



Reculturing:

R/evolution in linking knowledge and practice

CODE Webinar 2

27 October 2008

3:00 - 4:00 PM





Welcome to Webinar 2

- **Doug Crichton**
 - Durham District School Board
- **Donaleen Hawes**
 - Catholic District School Board of Eastern Ontario
- **Scott Hughes**
 - Thames Valley District School Board
- **Nancy Tully-Peever**
 - Council of Ontario Directors of Education
- **Peter Levesque**
 - Knowledge Mobilization Works



Outline

- Recap: Systems thinking
- The Big Idea: Reculturing
 - Lots of discussion, chat questions
- R/evolution
- Leadership
- Relationships/Relationships
- Central Focus
 - success for students with special needs
- Link to Education for All
- Introduction to Communities of Practice



Recap: Systems Thinking



- “Systems thinking is a discipline for seeing wholes. It is a framework for seeing **interrelationships** rather than things, for seeing **patterns** of change rather than static “snapshots.”



The Fifth Discipline, The Art and Practice of the Learning Organization, Senge, (Doubleday: 1990)





What is the Value of:

- CODE projects
- Education for All
- Your Leadership
- Relationships
- Outside Education
- Levels: Ministry to classroom



Reculturing

- How to work with a “systems” perspective when we are (perhaps) still in silos.



- **Reculturing** is the name of the game

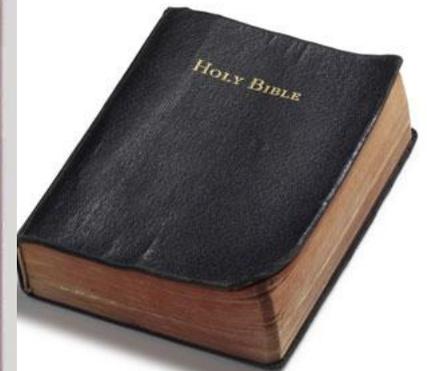
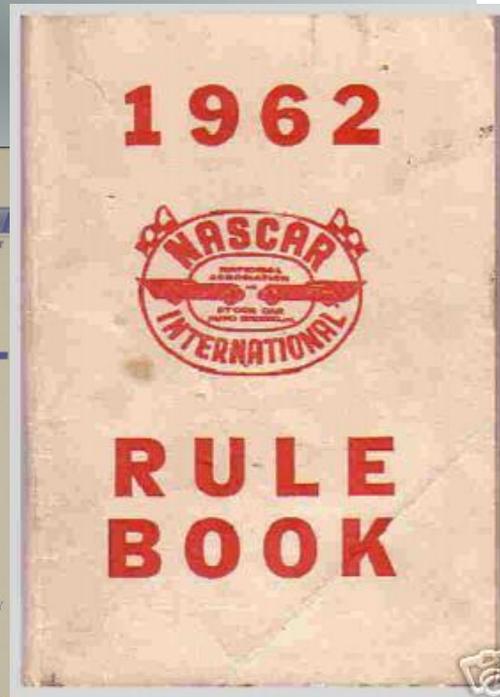
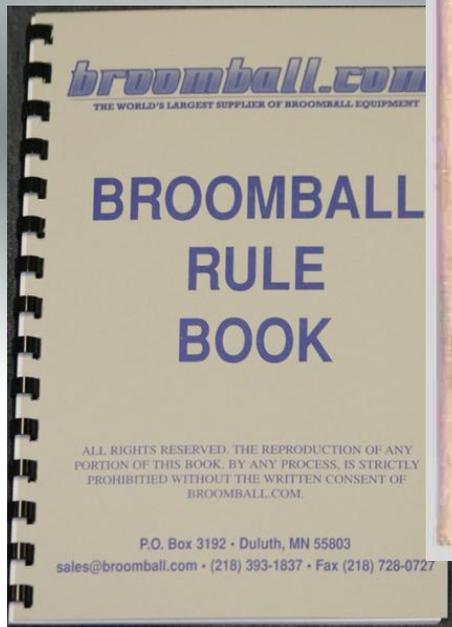
Fullan, M. (200 1). Leading in a culture of change.

