

# Developing Intentional Influence on the Pedagogical Core

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# What do we mean by **Optimum Learning for All** now?

Dia 2



Learning to  
be taught

≠

Learning  
to Learn

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***LEARNING***

The ability to recall and repeat information and algorithms in a precise and appropriate manner .

The ability to consciously modify understandings , beliefs and behaviors in response to evidence , experience , and reflection .

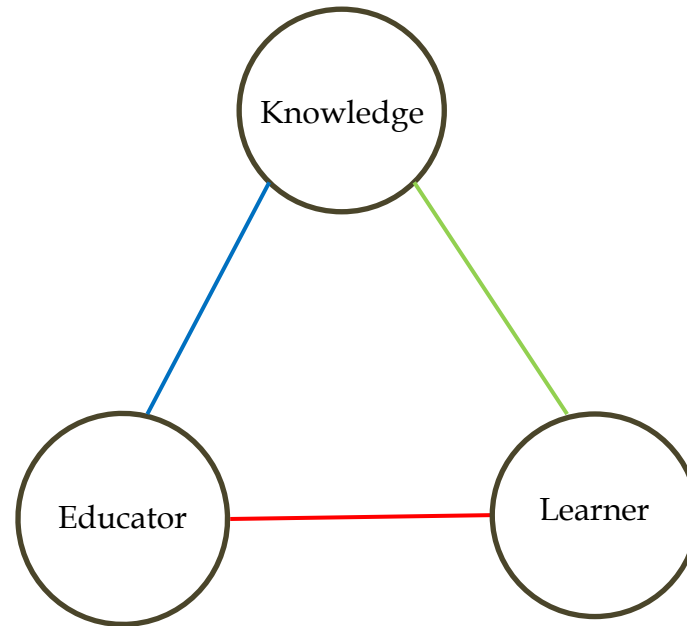
The process and result of making sense of questions that matter to us

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Which version of learning best describes our understanding of 'optimum learning' ?



## The Pedagogical Core



*...key arena for learning*  
*... key arena for wellbeing*  
*... key arena for equity*  
*... key arena for democracy*

The influence of effective leaders  
on the pedagogical core is  
**indirect, but intentional.**

# Principles of the Pedagogical Core

- Improvements in student learning occur *ONLY* as a consequence of improving the dynamics within the pedagogical core
- **If you cannot see it in the core, it's not there**
- Task predicts performance
- The real system of accountability is in the tasks that students are asked to do
- Description before analysis, analysis before prediction, prediction before evaluation

What students learn is a direct function of the tasks they are asked to perform

City, Elmore, Fiarman & Teitel, 2009

# An International Tour



# Visit #1: Australia



Handout  
p. 1

Enigma Mission:Wooranna Park Public School, Australia

Watch the video and identify the ‘task’:

What are students being asked to do?





## Activity 1A

- What is the specific task students are asked to do?
- What can we predict that they will have learned as a result of performing the task?
- Which version of learning is more evident in this case (see table below)? How do you know?

