

Watch the Keynote

- Dr. Michael Ful...: We've seen in part one the three first drivers out of four about how to get whole system success, and in the paper, the report, the right drivers report, I deliberately did not start to map out this and that strategy of implementation, strategy one, two, three, four, et cetera. It's just too big, the combination of things. But it is the case that the variety of people we and others are working for are working on pieces of this and that there are examples of what it is.
- Dr. Michael Ful...: So I wanted people to see in a practical way, at least a practical understanding way, what the situation was like, why we can possibly, as we had towards the next year and more, shift the agenda to what people would really want to have, and one of the things I will come to at the very end of this part, an interesting book written in 1962 by Thomas Kuhn, which was called *The Structure of Scientific Revolutions*. In it, he talked about paradigm changes, and a paradigm is a model that governs the system, so the four wrong drivers is one such model, a negative model.
- Dr. Michael Ful...: He said what's required for a paradigm shift, a revolution, transformation, he said is that the existing system had to be, he used the word cataclysmically bad. In other words, it wasn't working for lots of people, and that's certainly the case, I think, with education. But he also said that that won't be enough. That just because it's really bad, doesn't mean you've got a solution before you, so you have to work at the same time, what he called an alternative replacement.
- Dr. Michael Ful...: The trouble, of course, with an alternative replacement is it's not fully developed yet. It's only thought people see pieces of it. They know concretely what's wrong, but they don't know concretely and with skill how to make it right. So that's what we've been working on, and that's what I'm really optimistic about, because people are already doing this in small parts.
- Dr. Michael Ful...: What I really want to concentrate now, as we move towards this other thing, is the fourth element that I call systemness of these on the left-hand side, the human paradigm. Obviously, the name human paradigm means that we're talking about dignity, humanity, the future of effectiveness in a really complex planet, universe for that matter, and compared to avoiding what I've called the bloodless paradigm, because there doesn't seem a great deal of humanity in that side of the equation.
- Dr. Michael Ful...: So let's take a look at driver number four, so to speak. I want to dwell on the systemness side of the solution rather than fragmentation. Fragmentation, just to think of it rather quickly, that it is about the pieces. It's the kind of things that are characteristic in the last number of years of the systems, where you have different silos, all kinds of ... and changes of government, and changes of priority, and never really getting a sense of coherence.

- Dr. Michael Ful...: Joanne Quinn, my co-author and co-developer on some of this, we wrote a book in 2015 called Coherence. We said coherence is not alignment. Coherence is what's in people's minds, especially shared coherence, the shared depth of understanding of the nature of the work. So in Coherence, we wanted to ... we saw, we used examples, at least of some scales here and there, that that coherence is when people start to see the connections.
- Dr. Michael Ful...: So here's how I want to put it, systemness. Systemness is not a real word, but it's a real concept. What it means is that, let me put it another way, that you can't get system change by any one of the three levels leading it only. So we could have the top, new policies. It won't work if that's all that's involved. The middle, which, in the case of California, are the districts and the counties, if that's the part, it's not going to that. Local, there's too many pieces and it's essential for it.
- Dr. Michael Ful...: So what we've been seeing, and this, actually, as you'll recognize if you know the CCEE series here, that Peter Senge talked exactly about this, and I'm going to come back to him in the last slide, that the systemness is when people at each of the levels, local, middle, and central level, start to think about not only the system as they see it, but also the relationship to other parts of the system, and in fact, start to partner with other parts to bring about change.
- Dr. Michael Ful...: So systemness is this subjective sense that lots of people have at each of the three levels, that I'm part of a bigger system, and if I don't pitch in and help change it, it's not going to change, and that I have to figure out my own part, but I also have to connect with the other parts. So that's what that slide says, that we need to really see that degree of systemness going ahead and developing it.
- Dr. Michael Ful...: Systems themselves change when ... I've implied this, so let's just nail it down, that there's a critical mass or a crucial mass of people that are dissatisfied, each of the three levels. I think that is the case now. Second one, substantially validated alternative exists. Not quite, but in our deep learning work and some of the other work that people have been doing that focus on the dignity of students, on character and citizenship ... In our book, our first book on this deep learning was called Deep Learning: Engage the World, Change the World. We got that theme from students, almost word for word.
- Dr. Michael Ful...: Students are, to me, these days they're 50% a bundle of nerves and anxiety, and 50% wanting to change the world. It's necessary to have some anxiety to be edgy, to change the world, so if we can change that role of the students, the knowledge, which is what we're doing in this new development, that new alternative, their knowledge, their presence, their capacity to do this, there's a tremendous mobilization of, if you like, change makers, change movers, that will be part and parcel of learning and successful change.
- Dr. Michael Ful...: So we've got the disruptive moment. We've got the ... The courageous leaders, I did a book called Nuance, where I identified leaders who were especially

effective. These were all kinds of different leaders, not just formal ones who are at the top, and when I found about them, you would think, "Well, if they're really leaders and they got change, they're tremendously courageous," it's not quite how it happened.

