

Welcome to

The Fourth Way

With
Andy Hargreaves

“There is no debt without memory”

Margaret Atwood
Payback, (2008)

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The First Way

INNOVATION WITHOUT COERCION

Professional Discretion

Local Contexts

Government Support

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Second Way (Mars)

Second Way (Mars)

Markets & Standardization

Lear management

Individual competencies

Parent choice

Market competition

Parental involvement

Competitive markets

Equity financing

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The Second Way

Top-Down Government

Goals
Performance
Targets

Parent Choice

Market Competition

Training

Materials

Resources

Support-Bottom UP

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Third Way (MERCURY)

Third Way (MERCURY)

World Class Standards

Individual development

Customized ("personalized") learning

Individual targets

Public

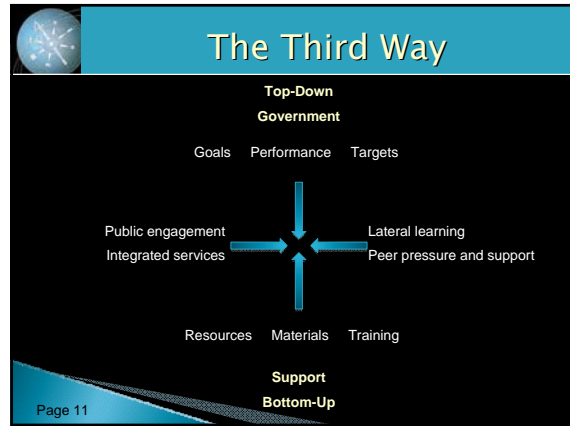
Data-driven teams

Community service delivery

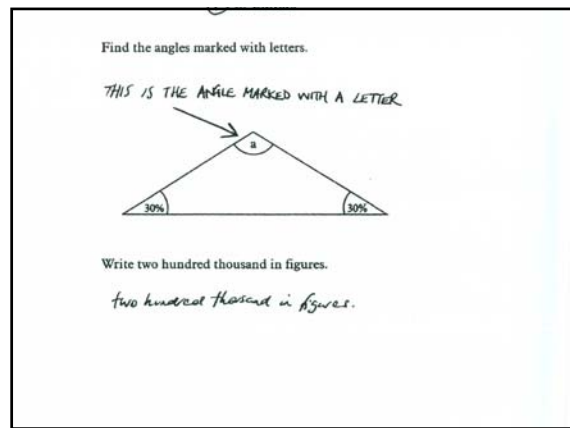
Confidence

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- ## The three paths of distraction
- ▶ The path of *Autocracy*
 - ▶ The path of *Technocracy*
 - ▶ The path of *Effervescence*



What is a network?

When you chat to people you
don't like to try and get a job

“Things are going to slide, slide in all directions. Won't be nothing nothing you can't measure anymore. The blizzard, the blizzard of the world has crossed the threshold and it has overturned the order of the soul.”

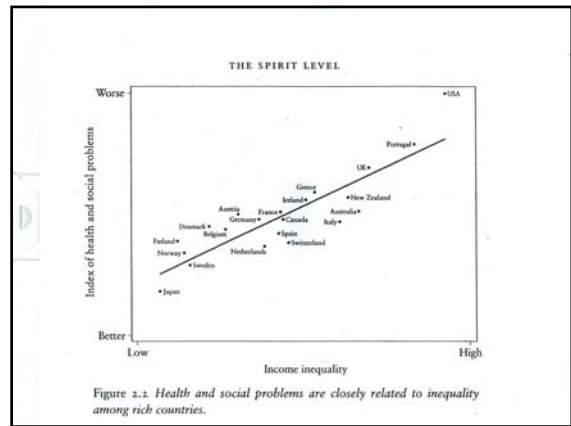
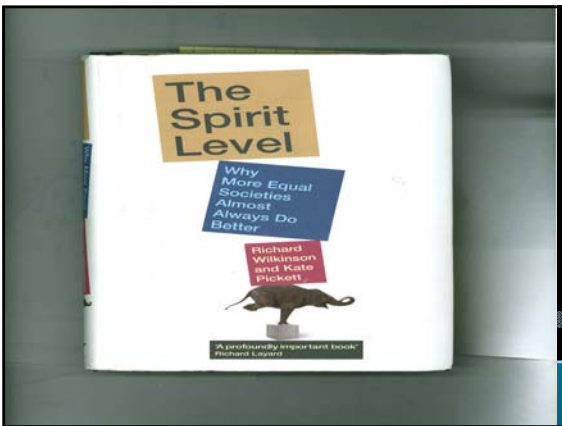
Leonard Cohen: *The Future*

