

# My Pick Edutec 2017 "The Team"

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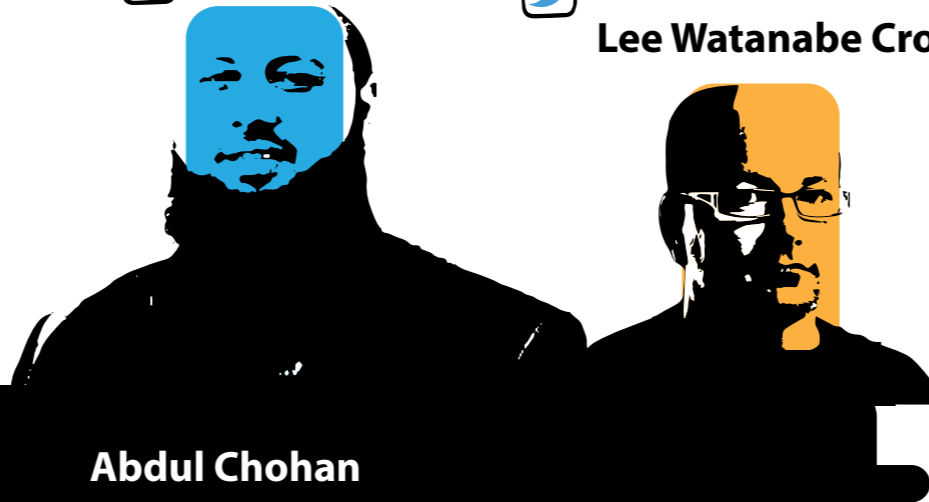
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Lee Watanabe Crockett

@gregwhitby



Charles Leadbeater



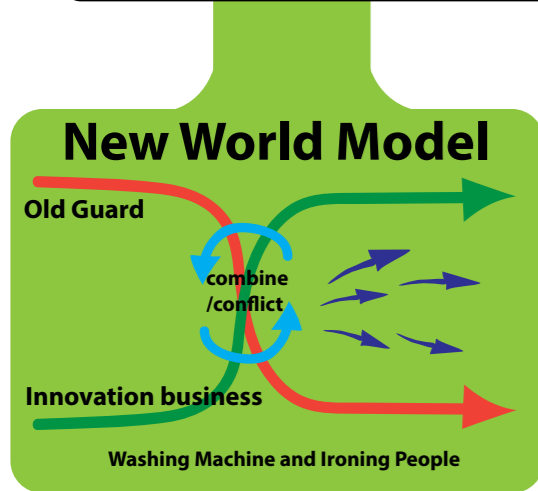
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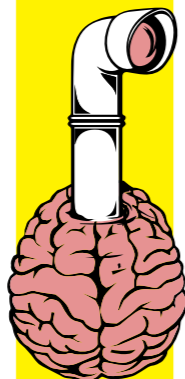
look from the future  
**Innovation:**  
Recipes to blend ingredients in new ways to create more value

- 1
- 2
- 3

**Growth Mindset**  
Mindsets are dynamic; not all or nothing



**Fixed Mindset:**  
Intelligence is a fixed (Genius /Talent )



**Growth Mindset:**  
Intelligence can be developed (Development - creativity, support, potential)

**Belief**  
Simple - Reliable

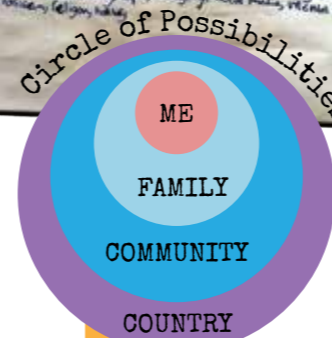
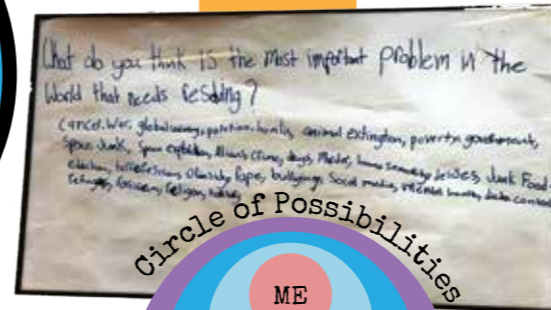


**M**  
Meditation  
Cognition is not fixed. It can be changed. Feurestein Instrumental Enrichment.

**B**  
Belief  
To instill faith so that a belief can be created that all can succeed.

**6 D's**

What do you think is the most important problem in the world that needs solving?

