

*Shifting your School Culture from
~~Teaching to Learning~~
OELAS Conference
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Who is your facilitator for this session?



Sid Bailey

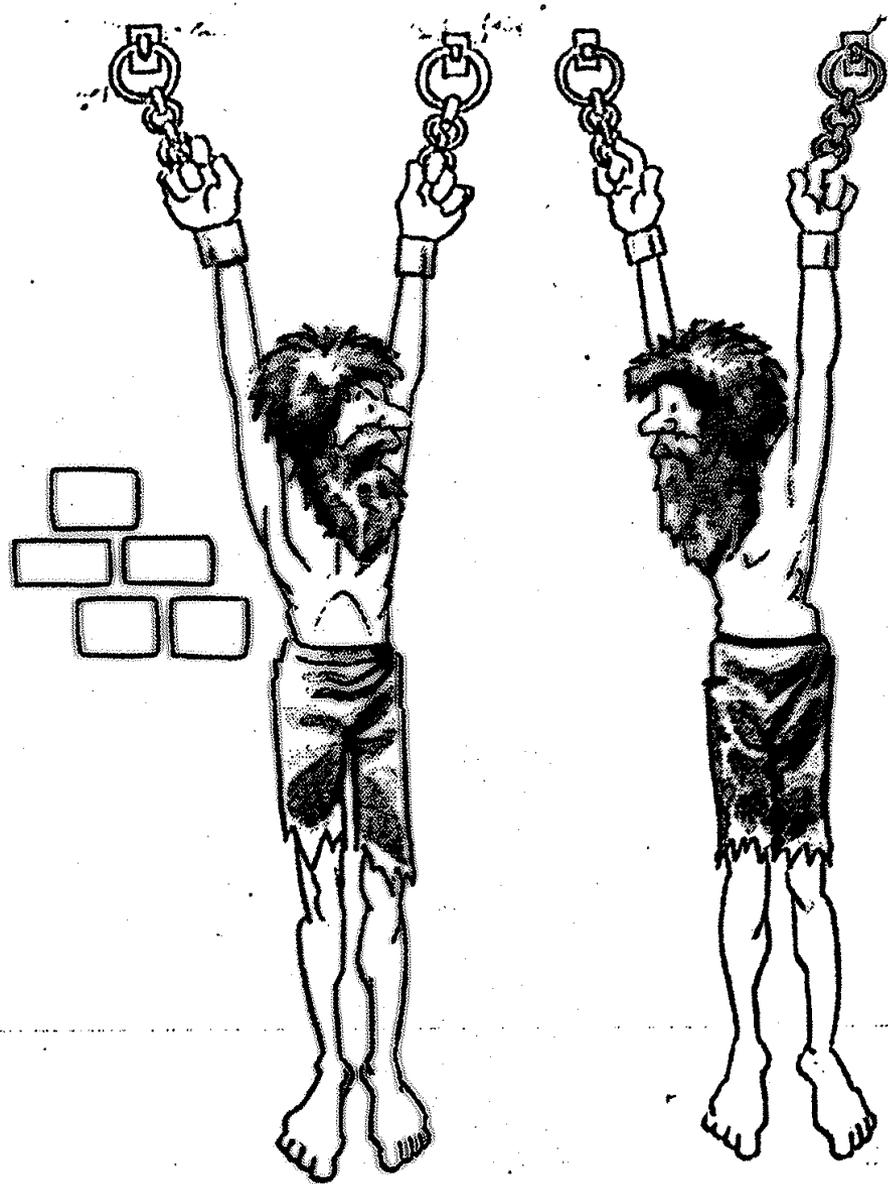
- Director of AZ LEADS³
- 35 years in education
- 26 years in high school administration
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- 6 years in district office

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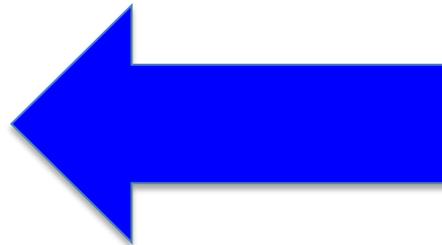
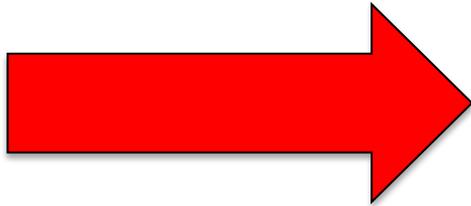
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**“Well, so much for working for change
within the system.”**

How & why do cultural shifts happen?