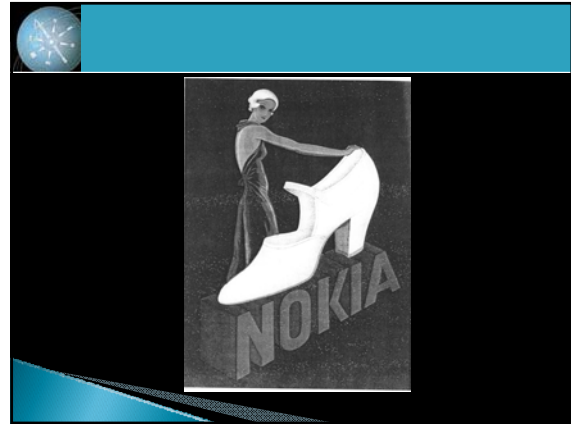
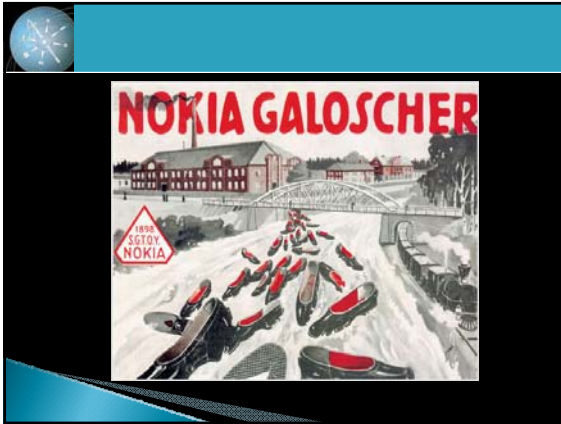
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The Four Horizons of Hope

- ▶ The top-performing country
- ▶ The effective network
- ▶ The innovative province
- ▶ The turned-around district

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Finnish Improvement Qualities

- ▶ Clear societal vision
- ▶ Strong public investment
- ▶ High-quality, high-status teachers
- ▶ Steering by the State
- ▶ Local curriculum development
- ▶ Trust, cooperation and responsibility
- ▶ Improvement through uplift
- ▶ Leaders who teach
- ▶ No initiative-*itis*

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RATL

- ▶ A network of over 300 secondary 'schools helping schools'
- ▶ An invitational process to three annual cohorts
- ▶ A 'no strings attached' stipend of £9,000 per annum
- ▶ Expert analysis of school achievement data
- ▶ Mentor schools and consultant heads
- ▶ Data-informed reflection and decision making
- ▶ A menu of short, medium and long-term strategies
- ▶ A web portal with a chat room and discussion forum

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RATL

Two-thirds of schools improved at double the rate of the national average over two years

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AISI

- ▶ A collaborative approach to locally-driven innovation and improvement
- ▶ A focus on the improvement of student learning and performance
- ▶ A commitment to the needs and desires of local communities

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Unique Architecture

- ▶ The learning of students, teachers and organizations unites to form a *complex interlocking mosaic*
- ▶ A sophisticated model combines *improvement* and *innovation* with *transparency* and *participatory* action
- ▶ Accountability is connected to responsibility

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Values of AISI

- ▶ *Impact* student learning and achievement
- ▶ *Increase* teacher growth
- ▶ *Catalyze* authentic and deep conversations about teaching and learning
- ▶ *Foster* improvement and innovation

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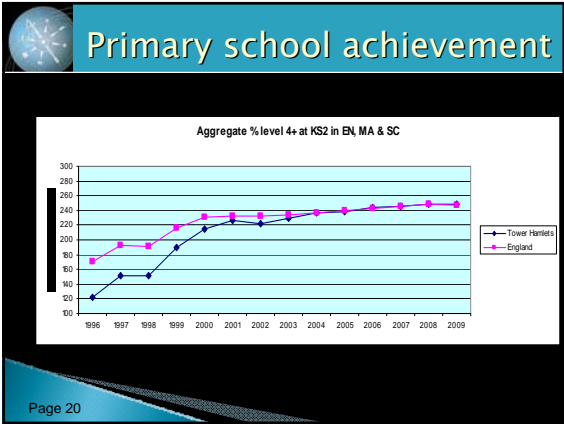
Culture change in Alberta?

