

Chapter 1

Coherence Making

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1. Quote Walkabout Protocol

Purpose

- Review the key ideas for making coherence.
- Clarify the definition of coherence.

Link

Reading: Pages ix–16 from *Coherence: The Right Drivers in Action for Schools, Districts, and Systems*, by Michael Fullan and Joanne Quinn (Corwin, 2015).

Quote Walkabout Protocol

The Quote Walkabout Protocol introduces a particular topic. Individuals select quotes that resonate for them and discuss the quotes with peers.

1. Read the quotes and select two quotes that resonate with you.
2. Record your quotes on the advance organizer.
3. Share your reflections with a colleague and compare choices.
4. Repeat with a second partner.
5. With your second partner, define *coherence* as it applies to your school/district.

1. Quote Walkabout Protocol (Continued)

<p>“There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction. All of this requires the right mixture of ‘pressure and support’: the press for progress within supportive and focused cultures.” (page 2)</p>	
<p>“Coherence making in other words is a continuous process of making and remaking meaning in your own mind and in your culture. Our framework shows you how to do this.” (page 3)</p>	
<p><i>“Effective change processes shape and reshape good ideas as they build capacity and ownership among participants. There are two components: the quality of the idea and the quality of the process.”</i> (page 14)</p>	
<p>“ . . . that these highly successful organizations learned from the success of others but never tried to imitate what others did. Instead, they found <i>their own pathway to success</i>. They did many of the right things, and they learned and adjusted as they proceeded.” (page 15)</p>	

1. Quote Walkabout Protocol (Continued)

<p>“Most people would rather be challenged by change and helped to progress than be mired in frustration. Best of all, this work tackles ‘whole systems’ and uses the group to change the group. People know they are engaged in something beyond their narrow role. It is human nature to rise to a larger call <i>if</i> the problems are serious enough and <i>if</i> there is a way forward where they can play a role with others. Coherence making is the pathway that does this.” (page ix)</p>	
<p>“What we need is consistency of purpose, policy, and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity, and commitment to action. When large numbers of people have a deeply understood sense of what needs to be done—and see their part in achieving that purpose—coherence emerges and powerful things happen.” (page 1)</p>	
<p>“Coherence pertains to people individually and especially collectively. To cut to the chase, coherence consists of the shared depth of understanding about the purpose and nature of the work. Coherence, then, is what is in the minds and actions of people individually and especially collectively.” (pages 1–2)</p>	

2. Say Something Protocol

Purpose

- Understand the right and wrong drivers of change.

Link

Reading: “Choosing the Wrong Drivers for Whole System Reform,” by Michael Fullan (Centre for Strategic Education, April 2011). Available at <http://www.michaelfullan.ca/media/13396088160.pdf>

Say Something Protocol

Say Something is a paired reading protocol designed to increase individual and shared understanding of concepts and foster conversation to deepen understanding between two participants who are working collaboratively (Short, Burke, & Harste, 1995).

1. With a partner, decide on a midway break in the article.
2. Read independently the first section, highlighting key ideas or questions you may have.
3. Stop midway and use the Reflecting Prompts for your dialogue.
4. Use the Reflecting Prompts again at the conclusion of the article.

Reflecting Prompts

- Summarize your thinking about the reading.
- Identify key points.
- Make a connection to your own work.
- Share thinking about a new idea.
- Raise a question about a concept or strategy.

3. What? So What? Now What? Protocol

Purpose

- Apply the right drivers concepts to your school/district.

Link

Reading: “Choosing the Wrong Drivers for Whole System Reform,” by Michael Fullan (Centre for Strategic Education, April 2011). Available at <http://www.michaelfullan.ca/media/13396088160.pdf>

What? So What? Now What? Protocol

The What? So What? Now What? Protocol is used to summarize content, to think critically about the implications, and to consider actions to be taken (Borton, 1970).

1. Form a group of four to discuss and deepen your thinking of the above article.
2. Discuss each of the questions on the advance organizer and record your collective ideas.

<p>What? Synthesize the key concepts.</p>	
<p>So What? What are the implications of these concepts?</p>	
<p>Now What? What should we do differently?</p>	

4. Video Jigsaw Protocol

Purpose

- Review the components of the Coherence Framework in action.

Links

District Video Resource: “Peel District School Board,” available at <https://youtu.be/JV2HYL-WB24>

School Video Resource: Central Peel Secondary School, “The Perfect Storm,” available at <http://www.michaelfullan.ca/ontario-central-peel>

Video Jigsaw Protocol

Viewing real-life situations provides a greater understanding of a concept. Using the Video Jigsaw Protocol, each participant becomes an expert on a particular component of the video and takes notes for teaching back to peers.

