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Education at a Crossroads



More than at any other time in history, mankind faces a crossroads.

One path leads to total despair and utter hopelessness

The other, to total extinction.

Let us pray we have the wisdom to choose correctly



A Capital Idea

“Capital relates to one’s own or group worth, particularly concerning assets that can be leveraged to accomplish desired goals.”

Hargreaves & Fullan (2012), p.1

Business Capital view assumes that good teaching:

- is technically simple.
- is a quick study.
- can be mastered readily.
- should be driven by hard performance data.
- Is about enthusiasm, effort, talent, & results.
- Is replaceable by online instruction.

Professional Capital view assumes that good teaching:

- is technically sophisticated and difficult.
- requires high levels of education & long training.
- is perfected through continuous improvement.
- involves wise judgment informed by evidence and experience.
- is a collective accomplishment and responsibility.
- maximizes, mediates & moderates online instruction.

Learning and Teaching

“Good learning comes from good teaching. More and better learning and greater achievement for everyone require being able to find and keep more good teachers.”

Hargreaves & Fullan (2012), p.13

Teaching like a pro ...

“ is about undertaking difficult, inspiring work; constantly trying to improve practices and working with all the collective might and ingenuity of professional colleagues to do so.”

Hargreaves & Fullan (2012), p.22

Teaching like a pro means

1. Continuously inquiring into and improving one's own teaching.
2. Planning teaching, improving teaching and often doing teaching not as an isolated individual but as part of a high performing team.
3. Being a part and parcel of the wider teaching profession and contributing to its development.

Three kinds of capital

1. Human Capital
2. Social Capital
3. Decisional Capital

Hargreaves & Fullan (2012), p.22

Professional Capital Formula

$$PC = f(HC, SC, DC)$$



1.

Human Capital





Human Capital.

- **Qualifications**
 - **Knowledge**
 - **Preparation**
 - **Skills**
 - **Emotional Intelligence**
- 

Stereotypes of Teaching

“ Memories of teaching, then, often become stereotypes of teaching that profoundly influence how people want to change teaching and teachers. ”

Hargreaves & Fullan (2012), p.22



Human Capital Solutions

- **Recruit from the top tiers**
 - **Select for moral commitment & EQ**
 - **Rigorous preparation in theory & practice**
 - **Take pay off the table**
 - **Attractive working & collegial environment**
 - **Talk up teaching as a profession**
- 



Social Capital

Trust

Collaboration

Collective responsibility

Mutual assistance



Professional networks

Push, pull and nudge



Social Capital Solutions

Deep professional learning communities

School networks & helping relationships

Collective responsibility across grades and SE

Shared language

Collaborative tools

Peer assisted review

Collective rewards





3.

Decisional Capital



Decisional Capital.

