



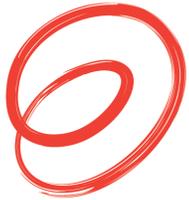
**Culture changes when the
organization is transformed**
Working Together for success
October 2018

Presented by Nicole Morgan



LEARNING INTENTIONS

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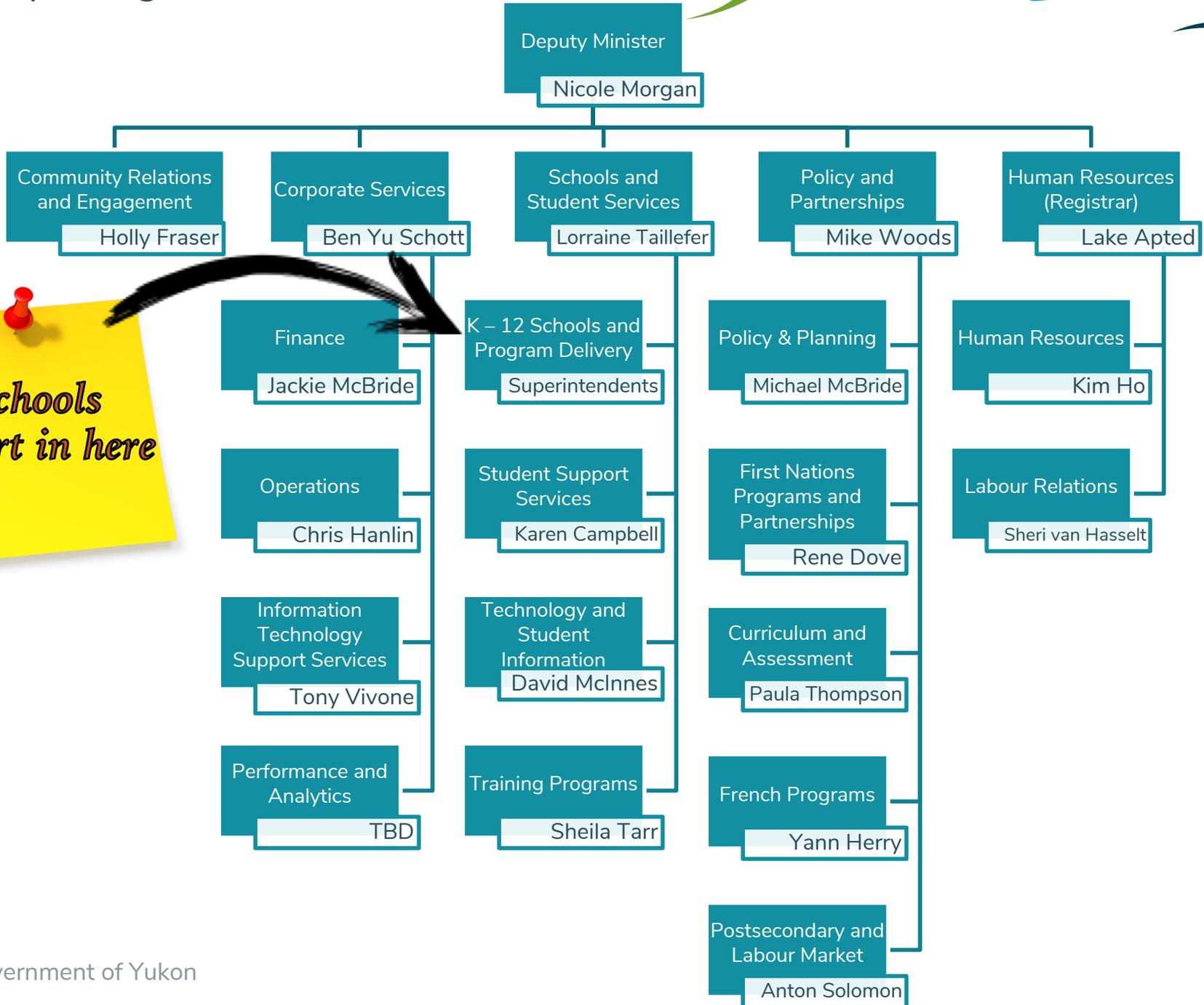


How can we effectively create coherence to facilitate the achievement and alignment of department wide initiatives by creating coherence around how we work together as an organization so that we are effective in our communication and work ?