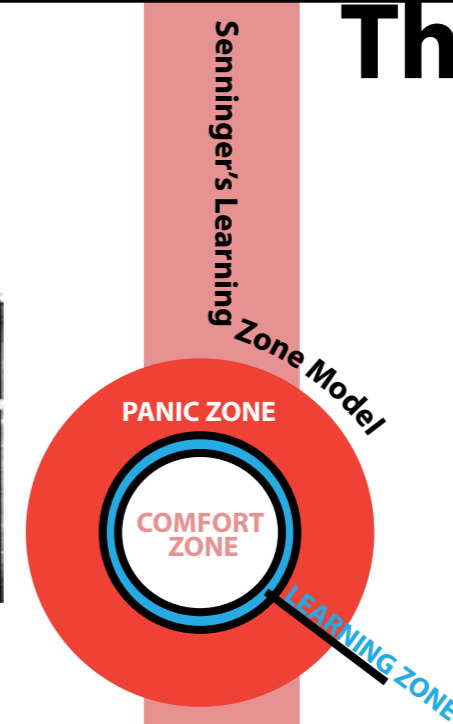


Give them problems that matter - to them

Give them access to the tools

Find the to stand aside

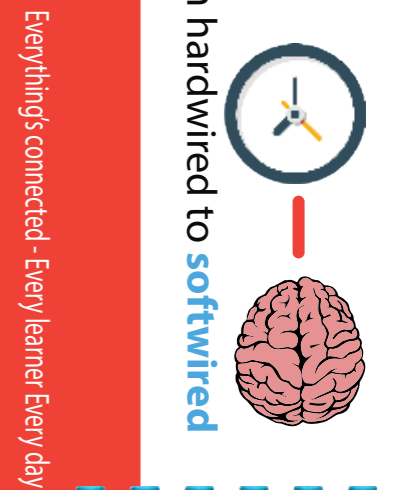
**The Outliers**



<https://www.oecd.org/edu/school/school-learning-organisation.pdf>



What makes a school a learning organisation?  
A guide for policy makers, school leaders and teachers



Changing mindsets



First, how to sense what is needed, what is possible, where change is coming from.

Don't get trapped at your desk in your office

Don't just look straight ahead

Value different perspectives and viewpoints

Innovation involves argument

Ask different questions



Secondly, Innovation is usually the recombination of ingredients which come through conversation

Create a shared sense of purpose to crack a problem too big and complex for any individual

Make sure everyone gets recognition for their contribution

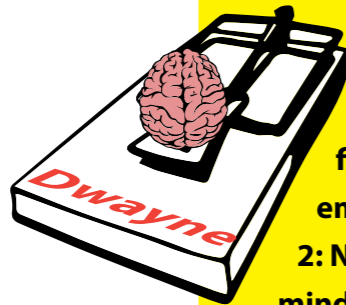
Learn different ways to collaborate in different teams for different tasks

Win at the intersections



Staying in a growth mindset?

- 1: Challenges
- 2: Struggle
- 3: Trauma / setbacks



- 1: Notice when your fixed mindset emerges: Triggers
- 2: Name Your Fixed mindset Person (Really)
- 3: Think about how it affects you and others
- 4: Have conversations about it
- 5: Set small Goals : What will you do next time?

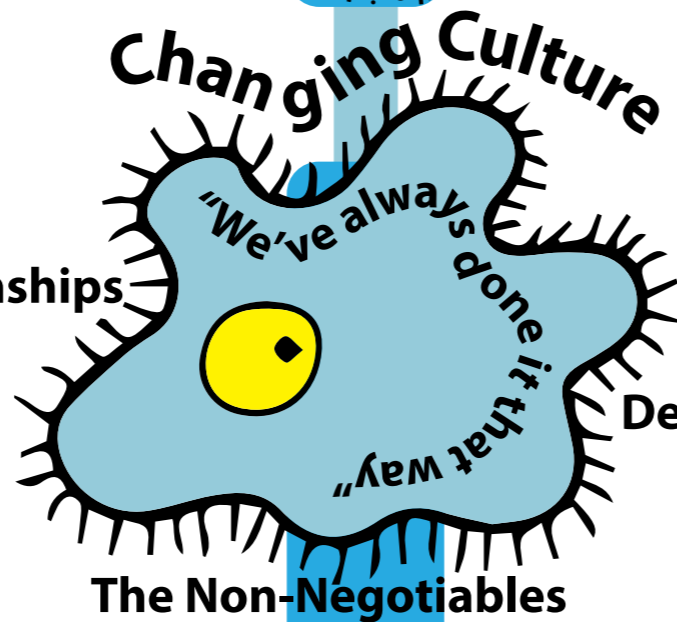


Praise Process not just effort

The Fabulous Struggle

What are you struggling on?