- ▶ *Shifted* understandings about teaching and learning at the school and classroom level
- ▶ *Led* teachers to value diagnostic and formative assessments that can support their classroom practice
- ▶ *Yielded* a strong and enthusiastic culture of professionalism and professional collaboration
- ▶ *Boosted* teacher leadership in schools and districts

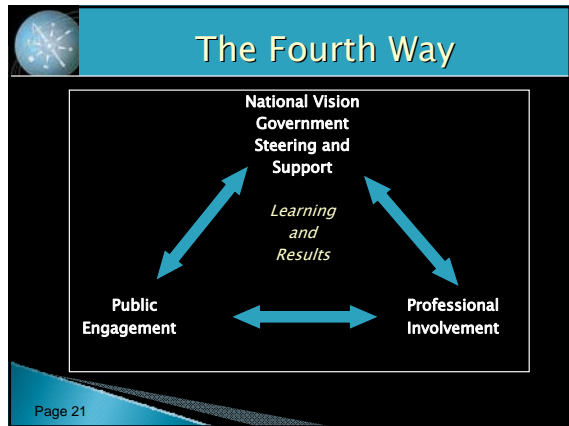
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Tower Hamlets

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- ## Towering success
- › Vision, justice and urgency
 - › Shared and ambitious targets
 - › Higher quality teachers
 - › Strong local partnerships
 - › Knowing your people: presence in schools
 - › Schools work together
 - › Community development
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- ## Six Pillars of Purpose & Partnership
- › An inspiring and inclusive vision
 - › Public engagement
 - › No achievement without investment
 - › Corporate educational responsibility
 - › Students as partners in change
 - › Mindful learning and teaching
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1. An inspiring & inclusive vision

A compelling and inclusive moral purpose steers a system, binds it together and draws the best people to work in it.


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2. Public engagement

Open professionalism that includes the public builds awesome schools

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3. No achievement without investment

Schools cannot excel alone but need communities and society to work with them.

There is no achievement without investment.

Greater professional accountability needs to be matched by increased parental responsibility.

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4. Corporate educational responsibility

The businesses that get invited to the educational policy table should be those that practice corporate social responsibility.

Accountability should be mutual and transparent, not secret and one-sided.

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5. Students as partners in change

Students are usually the targets of change efforts and services. They are rarely change partners.

Without students, there would be no teachers.

If schools and school systems sustain a broader vision ... their students will become committed to changing the world.

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6. Mindful learning & teaching

Mindful teaching and learning goes to the heart of the human condition. It acknowledges our need for emotional engagement, our quest for excellence and our craving for relatedness and purpose.

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Mindful learning & teaching

- ▶ Open-mindedness
- ▶ Caring and loving
- ▶ Stopping
- ▶ Professional expertise
- ▶ Authentic alignment
- ▶ Integration
- ▶ Collective responsibility



From MacDonnell & Shirley: *The Mindful Teacher*


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The three principles of professionalism

- ▶ High quality teachers
- ▶ Powerful professionalism
- ▶ Lively learning communities


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1. High quality teachers

Control quality at the most important point—the point of entry


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2. Powerful professionalism

Powerful professional responsibility to raise standards together

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3. Lively learning communities

The best professional learning communities are living communities and lively cultures dedicated to improving the lifelong learning of students and adults alike.

Highly qualified teachers create curriculum together.


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Four catalysts of coherence

- ▶ Sustainable leadership
- ▶ Integrating networks
- ▶ Responsibility before accountability
- ▶ Differentiation and diversity

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1. Sustainable leadership

Leadership is the afterthought of educational change. It's the cigarette that's smoked after the reform has been consummated.

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Sustainable leadership

Sustainable leadership matters, spreads, and lasts. It is a shared responsibility that does not unduly deplete human or financial resources and cares for and avoids exerting damage on the surrounding educational and community environment.