Develop a common understanding of what it means to be a learning organization. How can we work towards a learner-centered organizational culture where life-long learning and a growth mindset fostered?

Reporting structure



Schools report in here

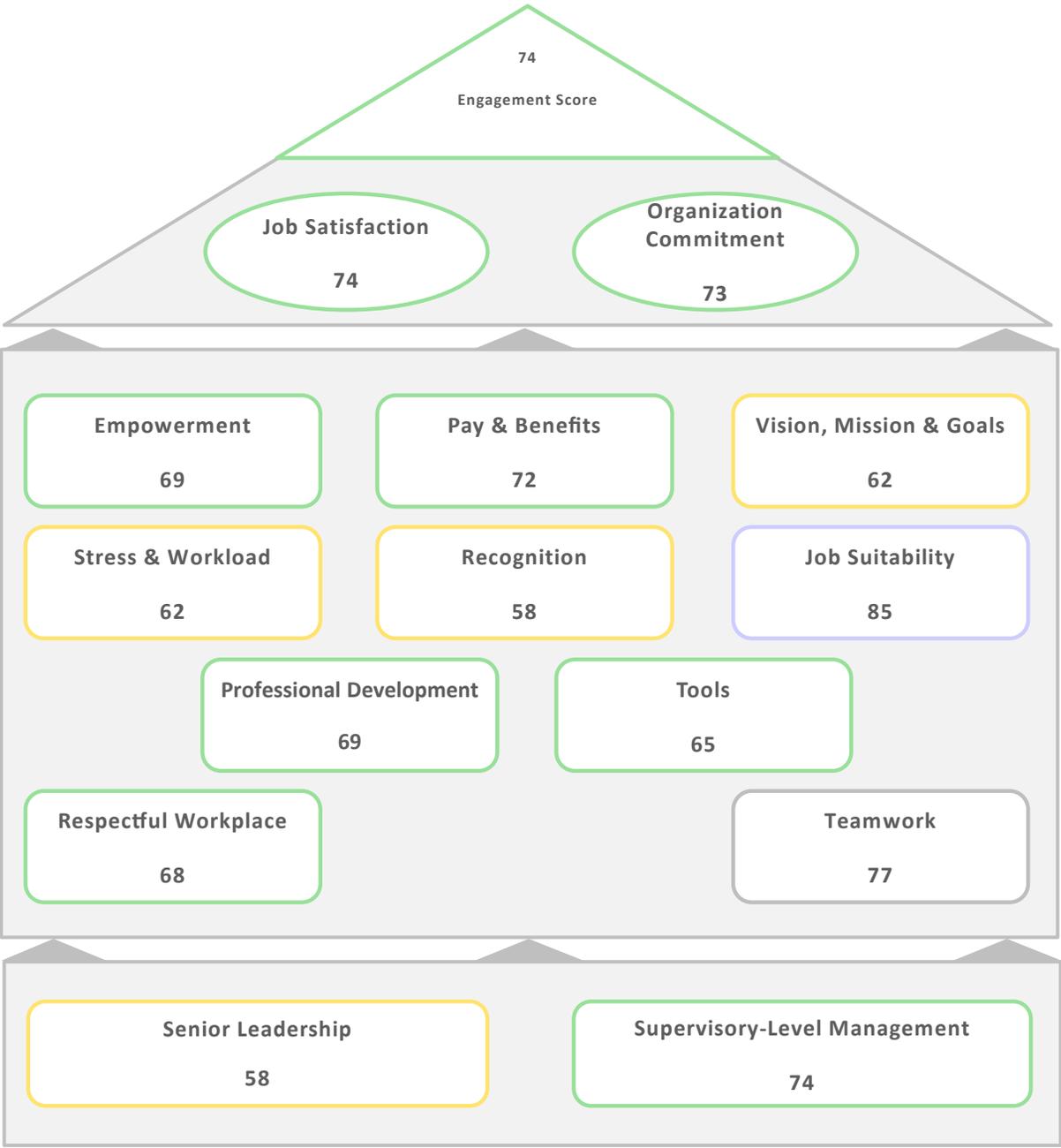
WHAT HAVE I HEARD?