Dr. Michael Ful...: The book, I called it Nuance, because these things are nuanced. These were leaders who got inside the context. They understood a lot of levels of the context. They worked on things, the equity, tremendous conflict, and issues of racism, and people pushing for change and not being able to get change. What they did when they got breakthroughs is they became, as a result of the process, more courageous and did things that they didn't know that they were really likely to do until they got immersed, until they got more skill, until they worked with a group. Really, when you get the rise of the four right drivers, you get leaders that are like that.

Dr. Michael Ful...: Some of this has the sense of a social movement, too. A social movement is when more and more people get mobilized. But this is not just the movement at the front end. This is movement during implementation, and that when you get generations backing into this, you get that development.

Dr. Michael Ful...: So now we come back to Peter Senge. I hope all of you will watch his discussion of this, and this is a mixture of ... I've worked with Peter a few times over the last 30 years, and he calls this systemic leadership. He said in his talk, actually, he said, systemic leadership, this literally what he said, "Well, I kind of got used to it," he said, "but I found it a kind of clunky phrase because systemic sounded too academic." So he was worried about that. He eventually came to grips with it and uses it very well. But this is his understanding. I want to shift from systemic to systemness, and the shift is systemic is a analytical word. It's a word that says everything's connected to everything else. Sure enough, it is. But it's not a leadership word that pulls things together.

Dr. Michael Ful...: So system systemness is leadership where all of us realize that we're part of the system. It's about people who are in touch with their purpose. This is a very strong part of our new pedagogies work, that the purpose of, I guess I could say it this way, is to build ... to change the purpose of the education system and education within it, so that the new purpose is to help produce students as citizens who are good at learning and good at life. I mean, they're details. I've already referred to them. But that's the purpose of education, and if we can move to that, that's what Peter's talking about as well, that kind of systemness.

Dr. Michael Ful...: Look at the third one. This is social intelligence. It's being good at building and participating in networks of collaboration that bring about change in thinking and doing. That's a very different definition of leadership, and we ourselves have had that definition for the last 10 or 15 years, that leaders are people who participate as learners with those who they're working with that cause important change. So this is a new role, to bring about change, not just to preserve things or to teach things from the past, but to change the future. That's what we see in these networks of development and collaboration.

- Dr. Michael Ful...: When people do that, they learn a lot during the developmental period. They learn about networks and schools working together. I want to make this point, some of the good research has only looked at intraschool collaboration. That's fine for a starter, but this isn't about single schools. You can be a good school despite the system you're in, but you can't be a good school if the system doesn't change. The system change and this school change, they're part of the same system of that.
- Dr. Michael Ful...: And that leaders in authority, I love the way that Peter put it, he said, "Leaders in authority can do harm by themselves, but they actually can't do good by themselves." You need other people to do good. I think this is really a very powerful convergence of his conclusions about system leadership and our conclusion about systemness, that this is a real opportunity for us to work together, to bring about these changes that will make a huge difference. Time is of the essence, but we have ... and I think I want to end on this point, about how long does change take?
- Dr. Michael Ful...: Well, there's a paradox here, I think. When you've got a system that's, there's not much challenge or is drifting along, lots of inertia, it goes on for, almost by definition, for decades after decades. But when the problems get significant enough, when they get so pressing, when people are starting to get more, not only worried about it, but more inside what are the solutions, when we get change agents like students, where the education and the change movement goes hand-in-hand to learn about and then to change the world, you get a critical mass that's potentially available, and you get it to the point where I'm going to say that you will see change can accelerate.
- Dr. Michael Ful...: We have a few, what we call sticky phrases in change. One of them is, "Go slow to go fast." This is very much getting the startup right, getting the combination of things right, and then starting to mobilize people around solutions. I can tell you this because we've seen it on a small scale, change will accelerate. If you get the right go-slow to get started, and then people start to really feel success, get success, spread success, it can accelerate and happen very rapidly over a three or so year period, faster than we ever thought.
- Dr. Michael Ful...: So in the next short while, I'm going to say that 2021, but let's take the next two years, that these two years are absolutely critical, that we take advantage of this knowledge, of this experience I'm sharing with you, and that some of you have had, and mobilize it on a bigger scale, and cause the change that I'm talking about, and have it gain momentum so that it starts to ramify within the system and across different jurisdictions.
- Dr. Michael Ful...: This is a vital period, the rest of this decade. A vital period for education, for society, for the planet, for the universe, everything, and this is exciting. It can be exciting to be part of it. Thanks very much.