## Learning is...

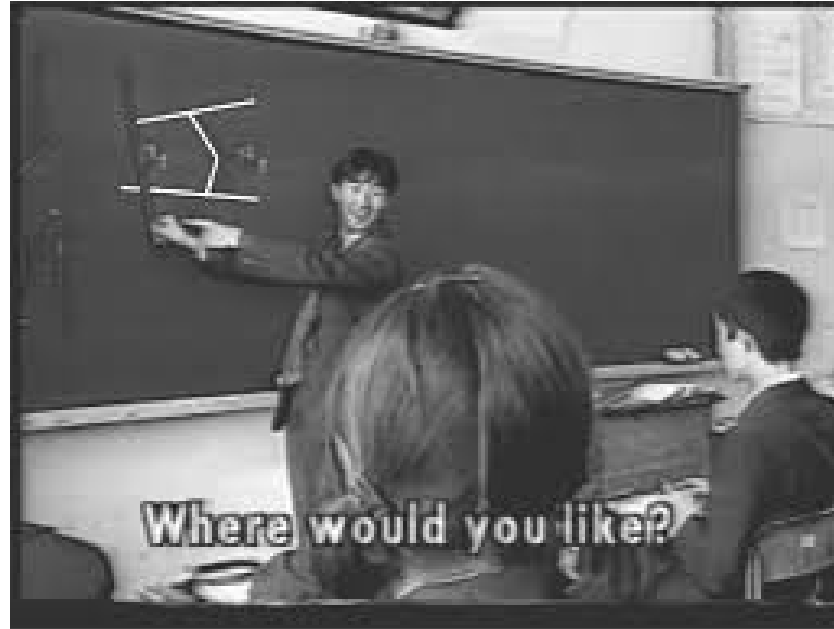
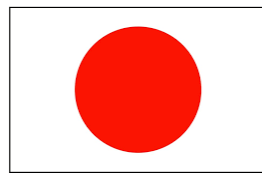
The ability to recall and repeat information and algorithms in an accurate and appropriate manner

The ability to consciously modify understandings, beliefs, and behaviors in response to evidence, experience, and reflection.

The process and the result of making sense of questions that matter to us



# Visit #2: Japan

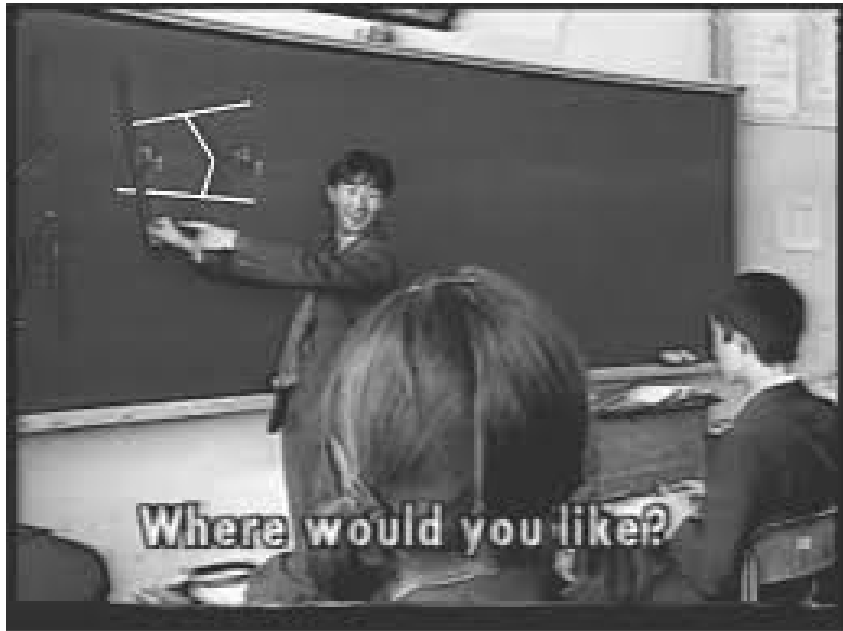


Handout  
p. 1

Watch the video and identify the 'task':  
What are students being asked to do?

## Activity 1B

- What is the specific task students are being asked to do?
- What can we predict that they will have learned as a result of performing the task?
- Which version of learning is more evident in this case (see table below)? How do you know?



## Learning is...

The ability to recall and repeat information and algorithms in an accurate and appropriate manner

The ability to consciously modify understandings, beliefs, and behaviors in response to evidence, experience, and reflection.

The process and the result of making sense of questions that matter to us



# Visit #3: Uruguay



Handout  
p. 1

Plan Ceibal Uruguay School No. 339  
Watch the video and identify the 'task':  
What are students being asked to do?

## Activity 1C

- What is the specific task students are being asked to do?
- What can we predict that they will have learned as a result of performing the task?
- Which version of learning is more evident in this case (see table below)? How do you know?