Responding to what I heard from staff?

- Create effective communication between the Department and schools that clearly identifies a vision, goals and expectations;
- Intentionally facilitate effective horizontal communication across units within the main department building;
- Reduce central dependency on the department and increase professional autonomy and efficacy at all levels (reducing stress);
- Facilitate developing staff by modelling and growing our own learning;
- Acknowledge strong performers (link to feeling valued);
- Amplify professional learning structures that support networked learning (capturing, sharing and exchanging).

DEPARTMENT OF EDUCATION



WHAT HAVE I HEARD?

Change Fatigue?

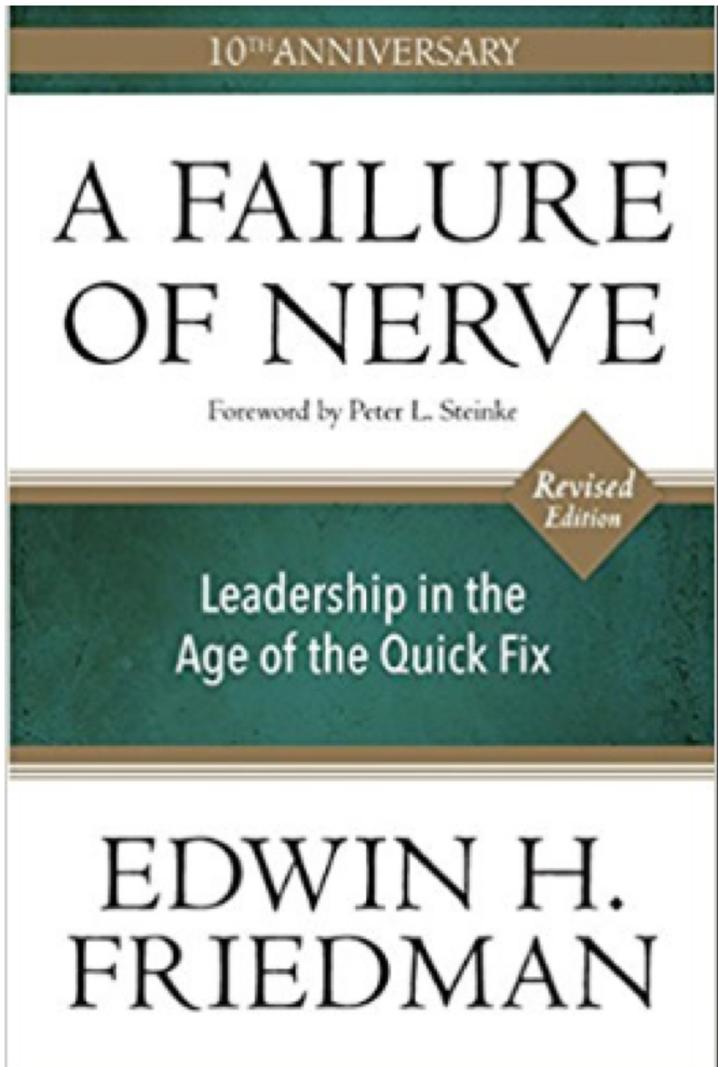


“

...the resistance that sabotages a leader's initiative usually has less to do with the “issue” that ensues than with the fact that the leader took initiative.”