Judgment

Case Experience

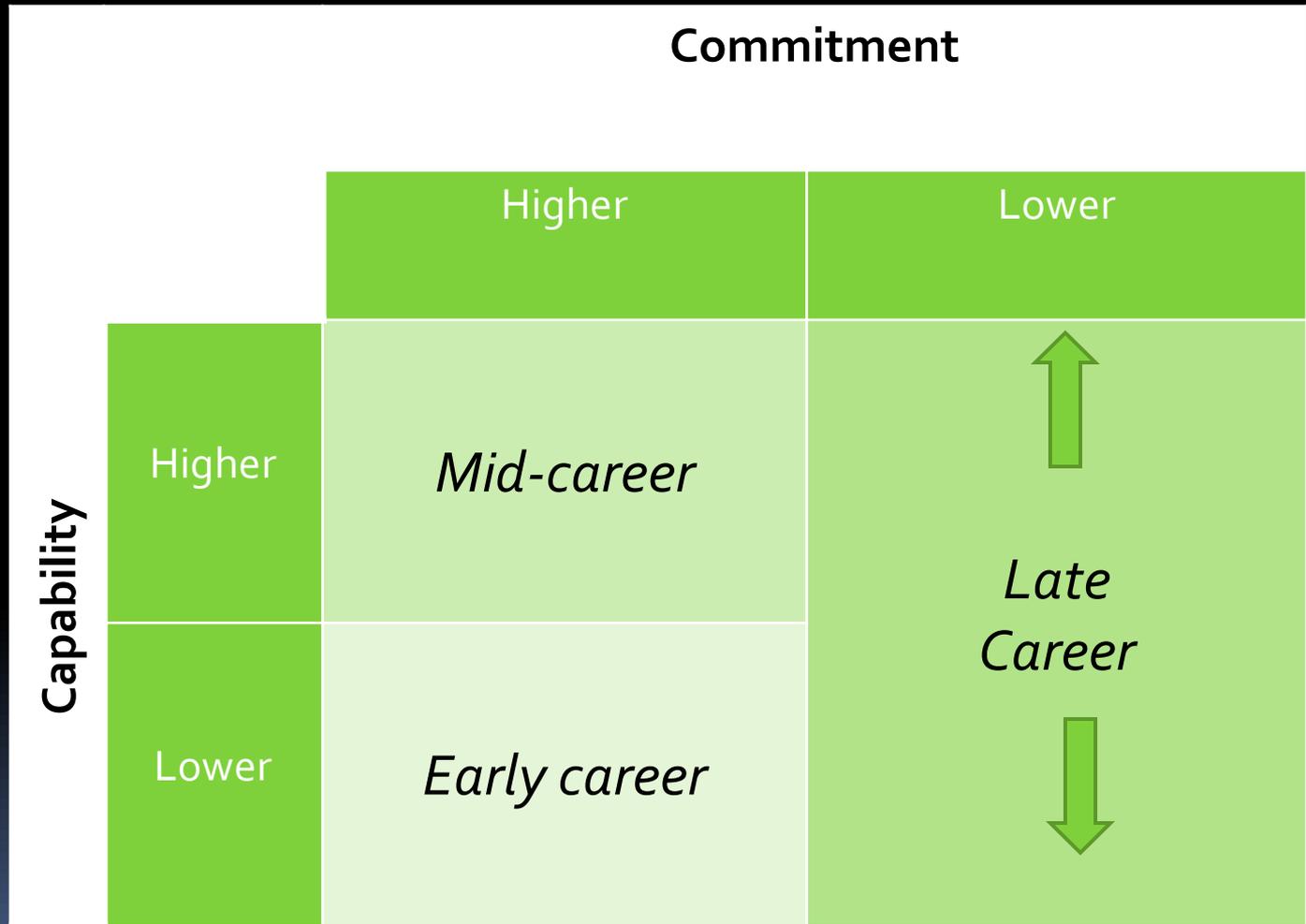
Practice

Challenge & Stretching

Reflection



Capability/Commitment & Career Stage





Later Career Paths

The Renewed

The Disenchanted

The Quiet Ones

The Resisters





Decisional Capital Solutions

10,000 hours of practice

Stimulating & challenging new experiences

Mentoring & coaching

Inquiry projects



Alternate & flexible career tracks

Targeted career progression

Sabbaticals and study leaves



Finland

Teachers collaborate on local curriculum development across schools within their municipalities.





Singapore

**We give away our best ideas
because that makes us have to keep
inventing new ones**





Alberta



95% of schools are funded to develop school-based innovations and to engage in collaborative inquiry about the impact of their innovations



Ontario



The performance of every student in every grade is visible to all teachers on a continuous basis – this supports discussion and collective responsibility for helping all students by all teachers



California Teachers Assoc'n



Teacher leaders, not school principals, are provided with the funds to drive improvement in their schools with their colleagues.

Pushing.....

Very confrontational for one teacher—not in a negative way, but they definitely felt that they needed to be able to defend the way that they wanted to mark and grade student work. And she walked away from the table understanding that she wasn't using a criterion-based assessment even though she had developed a rubric but [the grade was] based on the effort that they were working on. That was her peers at the table. She didn't go away upset. She went away saying, "I need to rethink this."



Pushing.....

Teachers definitely are feeling that they're under more scrutiny, more pressure from senior administration. Principals regularly are in classrooms. They're doing walkthroughs. They're looking for specific things. They want to see evidence that guided reading is happening. They want to see evidence of all of the initiatives that the board is working on. There is a lot of pressure on teachers to make changes and they certainly are feeling that pressure.