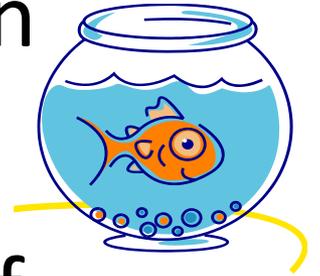
How did we go from this.... To this?

Does it happen on its own or can it be designed and driven?



Our Break-out in Three Parts:

1. Examining the role and expression of **organizational culture**
2. Understanding the relationship of teaching for learning **beliefs & practice**
3. Utilizing **“leadership leverage points”** to focus the momentum differently



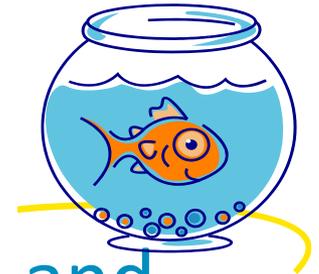
Part 1:
*What is the power of
collective organizational culture?*

(At your table, brainstorm specific examples of what the culture dictates for those in the organization?)



Understanding Collective Culture:

“Individually and socially constructed values, norms, and beliefs about an organization and how it should behave.” (Hord, 2008)



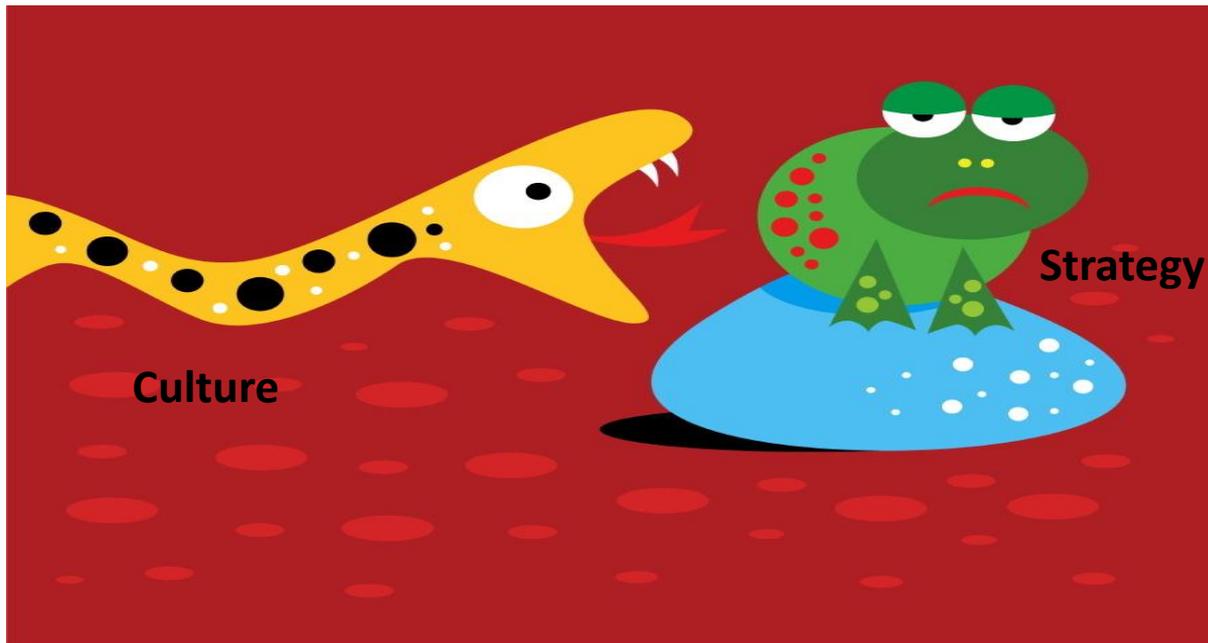
“The assumptions, beliefs, expectations and habits that constitute the norms for a school.”
(DuFour 2006)

Norms = standard, acceptable pattern of behavior

Culture Guides Us at 3 Levels



Culture Eats Strategy For Lunch... and pops the bag.