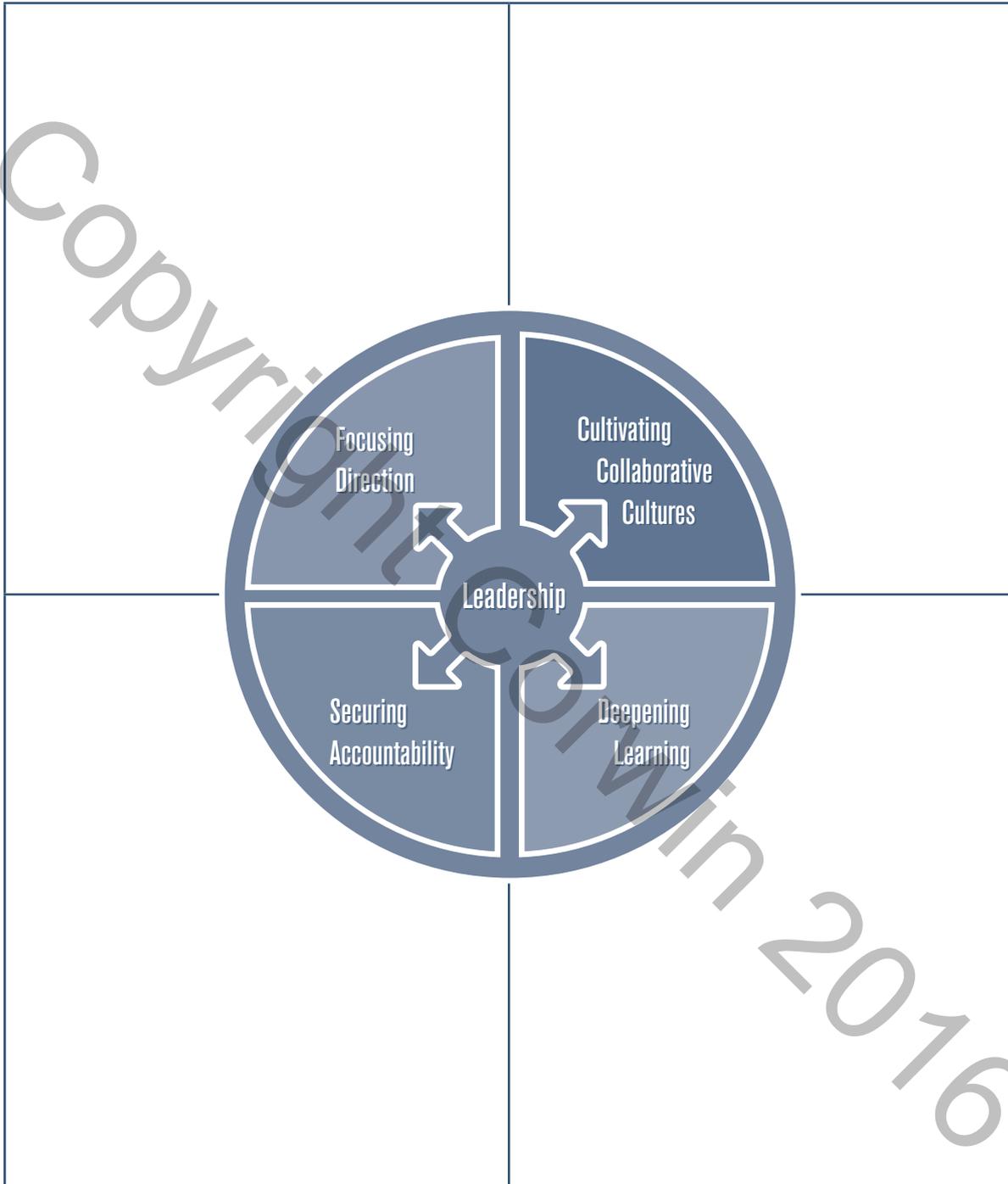
1. Form a group of four and assign one of the quadrants to each member of the group.
2. Record evidence of your assigned quadrant on the advance organizer.
3. Share your observations.
4. Discuss the role of the leader in building coherence.

The Coherence Framework



Source: Graphic by Taryn Hauritz.

4. Video Jigsaw Protocol (Continued)



Source: Graphic by Taryn Hauritz.

5. Coherence Framework Assessment Protocol

Purpose

- Use the Coherence Framework Assessment Protocol to assess the degree of coherence in your school/district.

Coherence Framework Assessment Protocol

1. As a school or district team, review the Coherence Framework Assessment Protocol.
2. Provide evidence for the statements as an assessment of your school or district's degree of coherence.

Component	Evidence
Focusing Direction	<ul style="list-style-type: none"> • Shared purpose drives action. • A small number of goals tied to student learning drives decisions. • A clear strategy for achieving the goals is known by all. • Change knowledge is used to move the district forward.
Cultivating Collaborative Cultures	<ul style="list-style-type: none"> • A growth mind-set underlies the culture. • Leaders model learning themselves and shape a culture of learning. • Collective capacity building is fostered above individual development. • Structures and processes support intentional collaborative work.
Deepening Learning	<ul style="list-style-type: none"> • Learning goals are clear to everyone and drive instruction. • A set of effective pedagogical practices is known and used by all educators. • Robust processes, such as collaborative inquiry and examining student work, are used regularly to improve practice.
Securing Accountability	<ul style="list-style-type: none"> • Educators take responsibility for continuously improving results. • Underperformance is an opportunity for growth, not blame. • External accountability is used transparently to benchmark progress.