## Learning is...

The ability to recall and repeat information and algorithms in an accurate and appropriate manner

The ability to consciously modify understandings, beliefs, and behaviors in response to evidence, experience, and reflection.

The process and the result of making sense of questions that matter to us



# Pedagogical Vision and Goals

# learning in your school authority



Learning to  
be taught

≠

Learning  
to learn

## Learning is...

The ability to recall and repeat information and algorithms in an accurate and appropriate manner

The ability to consciously modify understandings, beliefs, and behaviors in response to evidence, experience, and reflection.

The process and the result of making sense of questions that matter to us

### Activity. 2A

Think of a recent visit to a classroom in your school authority. Try to remember a specific piece of student work or activity you observed.

- What type of learning is most evident?
- How do you know?





## Key conditions for powerful learning

- Interest
- Exposure
- Practice
- Feedback
- Reflection
- Collaboration

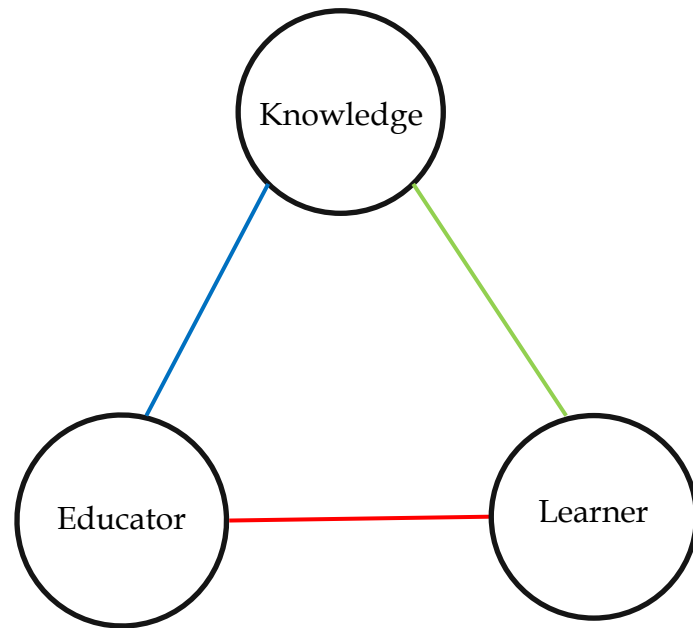
## Activity 2B.

Think about the nature of the work taking place in the classroom you visited recently.

- How present are the 6 conditions for powerful learning? (0 – absent; 4 abundantly present)
- What could be enhanced or changed to deepen student learning?



# The Pedagogical Core: Vision and Goals



## Activity 3

Individually or with your team, write one or two sentences that describe the following about your school authority:

- Vision for student learning
- Vision for pedagogical practice and learning environments
- Vision for professional learning and supports



# Prioritizing Improvement of Teaching and Learning

## ***T&L-i. Learning and Pedagogy: Vision and Goals***

Effective school districts work intentionally to build a widely shared vision of learning and teaching: what they expect students should know and be able to do as a result of attending school and what are the pedagogical practices and learning environments that nurture the envisioned learning. Effective districts link these visions to a small number of specific measurable goals, and design, continuously monitor, and refine strategies to achieve them. Outcome goals for equity and quality of student learning are accompanied by actionable goals for professional practice, leadership, and support.

# T&L-i. Learning and Pedagogy: Vision and Goals

District leaders...