The collective culture =
our “Mental Models”

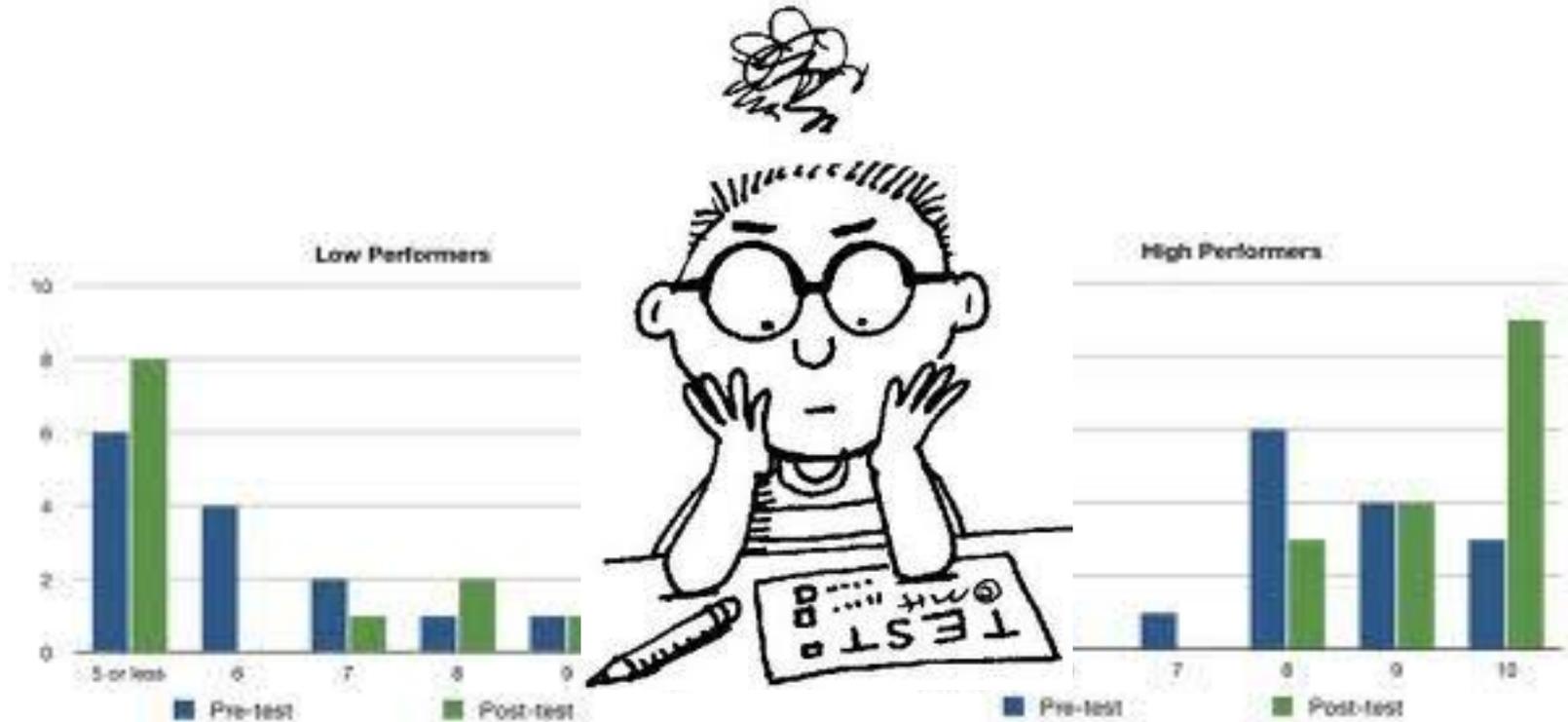
*We see and believe what we are conditioned
to by our context and experienced history*



Does a teaching-focused culture mislead us into thinking we have fulfilled our purpose of *learning*?

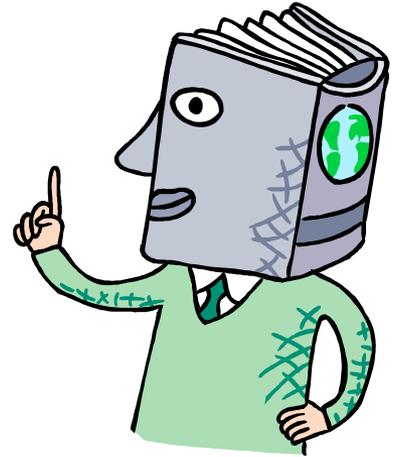


Being “learning-focused” is more than just looking at data or test results



Part 2: The input \neq output problem

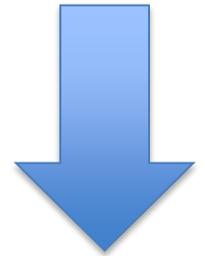
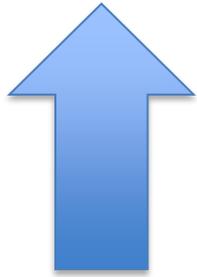
- ✓ When teaching does not produce quality learning
- ✓ When learning needs or expressions do not fit the “mold”
- ✓ When the schooling format does not allow flexibility for learning



Or...when you google “learning” and
this is the picture you see...