- *Edwin Friedman*

UNPACKING HOW WE GOT TO WHERE WE ARE...



Friedman examines how emotional processes undermine good leadership.

ANXIOUSNESS UNDERMINES LEADERSHIP

.

What anxiousness can look like ...

- being quick to react or to take things personally;
- pressure to conform or seek consensus as opposed to autonomy;
- looking to place blame or a lack of ownership;
- looking for a quick fix to address challenges;
- unwillingness of leaders to take a clear stand and build a clear vision.

Responding to anxiousness with more anxiousness

UNPACKING HOW WE GOT TO WHERE WE ARE...

*The challenge is to NOT respond to anxiousness
with more anxiousness*

DEFICIT (backsliding)	GROWTH MINDSET
REACTIVITY – intense reactions to events and to one another, loss of resiliency (no reaction is also reactive)	SELF-REGULATED able to be reason and act proactively by distancing, gaining clarity and being objective
HERDING – forces for togetherness triumph over individuality, conformity (typically to status quo or dysfunction) limiting potential	INDIVIDUALIZED around STRENGTHS and GROWTH , like the evolutionary process, successfully adapts based on strengths
BLAME focus on external forces (pathology), weakness (having been victimized), relies on “you statements”	PERSONAL RESPONSIBILITY looks inward (strengths) for the support of their own natural resources, relies on “I statements”
QUICK-FIX MENTALITY – seeking quick answers for immediate relief, quest for certainty	CURIOUS motivated to ask questions, seek deeper understanding and learn new capabilities

WHAT ARE WE GOING TO DO TO MOVE FORWARD?