BASIC	GETTING BETTER	
Define and communicate system vision and goals for excellence and equity in student learning.	Define and communicate vision and goals for student learning together with school leaders.	Regularly, review, revise and communicate vision and goals for student learning together with school leaders.
Define a general vision of the pedagogical core linked to system goals.	Define a vision of the pedagogical core that is precise about student learning and teaching practices, curriculum context, and how they connect together.	Continuously refine a vision of the pedagogical core that specifies intended student learning and teaching practices, curriculum context, and their relationships
Relate vision and goals for student learning to acceptable standards with emphasis on low performing students.	Relate vision and goals to improve student learning to high standards and precise challenges for all students.	Conduct review of progress towards ambitious goals to improve student learning and to adjust plans and support.
Define system goals and measurable indicators in terms of student “outcomes”.	Define system goals and measurable indicators for student outcomes <i>and</i> for actionable behaviors of students and teachers.	Review and adjust system goals, indicators and support for student learning, teaching practice, and outcomes in light of evidence of student learning and teaching and leadership practice.
Set system goals to improve student learning without limiting number and priority	Prioritize and limit number of goals and timelines to improve student learning.	Review and adjust priorities, numbers and timelines of goals to improve student learning in light of evidence of progress
Differentiate expectations and system support for improvement in student learning broadly by grade levels and curriculum areas.	Correlate student learning data to student characteristics, teaching, and learning contexts to differentiate expectations and system support.	Analyze and revise system improvement plans in light of differentiated evidence of progress towards system goals for student learning.

# Monitoring Impact *and* Implementation



## Activity 4

Use the table in the handout

What evidence are we collecting of implementation and outcomes of our efforts to influence the pedagogical core?

# Monitoring

- Implementation support
- Impact on teacher practice
- Impact on student learning



# Activity Table

Agents and expectations	Types of Evidence	Data Gathering Processes	Obstacles	Comments
Students are expected to...				
Teachers are expected to...				
School-level supports include...				
Central office supports include...				
YOUR role is...				

# Building Coherence around Pedagogical Vision and Goals



# Prioritizing Improvement of Teaching and Learning

## T&L-iii. Building Coherence around Vision and Goals

Alignment of curriculum to external and local standards, and to associated assessment programs is a major focus of attention. A deeper level of ‘coherence’ occurs when most of the people working in it, regardless of their formal position in the system, can articulate with eloquence the core priorities and goals of the system, the strategy to achieve those goals, and how their everyday actions contribute to such strategy and goals. Distractors that move the attention of people away from those priorities and goals are proactively mitigated.

# T&L-iii. Building Coherence around Vision and Goals

District leaders...

BASIC	GETTING BETTER	CONTINUOUSLY IMPROVING	COMMENTS
Take a district approach to alignment of curriculum and assessments to external standards and expectations	Take a district approach to alignment of curriculum and materials, pedagogy, and assessments to <i>internal and external</i> standards and expectations.	Make data-informed refinements to alignment of curriculum, learning materials, pedagogy and assessments and their links to internal and external standards.	Alignment of curriculum, assessment, standards, and pedagogy
Communicate clear, consistent message of system priorities, goals, strategies to improve equity and quality of teaching and learning.	Develop and cultivate common understanding and ownership of system priorities and plans and of how district roles, units and resources (e.g., budget) contribute to implementation.	Continuously monitor, refine, and reshape understanding, ownership, and expectations for contributions of district role, units and resources to improve student learning based on data and on changing priorities, goals and plans.	Ownership development
Ensure that central office roles and units support district-wide programs and services as per their distinct mandates.	Coordinate plans and action among district-level actors focused on implementation of system priorities, plans and resources to improve equity and quality of student learning.	Make data-informed refinements to coordination of district efforts to improve equity and quality of student learning, including participation of external support services.	Coordination among units Alignment of resources
Hold individuals and units employed at the district-level accountable for their actions.	Communicate and model collective responsibility for system efforts to support and improve equity and quality of student learning.	Celebrate and reward evidence of collective effort and progress in improving equity and quality of student learning.	Accountability
Handle unexpected distractions from attention to implementation of district priorities and plans to improve student learning.	Identify and proactively attempt to mitigate effects of distractors to implementation of district priorities and plans to improve student learning.	Consider how to deal responsibly but strategically to distractors from priorities and plans to improve student learning in system planning.	Managing distractors



## Activity 4. Individual Self-Assessment


Access the rubric worksheet for T&L-iii in your handout (Page 8)

- How do these ideas connect to your work?
- Where would you place your district in terms of its efforts to develop coherence?
- Note down what evidence led you to select the level you've selected.
- *What is* and *what could be* your role in enhancing coherence in your district?

