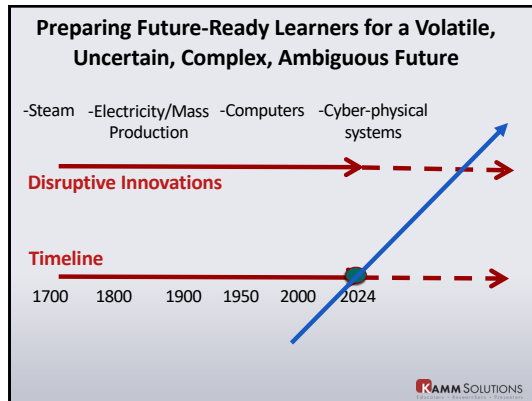
Gen Z and Gen Alpha Characteristics		
Characteristics	Gen Z (14 to 30)	Gen Alpha (Birth to 13)
Global Awareness	Have a global perspective, connected to the world through the internet and social media.	Growing up in a globally connected world, aware of international events and issues from a young age. May participate in global activism and collaborate with peers across borders.
Flexible Work Preferences	Seek flexible work arrangements, value work-life balance and remote work opportunities.	Expect to have flexible work arrangements and prioritize work-life balance. May also navigate the gig economy and remote work dynamics.

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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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Please explain the practices or strategies you are implementing to support future-ready learners in one of the four transversal competency areas.

<h4>Empowering Learners Through Transversal Competencies</h4> <p><b>Thinking Dynamically:</b> Curiosity, creativity, innovation, critical thinking, problem solving, and agility</p> <p>KAMM SOLUTIONS</p>	<h4>Empowering Learners by Cultivating Transversal Competencies</h4> <p><b>Knowing Oneself:</b> Self-efficacy, self-regulation, self-motivation, growth mindset, initiative, &amp; resilience.</p> <p>KAMM SOLUTIONS</p>
<h4>Empowering Learners by Cultivating Transversal Competencies</h4> <p><b>Caring About Others:</b> Intercultural awareness, openness, empathy, and compassion</p> <p>KAMM SOLUTIONS</p>	<h4>Empowering Learners by Cultivating Transversal Competencies</h4> <p><b>Engaging with Others:</b> Collaboration, communication, social skills, conflict resolution, &amp; emotional intelligence</p> <p>KAMM SOLUTIONS</p>

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### From a District Strategic Plan to a Focus on the Coronado Learning Community

“Engaging all students in world-class, future-focused learning”

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### Leaders of a Thriving 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
<b>What We Focus On</b>	A Manager with a Mindset of Preservation	A Visionary with a Mindset of Possibility
<b>How We Show Up</b>	A “Professional” with a Mindset of Conformity	A Human with a Mindset of Authenticity
<b>How We Organize</b>	A Director with a Mindset of Authority	A Catalyst/Collaborator with a Mindset of Partnership
<b>How We Get Work Done</b>	A Controller with a Mindset of Certainty	A Coach with a Mindset of Discovery
<b>How We Create Value</b>	A Planner with a Mindset of Scarcity	An Architect/Cocreator with a Mindset of Abundance

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- What do these leadership shifts look like in your District, department, school, or community organization? Please be specific.
- Why are these shifts essential for today’s leaders?
- On which of these shifts are you the most confident? Which shift is your most challenging?

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### The Coronado Learning Community

#### The CLC Profile of a Learner and Leader

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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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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



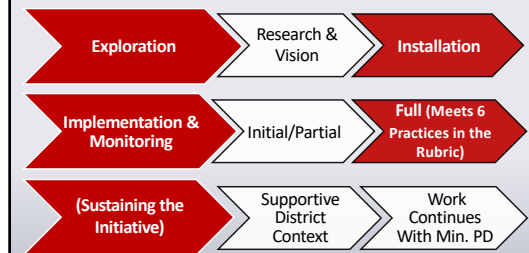
Building learning experiences, curricula, and PLC practices around the tenets of agency is transformative.

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Implementation Continuum

National Implementation Research Network



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## Essential Implementation Practices

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

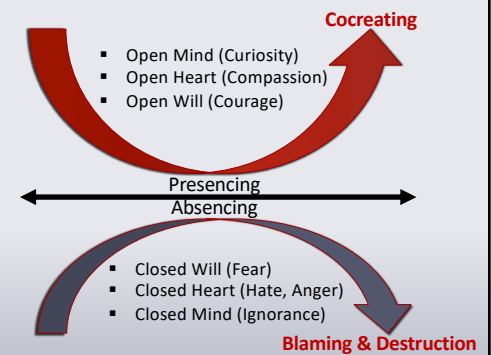
## The Profile of a CLC Learner and Leader



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## Presencing vs. Absencing



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## High-Performance Team Definition

A small number of people with **complementary skills**, who are committed to a **common purpose, performance goals, and approach**, for which they hold themselves **mutually accountable**"

**Coaching the team at work**  
The definitive guide to team coaching  
David Clutterbuck  
"This book is a must for anyone involved in high performance coaching"  
Alison Mountrich, Managing Director, Level, and Olympic Gold Medalist

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## The Traits and Practices of High-Performance Teams

Part 1: The Characteristics of High-Performance Teams

Team Traits

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## Please Download Handout 2 Transforming Schools: Leadership Continuum

Transforming Schools: Leaders of a Thriving Future

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## Transforming Schools: Leaders of a Thriving Future

Transforming Schools: Leaders of a Thriving Future

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

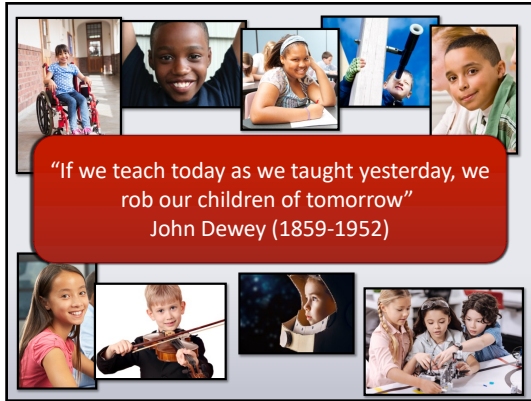
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## Idea Exchange

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## Questions?

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