San Francisco: Jossey-Bass



Reculturing Rules?

If reculturing is the name of the game,
what are the rules?





Creating Emotionally Safe Schools

By Jane Bluestein (2001)



call **education**. More recently, the notion of “**reculturing**” has emerged. This term goes beyond the idea of a new structure (although changes to the structure may certainly be involved) and refers, instead, to the challenge of “transforming mind-sets, visions, paradigms, images, metaphors, beliefs and shared meaning that sustain existing realities. . . . It is about inventing what amounts to a new way of life.”⁵ This means





AUTHOR Doyle, Lynn H.
TITLE Leadership and Inclusion: Reculturing for Reform.
PUB DATE 2001-04-12
NOTE 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

Reculturing efforts target the deeper structures and meanings of schools which, when changed, presumably result in longer lasting reform (Boyd, 1992; Goodman, 1995; Sarason, 1990). Reculturing strategies help school staff members ferret out their beliefs to discover which are shared in the school's quest for its own "set of principles" (Purpel, 1988, p. 45). Reculturing involves altering the dynamics of groups and the ability of participants to self assess and re-assess. Reculturing builds the capacity to critically reflect and ask "why" as opposed to only planning for "how."

School Reform: Reculturing or Restructuring



Reculturing: Fullan

- Reculturing is the **main work of leadership**, and it requires an underlying conceptualization of the key elements that feed it.
- Moral purpose is more than passionate teachers trying to make a difference in their classrooms. It's also the **context of the school and district** in which they work.
- Principals have to be almost as **concerned about the success of other schools** in the district as they are about their own schools.

<http://www.nsd.org/library/publications/jsd/fullan241.cfm>



Understanding the Change Process



- The goal is not to innovate the most
- It is not enough to have the best ideas



- Appreciate the implementation dip
- Redefine Resistance



- Reculturing is the name of the game
- Never a checklist, always complexity





Discussion: “big” questions: Within Special Education

- What is mindset/moral purpose?
- Do we fear/embrace change?
- How do we create meaning?
- How is what we know from projects shared/used/built?
- How are relationships built?
- How is hope, energy, enthusiasm sustained?



R/evolution



- **Revolution:** a **drastic and far-reaching** change in ways of thinking and behaving



- **Evolution:** a process in which something **passes by degrees** to a different stage (especially a more advanced or mature stage)