Be ready to share some insights from this exercise with your small group.

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### Central Office Transformation for District-wide Teaching and Learning Improvement



#### DISTRICT SYSTEMS TO SUPPORT EQUITABLE AND HIGH-QUALITY TEACHING AND LEARNING

Meredith Honig & Lydia Raney | University of Washington  
Brief No. 10

This brief is one in a series aimed at providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. [Click here](#) to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions.

#### CENTRAL QUESTION

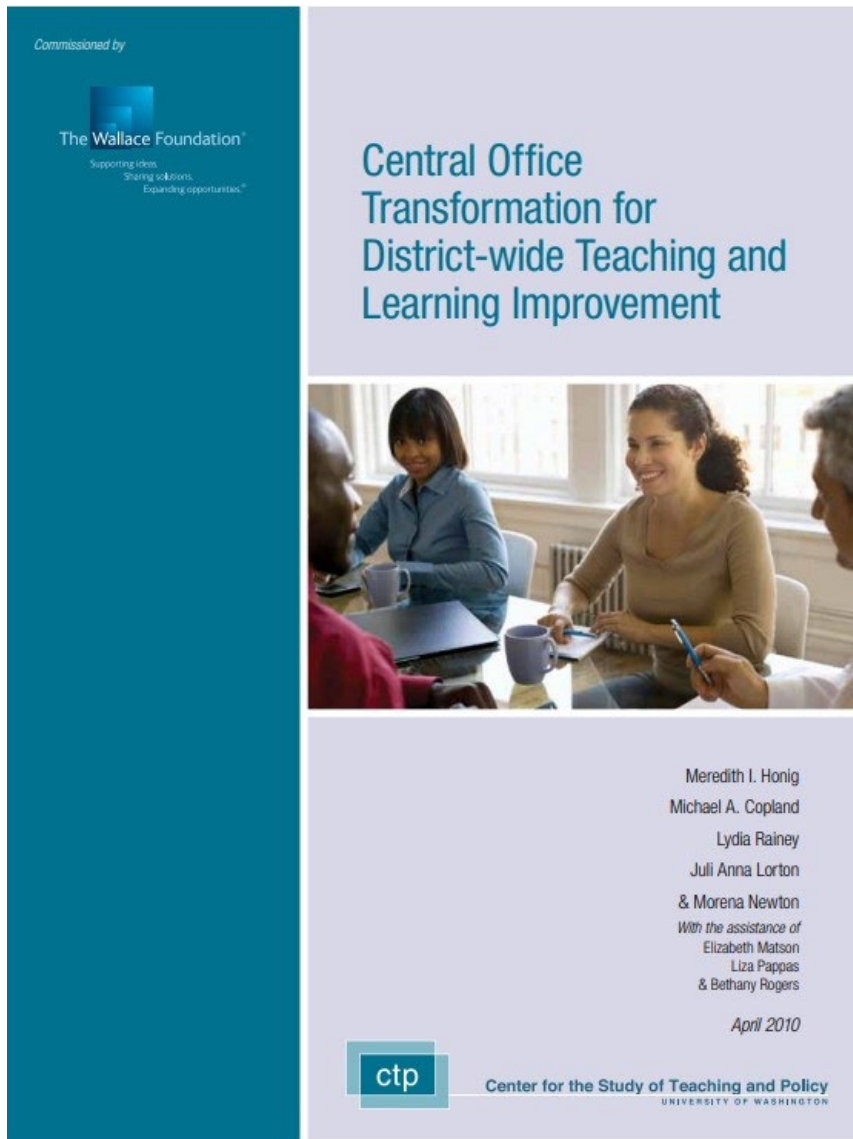
What changes in central office systems are likely to support principals in leading for equitable, high-quality teaching and learning?