Pushing Back.....

"I thought I was having challenging conversations with my staff", to open up practice and raise expectations. "But since I read this report, I realize that what I intended to be challenging conversations have sometimes been experienced as oppressive conversations. That is just the perception of some of my staff but perception is reality and I have to learn from this and take it very seriously".

Nudging

Thaler and Sunstein: Nudge

- * placing fruit, not candy bars at the till
- * default options for pensions are the best options
- * change by structured insurgency – creating interconnected cells of innovation



Nudging change

- Common language
- Common tools
- Collective responsibility
- Innovative structures



Guidelines for school & system leaders

Promote professional capital vigorously and courageously.

Professional capital involves a change of culture in your school and in your district.





Guidelines for school & system leaders

Secure leadership stability and sustainability



Stable and sustainable leadership prospers when there are incentives of recognition, support, reward and in the most troubled communities, encouraging principals and system leaders to stay rather than move up and move on.



Guidelines for school & system leaders

Reach out beyond your borders.

If you feel like you're reaching the peak of your success, help another school beside you or far away...if you're struggling seek out fellow strugglers so you can find assistance together.





Guidelines for school & system leaders

Know your people: understand their culture.

PC is about leaders taking the time to know their people and what their people do, and to know how to bring out the best from those people collectively.





Guidelines for school & system leaders

Beware of contrived collegiality.

Ultimately, developing professional capital is about helping people to help themselves and to help their students more effectively; it is not about manipulating them into complying with externally imposed requirements or delivering someone else's vision.





Guidelines for school & system leaders

Be evidence informed, not data-driven.

Don't overload yourself with data so that you have no room as a community to think about anything else. Remember: the point of data is to know your students.



Guidelines for teachers & teacher leaders

1. Become a true pro.

It's not just about how many hours you put in ... It's an investment of attention to study, practice, and learning from colleagues. It's an investment in yourself and in the students you serve.



Guidelines for teachers & teacher leaders

2. Start with yourself.

'Be the change you want to see in the world.'

Mahatma Gandhi





Guidelines for teachers & teacher leaders

3. Be a mindful teacher.

"The constant pressure can also drain us dry. It can rob us of the time to take stock, to be mindful of what we are really doing and why."





Guidelines for teachers & teacher leaders

4. Build your human capital through social capital.



“Commit to working with your colleagues in multiple and overlapping ways. These things build the relationships, networks, ideas and understanding that comprise social capital”.

Guidelines for teachers & teacher leaders

5. Push and pull your peers.

"Peer respect is the biggest lever for changing behaviour. Create opportunities to increase purposeful peer interaction and build respect for each other."



Guidelines for teachers & teacher leaders

6. Invest in and accumulate your decisional capital.

"The most powerful way is to build your decisional capital is to do it with others within and outside your school."





Guidelines for teachers & teacher leaders

7. Manage up: help your leaders to be the best they can be.



“To reduce polarization and achieve greater partnership means teachers reaching out to school and system administrators.”



Guidelines for teachers & teacher leaders

8. Take the first step.

"If something is worth starting, then take the lead and start it. Ask for help from someone before offering assistance to them."



Guidelines for teachers & teacher leaders

9. Surprise yourself.

"Start an innovation with someone who has a different style. Learn from your differences. Seek out variety. Avoid groupthink."



Guidelines for teachers & teacher leaders

10. Connect everything back to your students.

"The purpose of teaching like a pro is to improve what you can do for your students. This needs to be kept front and centre at all times."



To Sum Up

The biggest influence on learning is teaching

Social capital raises human capital

Human capital doesn't raise social capital

Move teachers forward from where they are

Remember to stretch those in the middle

Raise up the reds; don't forget the greens

Schools work with schools; the strong help the weak

Give away your best ideas

Don't make demands on people you do not know

Pull when you can; push when you must; nudge all
the time



"There can be no keener revelation of a society's soul than the way in which it treats its children and their teachers."

adapted from Nelson Mandela