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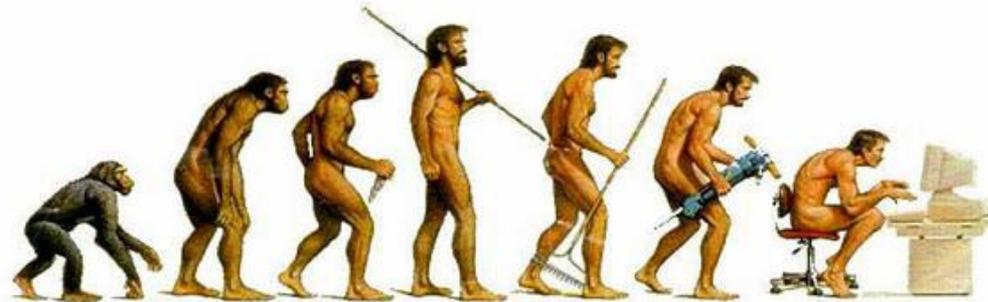
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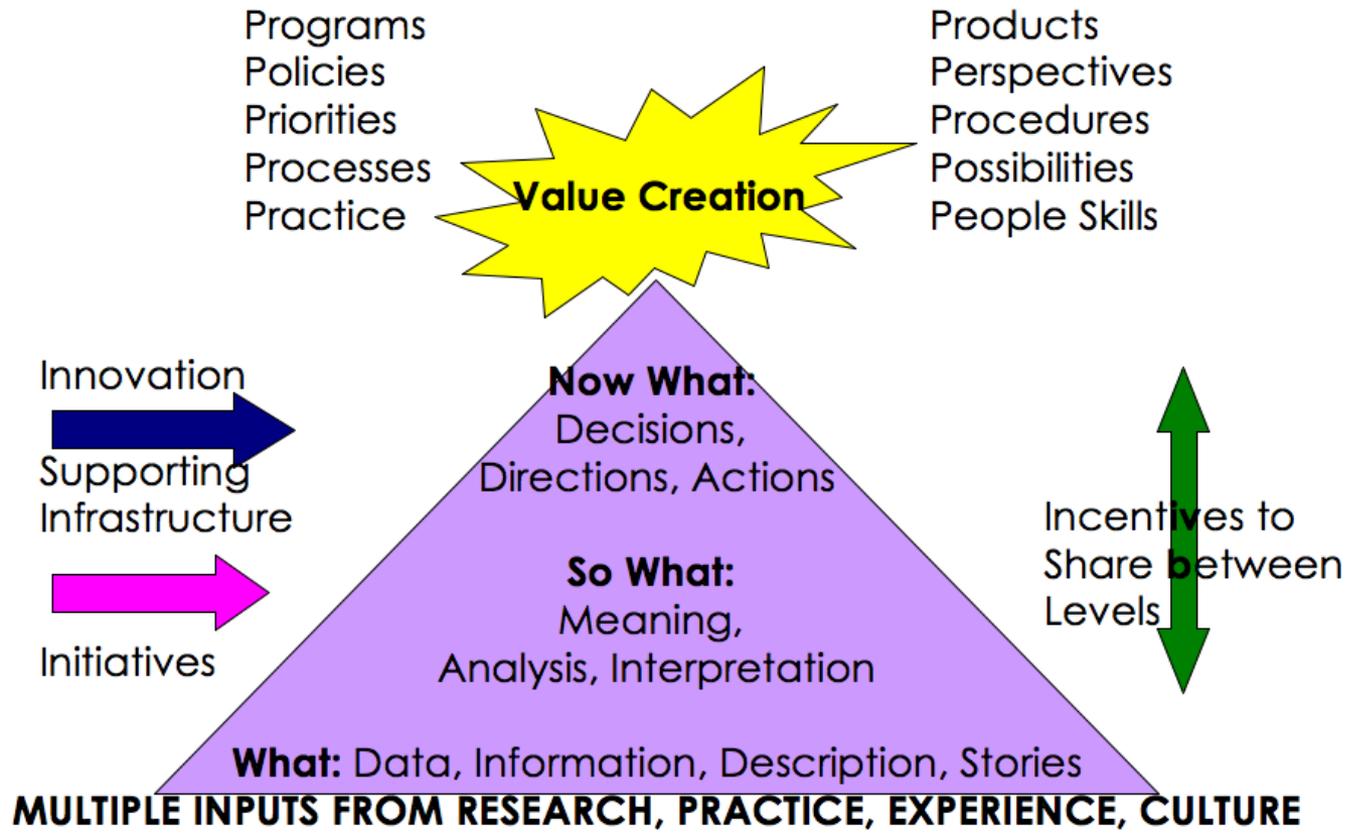
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Special Education R/evolution?



KMb Core Questions

What? So What? Now What?