Examining “beliefs” about learning is a good starting point as a lens to look at what we are actually practicing in our daily teaching in classroom...



Given that teaching is a highly contextualized set of decisions, it should not be judged as “right or wrong” but by its results.

Close read: “*Principles of Learning and Their Implications*” (by Peter Hill)

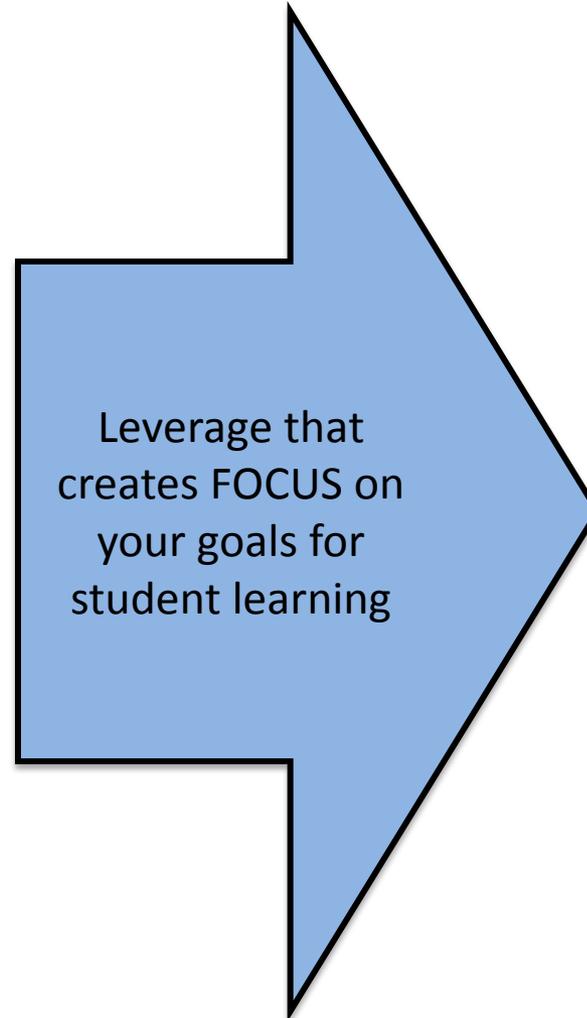
- 1) *Effort Produces Achievement*
- 2) *Learning Is About Making Connections*
- 3) *We Learn With and Through Others*
- 4) *Learning Takes Time*
- 5) *Motivation Matters*

Read, Reflect, Talk, Listen, Learn

1. Read/scan the 5 principles of learning
2. Reflect/write about *which principle is the most significant to shifting the focus to learning & why*— tie it to the text directly
3. Talk with your elbow partner about what you selected and share your text/thinking
4. Listen to the thinking of all table members:
What would we need more or less of to make the shift to learning based on any of the five principles?

Part 3: Utilizing leverage points to start the momentum and focus

- ✓ Teaching assignments
- ✓ Time use and flexibility
- ✓ Money resources
- ✓ Talent/People resources
- ✓ Physicality and logistics
- ✓ Creating conversations
- ✓ Setting meeting agendas
- ✓ Decisions of support or withdrawing participation
- ✓ Class offerings



What is your leverage point?

As a school leader, you have control over the structures, resources and processes which can create

new experiences for your staff

with a desired outcome of altered behaviors which can help a *shift in values & beliefs*



Consider these structures, resources, and processes over which you have control:

Physical Plant: what is on the walls, signage, environmental feel, room use , where do people gather voluntarily (lunch time)

Space & Proximity: how are teachers grouped, where are meetings held, how is the spaced used