#### KEY INSIGHTS

- **PRINCIPAL SUPERVISORS:** Principal supervisors support principals' instructional leadership growth when they dedicate their time to that work and coach principals from a teaching and learning approach, maintaining their instructional focus even amid operational demands.
- **TEACHING & LEARNING:** Teaching & Learning (T&L) units bolster principals' equity-focused instructional leadership by supporting their use of a common, research-based definition of high-quality, culturally responsive teaching and by helping principals foster true teacher learning communities with the autonomy and resources necessary for teacher success.
- **HUMAN RESOURCES:** Human Resources (HR) staff fuel principals' equity-focused instructional leadership when they recruit and select teachers based mainly on performance, and when they strategically partner with principals to ensure teachers are in the right roles and teams for their success, with an emphasis on recruiting and retaining teachers of color.
- **DATA SYSTEMS:** District data systems support principals' equity-focused instructional leadership by providing principals with ready access to information about their students and staff that helps principals take a strengths-based and antiracist approach.
- **OPERATIONAL STAFF:** Operational staff help principals engage in equity-focused instructional leadership when they provide high-quality services to schools and strategically partner with principals to ensure that facilities, transportation, and food services in particular support each school's instructional program.

ctp Center for the Study of...

Honig & Raney (2020) District Systems to Support Equitable and High-Quality Teaching and Learning. Brief No. 10. EdResearch for Recovery



## Activity 4B. Small Group Discussion

Meet with your small group. Share your main ideas and takeaways on:

- a) how the ideas in the rubric connect to your work
- b) your assessment of your district's efforts to build system coherence
- c) your actual and possible role as a district leader in building greater coherence



Honig & Raney (2020) District Systems to Support Equitable and High-Quality Teaching and Learning. Brief No. 10. EdResearch for Recovery

# Practice Profile: Domains of Action and Essential Practices

## Prioritizing Improvement of Teaching and Learning

- Learning and Pedagogy: Vision and Goals
- Theory of Action
- System coherence

## Building Capacity through Support and Accountability

- Attract, support, retain talent
- Developing capacity for inclusive instructional leadership
- Develop cultures of effective collaboration

## Sustaining an Open and Collaborative Culture

- Trust and reciprocal accountability
- Effective collaboration and shared leadership between central office and schools
- Connect and collaborate laterally and upward

## Promoting Systemwide Learning

- Support and model learning
- Develop, test, and refine a theory of action
- Use evidence to hold schools and the district reciprocally accountable