Hargreaves & Fink, 2003



2. Integrating networks

- ▶ The art of spreading change is as much about building new relationships as disseminating new knowledge.
- ▶ The point of networks is to spread innovation, stimulate learning, increase professional motivation, and reduce inequities.



3. Responsibility before accountability

- ▶ Responsibility precedes accountability. Accountability is the remainder that is left when responsibility has been subtracted.
- ▶ It is not necessary to ensure accountability through a census. It can be achieved more easily and effectively through a statistically valid sample.
- ▶ Accountability is the conscience of the system that checks it, rather than the ego or id that drives it.



4. Differentiation and diversity

- ▶ Students are diverse
- ▶ Schools are diverse
- ▶ Change is diverse
- ▶ None respond well to standardised strategies for improvement



Policy makers response to dropout

- ▶ Understand limited opportunity to impact what goes on in the classroom
- ▶ Policymakers provide necessary economical and pedagogical resources that schools and teachers need
- ▶ Remove all unnecessary workload off schools
- ▶ Invested in early childhood education
- ▶ More specialized teacher education programs with separate teacher education for grades 1-7 and 5-10



Science results of OECD countries PISA 2006

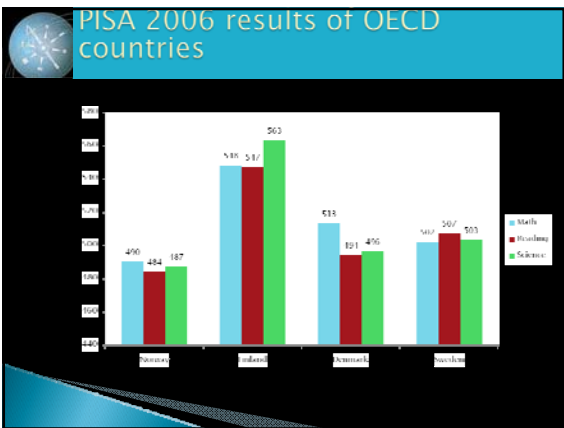
- ▶ Norway 24/30- Mean score-487
- ▶ Finland- 1/30 mean score 563
- ▶ Denmark 18/30 mean score 496
- ▶ Sweden 16/30 mean score 503
- ▶ OECD mean 500

Reading results of OECD countries PISA 2006

- › Norway 19/29 Mean score 484
- › Finland- 2/29 mean score 547
- › Denmark- 15/29 mean score 494
- › Sweden -8/29 mean score 507
- › OECD mean 492

Math results of OECD countries PISA 2006

- › Norway 23/30 Mean score 490
- › Finland- 1/30 Mean score 548
- › Denmark- 10/30 Mean score 513
- › Sweden 15/30 Mean score 502
- › OECD mean 498



Dimensions of child well-being	Average ranking position (for all 6 dimensions)	Dimension 1 Material well-being	Dimension 2 Health and safety	Dimension 3 Educational well-being	Dimension 4 Family and peer relationships	Dimension 5 Behaviours and risks	Dimension 6 Subjective well-being
Netherlands	4.2	16	2	8	3	3	1
Switzerland	6.0	1	1	5	16	1	7
Denmark	7.2	4	4	8	9	6	12
Finland	7.5	3	3	4	17	7	11
Spain	8.0	12	6	15	8	5	2
Switzerland	8.3	5	9	14	4	12	6
Norway	8.7	2	8	11	10	13	8
Italy	10.0	14	5	28	1	10	10
Ireland	10.2	19	19	7	7	4	5
Belgium	10.7	7	16	1	5	19	16
Germany	11.2	13	11	19	13	11	9
Canada	11.8	6	13	2	18	17	15
Greece	11.8	16	18	16	11	8	3
Poland	12.3	21	15	3	14	2	19
Czech Republic	12.5	11	10	9	19	9	17
France	13.0	9	7	18	12	14	18
Portugal	13.7	18	14	21	2	15	14
Austria	13.8	8	20	19	16	16	4
Hungary	14.5	26	17	13	6	18	13
United States	18.0	17	21	12	20	20	-
United Kingdom	18.2	18	12	17	21	21	20

OECD countries with insufficient data to be included in the overview: Australia, Iceland, Japan, Luxembourg, Mexico, New Zealand, the Slovak Republic, South Korea, Turkey.