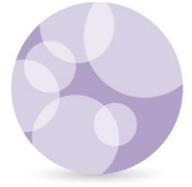


BOOK SUMMARY

Coherence: The Right Drivers in Action for Schools, Districts and Systems

Michael Fullan and Joanne Quinn
Ontario Principals' Council and Corwin 2016



4 Summary Points

Based on field research the authors provide a model composed of 4 + key components. The aim is to turn overload and fragmentation into focus and coherence. The 4 “+” components:

- **Focusing Direction:** “...establish a focused direction that engages everyone with shared moral purpose, a small number of goals, a clear strategy for achieving them and change leadership that mobilizes action.” Page 48
- **Cultivating Collaborative Cultures:** “A dynamic force that uses relationships and shared expertise to turn complexities and fragmentation into a focused, coherent force for change.” Page 48 “
- **Deepening Learning:** “...core strategy for affecting student results”. Page 107 “...pedagogy and digital are intersecting to open radical new ways of engagement and deeper learning.” Page 78
- **Securing Accountability:** “Internal accountability occurs when individuals and groups willingly take on personal, professional and collective responsibility for continuous improvement and success for all students. “ Page 110 Internal accountability precedes and supports external accountability.
- **“+” Leadership:** “Leaders influence the group, but they also learn from it. Joint learning is what happens in effective change processes.” Page 138 “...Key attribute of leaders...balancing innovation with implementation” Page 127

3 Connections with Alberta Context

[Alberta Education Superintendent Leadership Quality Standard \(Draft July 2016\)](#) states that:

- Quality superintendent Leadership occurs when the superintendents ongoing analysis of the context and the superintendent’s decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

Alberta Teachers Association [Renewing Alberta’s Promise: A Great School for All](#) (2015) shares the need for:

- ... whole-system change and a strategic approach to effective curriculum change in Alberta based on 4 pillars; investment in collaborative professional autonomy and efficacy, mindful and agile leadership, optimal conditions of instructional practice and student learning and public assurance through community engagement.

[Alberta Education business plan \(2017-20\)](#)Includes a focus on:

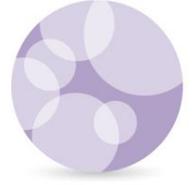
- Student Success, Achievement Gap for First Nations, Métis and Inuit students, Inclusive environments, Teacher, School and School Authority Leader Excellence and an education system that is well governed and managed.



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2 Questions for Your Context

- Given the multitude of existing and new initiatives and directions from external and internal sources*, (*your districts past learnings from AISI, jurisdiction projects as well as those mentioned previously) how might you harness your districts expertise and learning and use this “background knowledge” to move forward with a focused direction and collective efficacy? Do you have a strategic (implementation) plan to ensure your resources are used effectively and you are getting the impact you imagine?
- Prior to release of new curriculum, potential Inclusive Education Policy Framework, Assurance Model, First Nations Métis and Inuit direction and existing Learning Technology Policy Framework how might you weave directions together for your context, teams understanding and classroom application? How might you ensure your implementation efforts are having an impact? How will you know?
- + ...one more question. Coherence and other resources/organizations identify the valuable role of school and system leaders in bringing about school improvement, knowing how to develop collective efficacy and providing change leadership. Given the importance of this role are your efforts for developing leader’s capacity having an impact? What indicators are you using to know your work is causing a difference and resulting in quality teaching and optimum learning for all students in the school? Does your work include a focus on implementation – and knowing the impact you are getting for the efforts exerted?

1+ Primary & Secondary Resources

- Coherence: the Right Drivers in Action for Schools, Systems and Districts; * Fullan & Quinn, 2015, Thousand Oaks, CA: Corwin_ via [Corwin with links to infographics and other resources](#) or Michael Fullan @ <http://www.michaelfullan.ca/>
 - [The Taking Action Guide for Building Coherence in Schools, Districts and Systems, Corwin 2016](#)
 - New Pedagogies for Deep Learning (NPDL) www.NPDL.global
 - A Guide to Support Implementation: Essential Conditions www.essentialconditions.ca for Alberta tools and resources to support change
- *Summary given a “thumbs up” by Fullan and Quinn