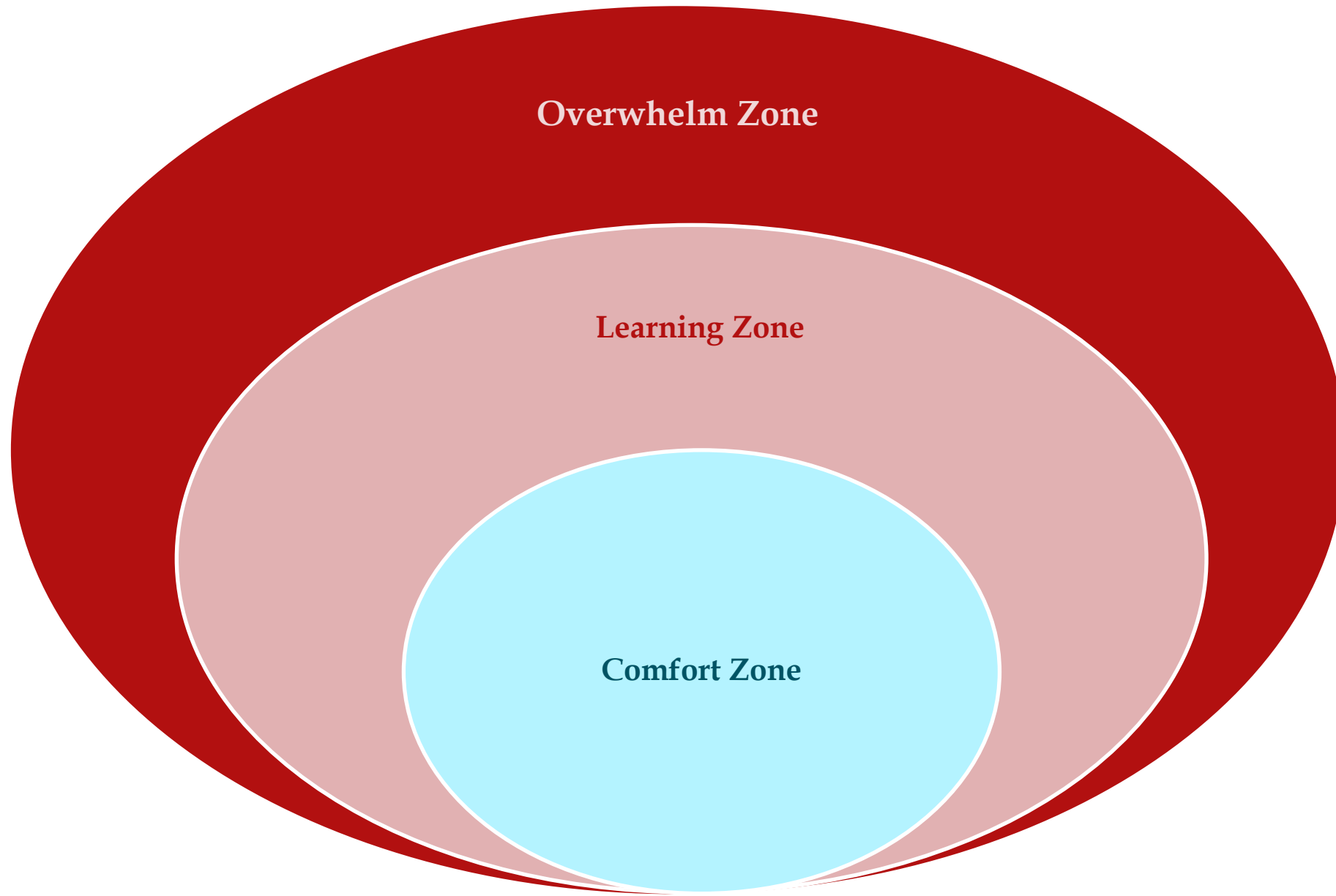


Get a free copy of  
the District Leaders  
Practice Profile here

# Stimulating Change



# Change Zones

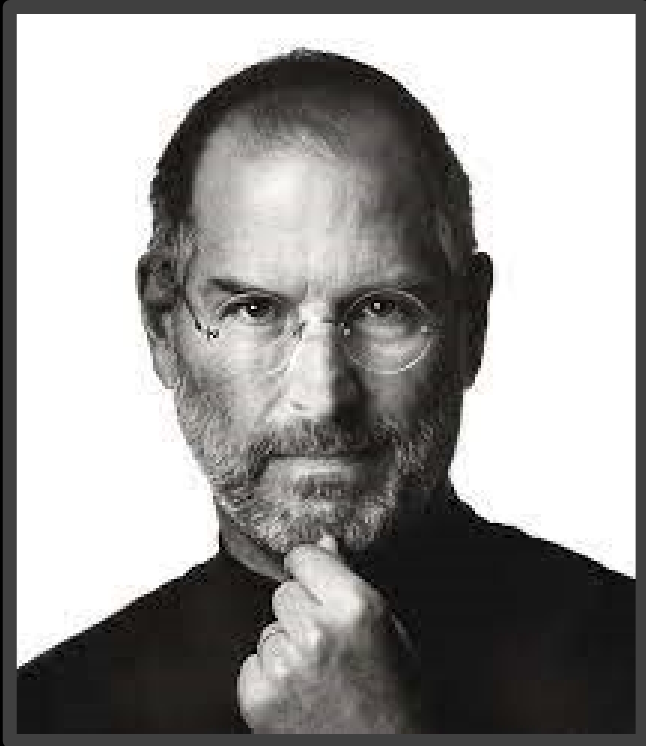


**Overwhelm Zone**

**Learning Zone**

**Comfort Zone**





**“Management** is about persuading people to do things they do not want to do, while **leadership** is about inspiring people to do things they never thought they could..”