Working Relationships: teams, departments, PLCs, isolation vs. involvement

Traditions/Customs: what gets noticed, valued, celebrated and by whom/how

Use of time: calendar/scheduling, prep periods, faculty /team time for learning

Money: what is/is not funded and supported, who is involved in these decisions

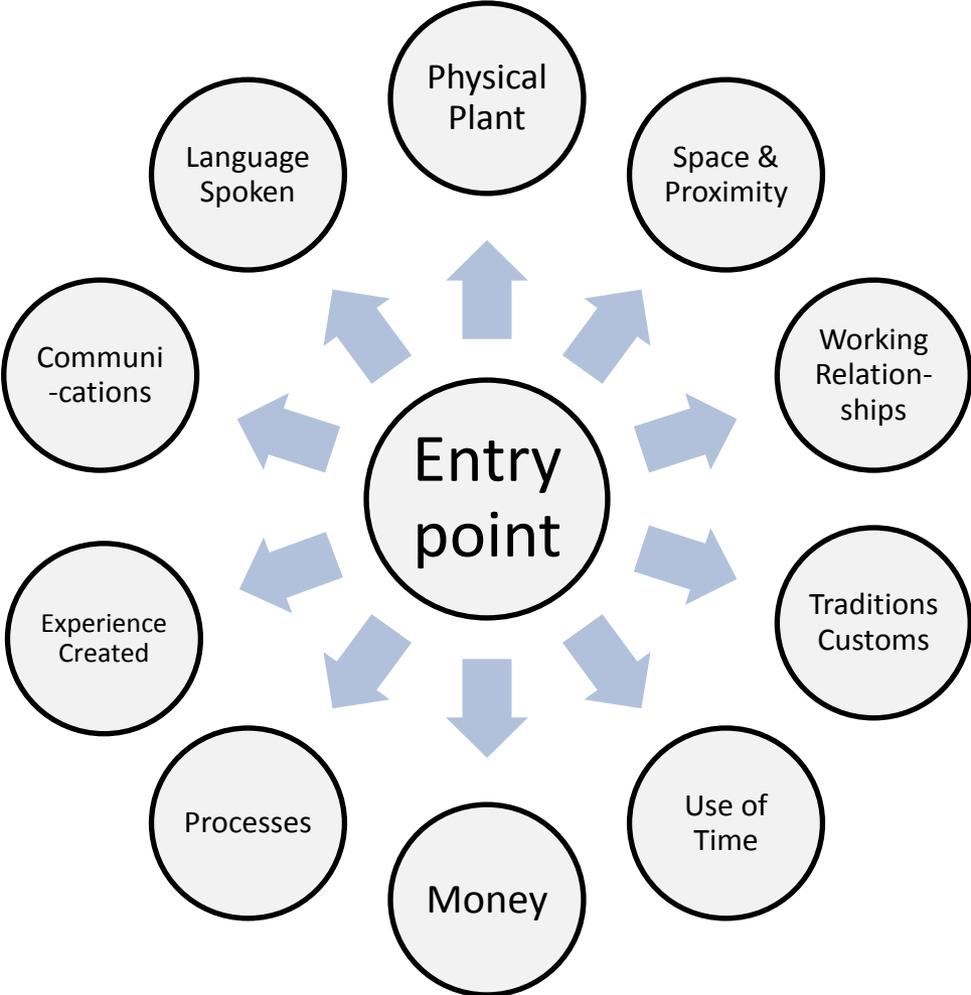
Processes: how are decisions made, how are conflicts managed, how are people involved or kept informed (open or closed)

Experiences Created: how is new learning offered in PD, self-reflection integrated

Communication: what is focused on in content, (what is in newsletters), what media is used, how does communication flow both ways (input/output)

Language that is spoken: what are the phrases and metaphors the leadership uses. What is spoken frequently and reveals the values/beliefs

Stand up...Put your hand up. Which of these leverage points will create a “quick win” in your shift to learning? How?



Changing the conversation about what you are observing in the classroom...

1. What did you want the students to **learn**?
2. What **evidence do you have that they** learned it?
3. What did you as the teacher do that most **contributed to the learning**?
4. Given the opportunity to reteach the lesson, what would you do differently that would **improve the learning**?

Evidence of a shift in Instruction

- Curriculum covered
- One opportunity to succeed
- Focus on delivery of information
- Curriculum *learned*
- *Multiple* opportunities for success
- Focus on *assurance* of learning
- Corrective & enrichment loop built in (because *whether* kids learn is more important than *when*)

Evidence of a shift in Curriculum

- Textbook defines curriculum
- Results known only by teacher
- The “intended” or “taught” curriculum
- *Results* define curriculum
- Results known by *all*
- The “*attained*” or “learned” curriculum
- Daily *student learning goals* are clear

Evidence of shift in Teacher Behaviors

- Teachers teach
- Teachers told how to teach
- Teachers work to meet own needs
- Limited preparation time
- Isolation of staff
- Facilitator of *learning*
- Teachers determine *how to teach*
- Teachers work on *team* needs
- *Expanded* preparation time
- Planned *collaboration* time

In summary...let's be clear about what a culture of learning means...

It's not
"Teaching and Learning"
It is...
"Teaching for Learning"