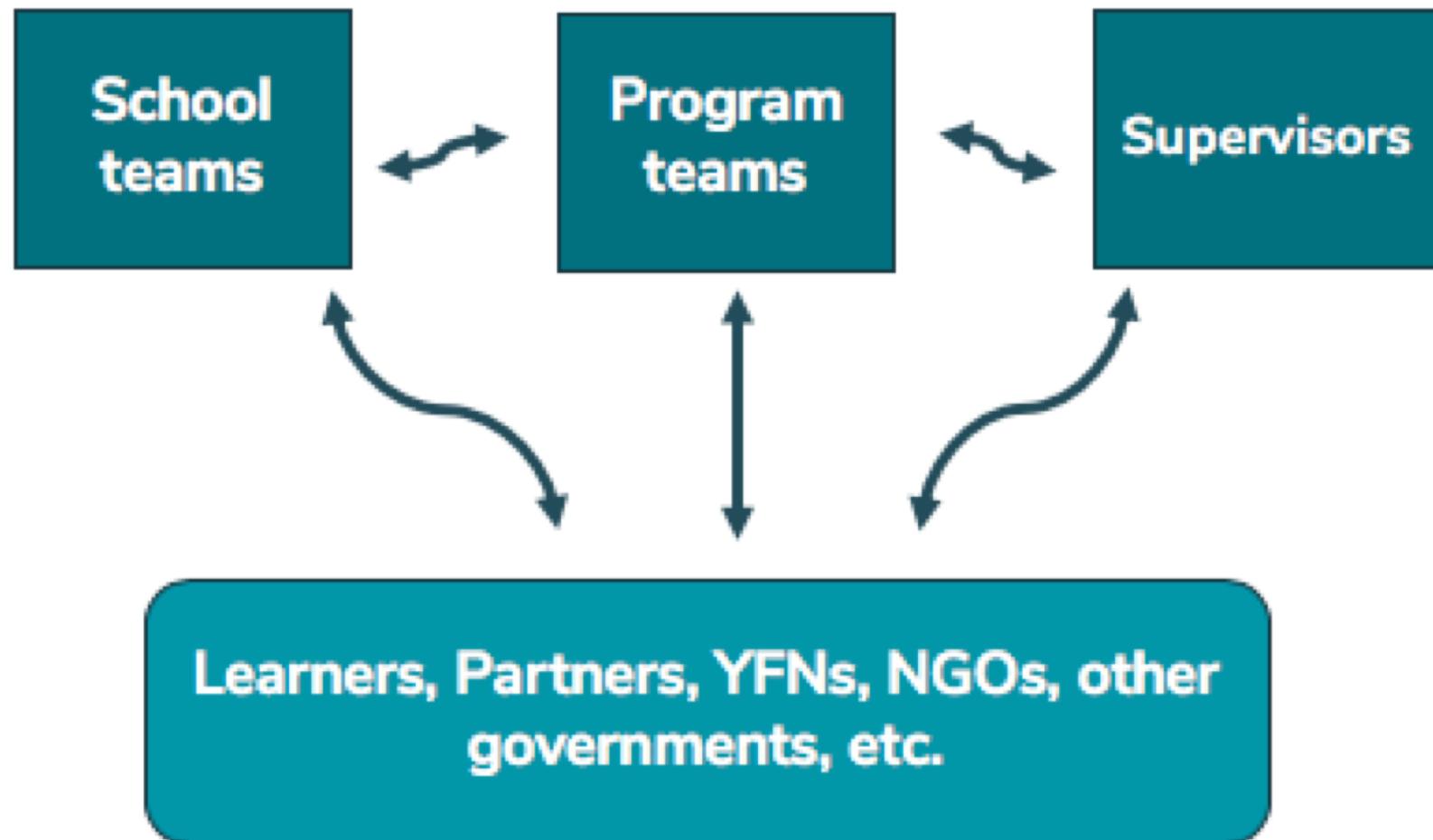


"Culture does not change because we desire to change it. Culture changes when the organization is transformed; the culture reflects the realities of people working together every day."

(Frances Hesselbein- 1999)



Moving from...