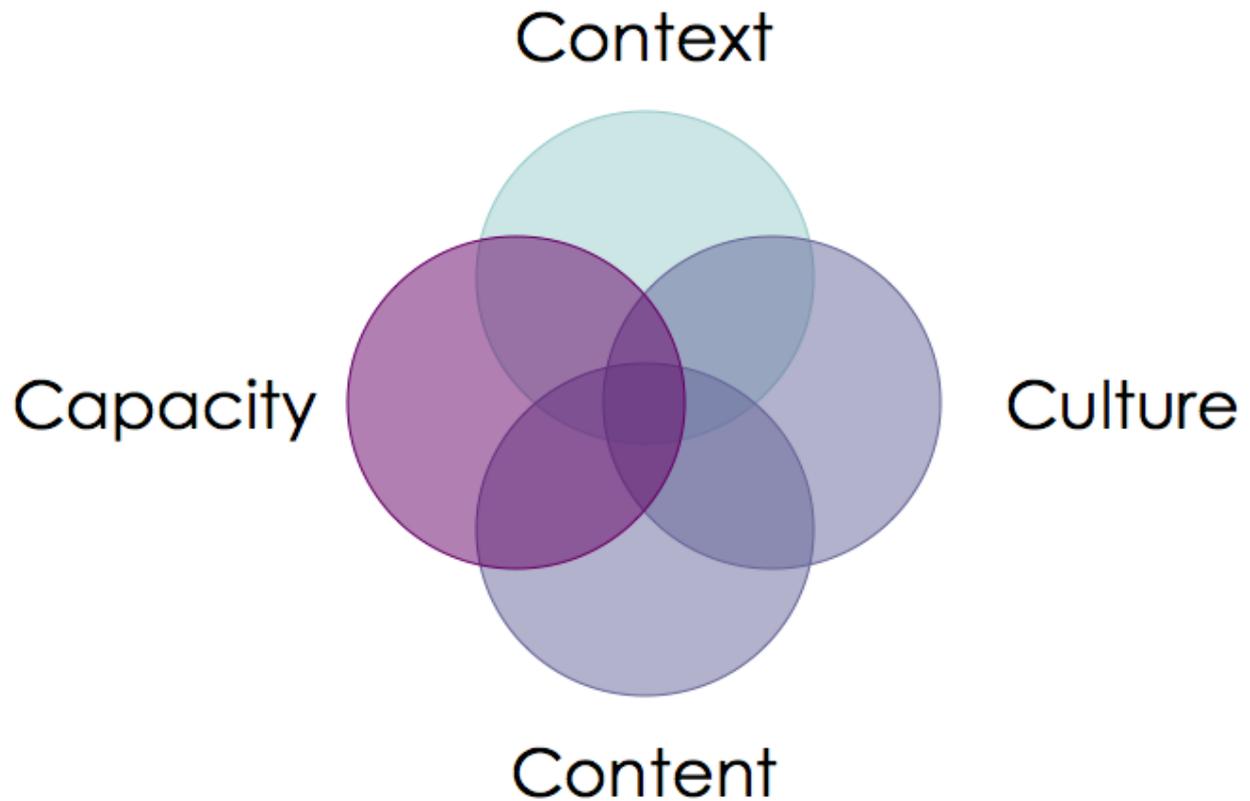




Discussion: Incentives?

- Change is hard
 - “The last time I was changed I was wearing diapers.”
heard from Peter Drucker at conference
- Why change?
 - Personal choice
 - Moral purpose
 - Forced to do so
 - More rewards