Steve Jobs

# What motivates us as humans?

- Purpose
- Mastery
- Autonomy
- Connectedness

Pink, D. (2009) & Deci, R (2020)



A row of matches is shown against a dark background. The match on the far left is lit, with a bright yellow and orange flame rising from its tip. The other matches are unlit and stand in a line to the right of the lit one. The lighting is dramatic, highlighting the texture of the match heads and the intensity of the flame.

# Positive contagion

People adopt change when:

- It is intrinsically motivating
- They take part in its evolution
- They develop ownership along others

# How to Stimulate Change



Mandate

Experiences that  
*pull towards* change



Explanation

Experiences that  
*make the status quo*  
*intolerable*



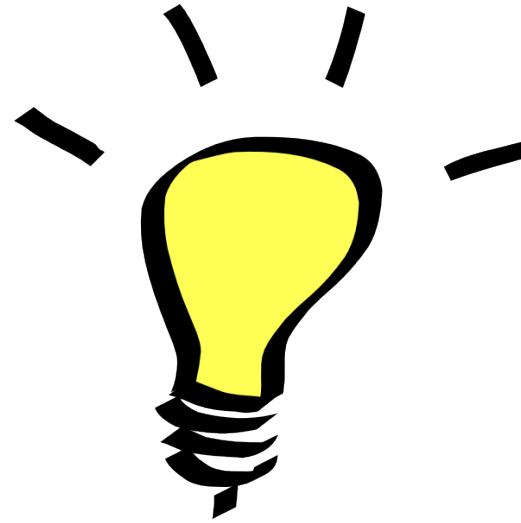
Evidence

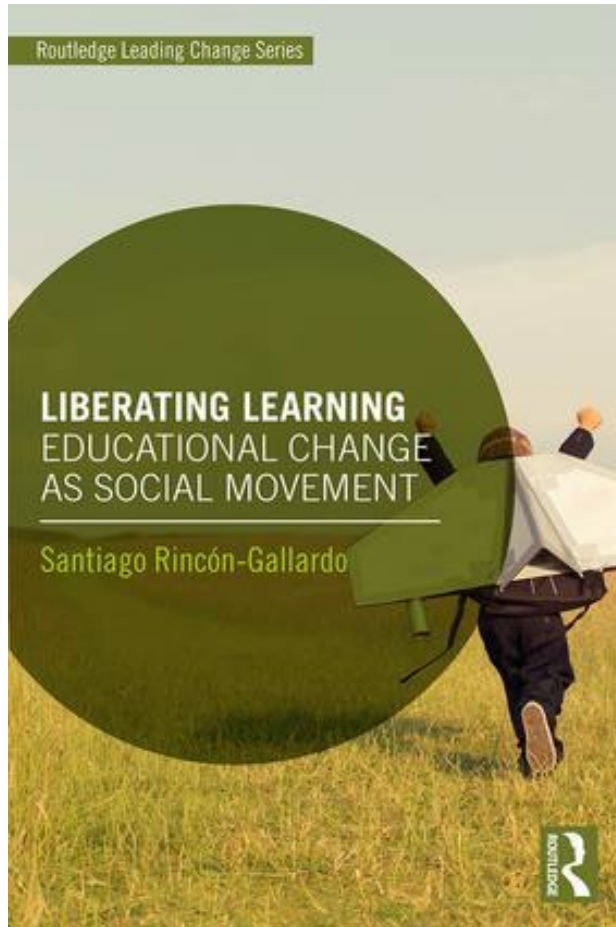


Exhortation

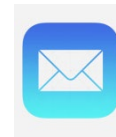
## Activity 6.

List down some ideas of *experiences* you could help stimulate to mobilize people in your school authority to further realize optimum learning for all students.





# Thank you!



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