To align our work...

**School
teams**

**Program
teams**

Supervisors

Learning Organization Framework

**Learners, Partners, YFNs, NGOs, other
governments, etc.**

LEARNING ORGANIZATION FRAMEWORK

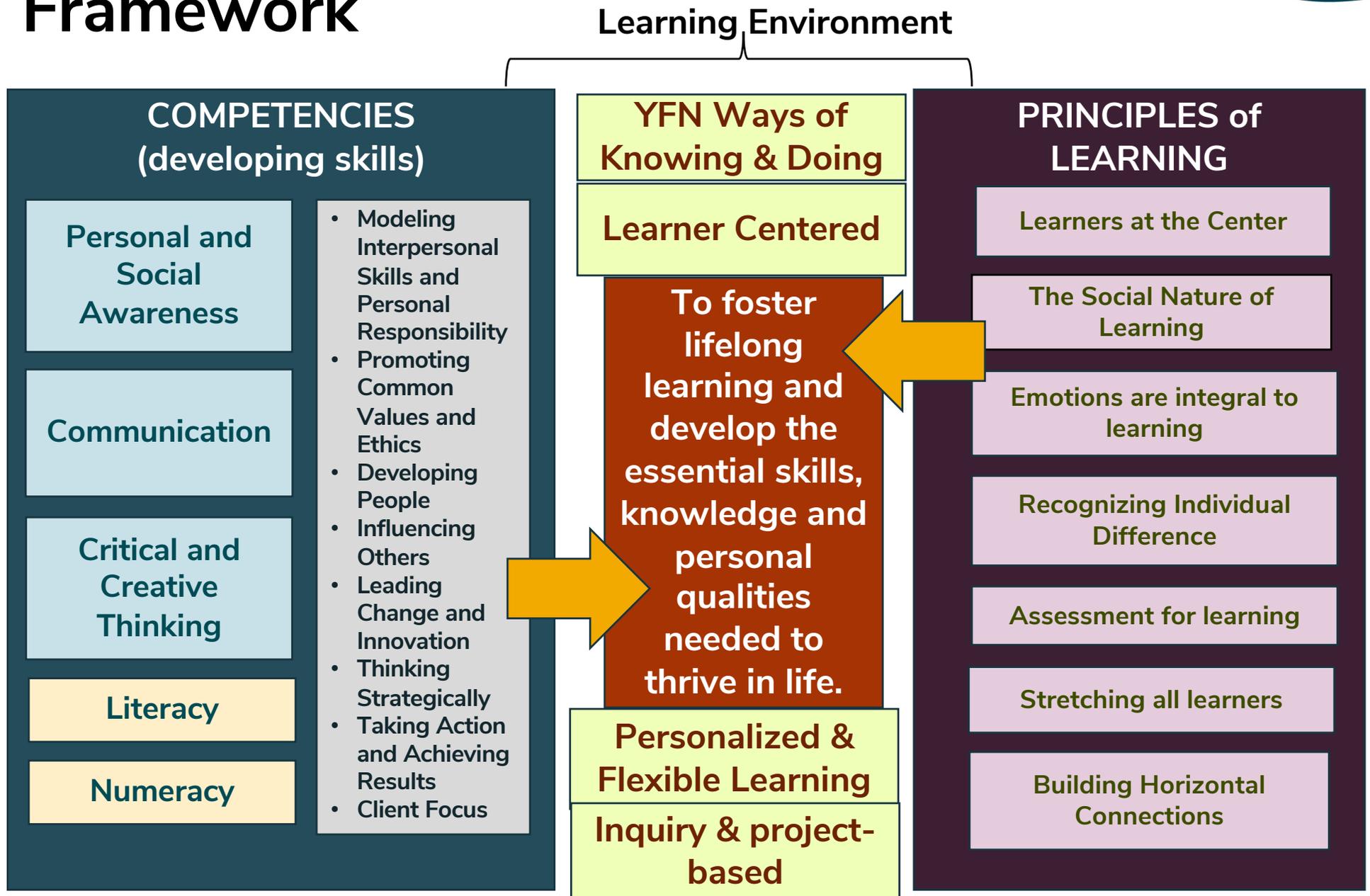
Aligning our work for deeper understanding