Systems within systems



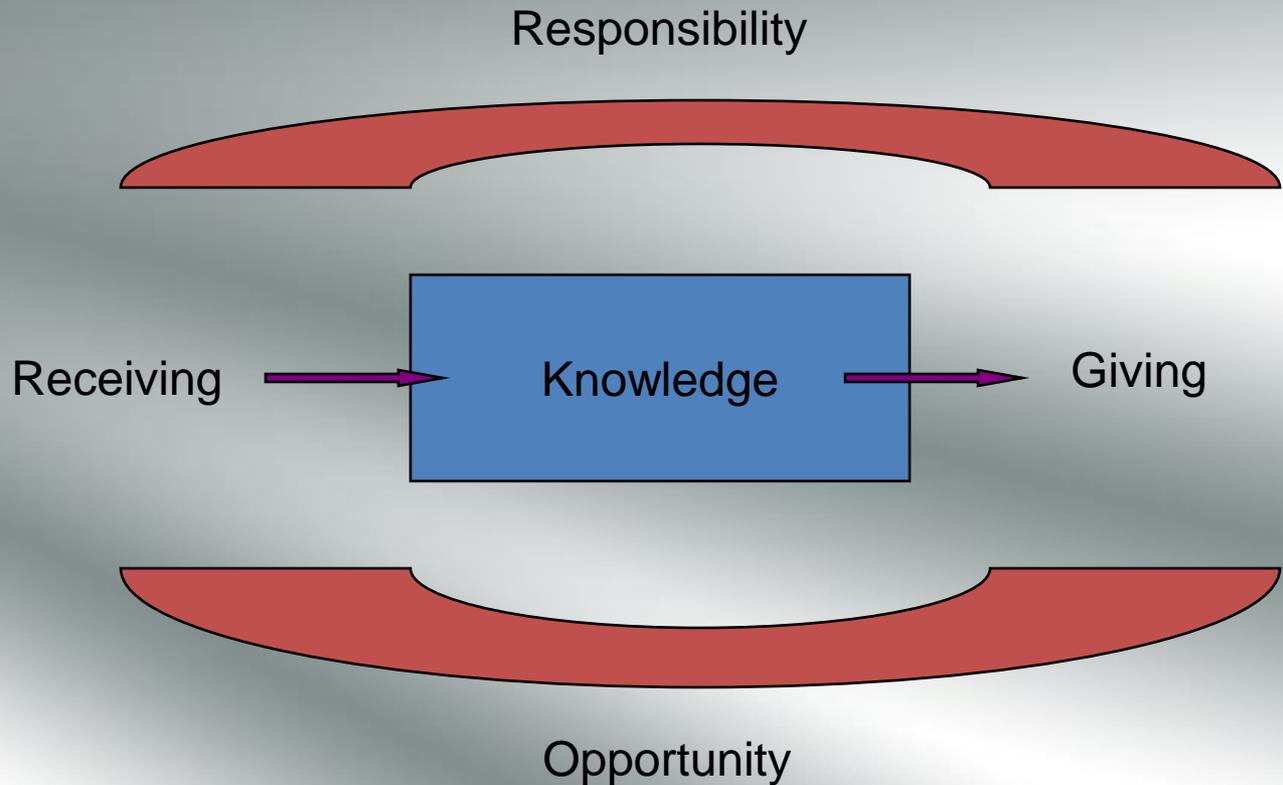
Discussion - What is Leadership?

From CODE Projects Report

- Sharing effective practice
- Collaboration
- Care about student learning
- Improvement in teaching
- Effective use of data
- Differentiated instruction
- Changes in beliefs and practices



Knowledge-Sharing Paradigm



Relationships/Relationships Discussion

- Is sharing is the new selfish?
- Methods of effective/efficient sharing
- Engaging students, parents, teachers, principals, administration, ministry, partners
- Using Technology to leverage knowledge
- Virtuous loop: Decisions for Evidence, Evidence from Decisions
- Barriers and Next steps





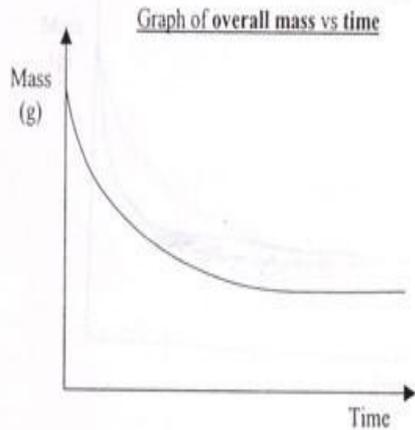
Networks and Conversations



- Networks facilitate linkage and exchange.
- Networks foster relationships for benefit. **Conversations** in a network are different than those in an organization or institution.
- Networks subvert hierarchy by allowing more open **conversations** and greater access and leverage to resources (intellectual or otherwise).
- Networks are connections between people, places, ideas, and goals.



Context and Community



1. Explain the shape of the graph.

Its curvy, with a higher bit at the end and a rather aesthetically pleasing slope downwards towards a pretty flat straight bit. The actual graph itself consists of 2 straight lines meeting at the lower left hand corner of the graph and moving away at a 90° angle. Each line has an arrow head on the end.

- How to best communicate with other communities for better policies, programs, products, processes, etc?
- Conversations without context often look like this.



Communities of practice

« the process of social learning that occurs and shared sociocultural practices that emerge and evolve when people who have common goals interact as they strive towards those goals. »

Lave, J & Wenger E, *Situated Learning: Legitimate Peripheral Participation*,
Cambridge: Cambridge University Press, 1991.



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