How can we effectively create coherence to facilitate the achievement and alignment of department wide initiatives and effectively communicate those to both internal and external audiences?



**Yukon**

Learning Organization Framework



The Seven Principles reformulated around adult learners...

learning environments and systems should be:

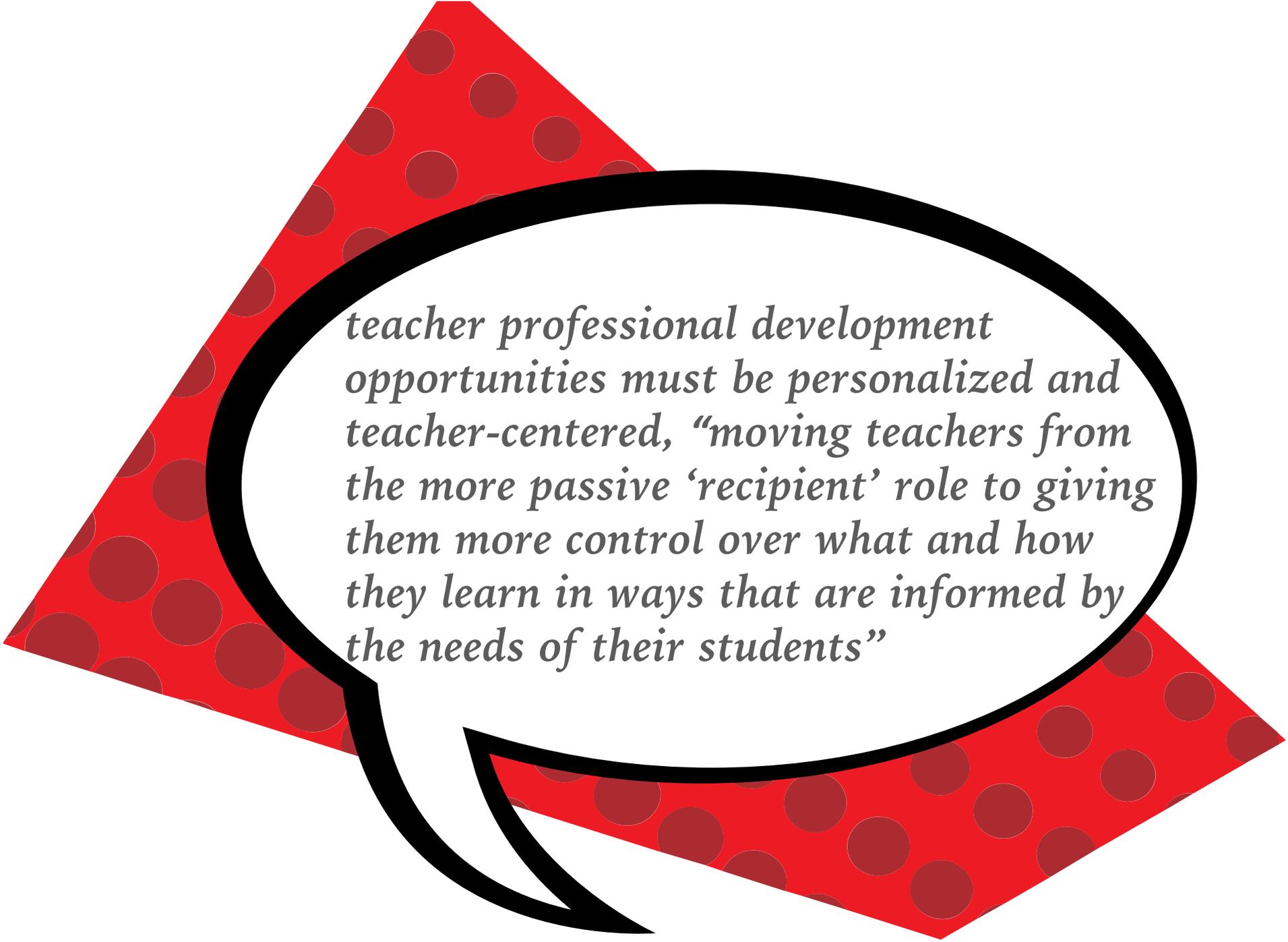
- *places where **staff share a clear priority about the centrality of learning**, for students but also for themselves, and are fully engaged in meeting that priority; the staff as well as the students understand themselves as learners*
- *where **learning** is not viewed as a private matter and is often collaborative where staff are recognised as performing much more effectively when motivated, which in turn is intricately linked to their emotions (satisfaction, self-efficacy, avoidance of helplessness and anxiety etc.)*
- *places which are acutely sensitive to **individual differences in the capacities and experiences of staff***
- *highly **demanding for each staff member while avoiding excessive overload and stress that diminishes not enhances performance***

- where **expectations for staff are clear** and they work formatively – in their assessments (performance) and teaching of learners but also through organisational design strategies that generate rich evaluative information on the learning taking place
- where there is **horizontal connectedness to which staff centrally contribute** – across activities and areas, in- and out-of-school and with, groups and organisations with which staff are connected.

What we know about teacher professional learning?

“There is a need to design and create teacher professional learning opportunities that parallel important ideas in new curricula for students and which are consistent with what we know from the learning sciences”

(Helen Timperley, 2016)



teacher professional development opportunities must be personalized and teacher-centered, “moving teachers from the more passive ‘recipient’ role to giving them more control over what and how they learn in ways that are informed by the needs of their students”

GETTING TO THE RIGHT WORK WITH THE RIGHT RELATIONSHIPS



Organizing for effectiveness so we can co-design for growth

- *starts with clarifying the responsibilities that are derived from our individual roles.*
- *Own the decisions we are each responsible for, know and manage the risks and ensure the capabilities are developed to adjust;*
- *What evidence do we need to know our effectiveness;*
- *Act with intention and know what is going on for our learners;*