Relationships



The Non-Negotiables

Brands of Future-focused learning



(They are largely all the same)

Follow the Form Master the Form Go Beyond the Form

1

Essential & Herding Questions

- Have no obvious answer.
- beyond topics or skills
- Hydra effect (2 more appear)
- Timeless (naturally recur)
- Critical and continual rethinking
- Engages a personal connection
- Moves up Blooms
- Removes specificity

- Was Tony Abbot a good Prime minister?
- Was Tony Abbot or Goth Whitlam the better prime minister?
- What makes a great prime minister?
- What makes a great leader?
- What is greatness?

2

Connection through context and relevance

That supports high-impact opportunities.

C Community

Tailored to your charitable and financial interests.

P Personalised

Giving true access to all students and staff regardless of background and

A Access

We do this because it is the right thing to do. Everyone deserves the right to learn in an equal environment.

I The Moral Imperative



New teacher DNA

I dont know what i'm doing until I get there

RUSTY : HIGH TECH HIGH

Parts of a bigger whole



EXPERIENTIAL LEARNING FRAMEWORK DRIVEN BY INQUIRY CYCLE



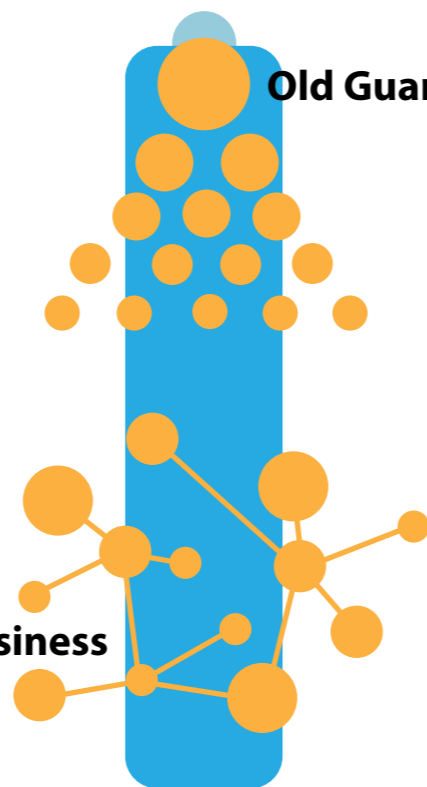


**Third, turn ideas into action so you can learn fast**  
**Apply resources in the right way at the right time**

**Make it safe to try**  
**Value practical making skills**



**Old Guard**



**Innovation business**

		High Engagement		
Extended thinking	Doing	Authentic Engagement	Shared	Redefinition
Strategic thinking	Seeing	Ritual Engagement	Internal	Modification
Skill/concept		Passive compliance		Augmentation
Recall	Imagining	Retreatism	External	Substitution
		Rebellion		
<b>Activity</b>	<b>Authenticity</b>	<b>Investment</b>	<b>Motivation</b>	<b>Technology</b>
Webb's Depth of Knowledge	Dale's Cone of Experience	Schlecty's Levels	Vygotsky's ZPD	Puentadura's SAMR

**3**

**Learning is Personalised**

Task  
 process  
 research  
 assessment  
 evidence of learning

**4**

**Challenge of Higher-Order Tasks**

(Evaluate/create)

**5**

**Research Component**

Information fluence

Ask  
 Acquire  
 Analyse  
 Apply  
 Assess

**6**

**Process Oriented**

(Analytical, Critical, and Creative Thinking)

**The new new paradigm**



**The transformation agenda**

**SOCIETY DRIVES THE BUSINESS MODEL**  
**NEW BUSINESS MODELS FOR MANY**  
**INNOVATION TO ZERO**



**Enquiry cycle**



**DEFINE Skills**

In order for us to be able to solve a problem, we have to clearly define what the problem is first. We must decide exactly what it is that needs to be solved, and give proper context to the problem.



**DISCOVER Skills**

Discovery is the stage of research, gathering, and then analyzing knowledge. It gives the problem context so that we can identify with it easier, and come up with the best solution possible.



**DREAM Skills**

In the Dream stage, we open the heart and mind to possibilities and visions of a solution the way we wish to see it. This phase of Solution Fluency is about imagination, extrapolation, and



**DESIGN Skills**

In the Design phase we begin utilizing gathered knowledge to synthesize solutions. We create goals and milestones, assign team roles, and create systems of accountability for the team as a whole.



**DELIVER Skills**

The Deliver phase happens in two separate stages—Produce and Publish It involves both completing the solution (Produce), and then making the actual presentation or demonstration (Publish).



**DEBRIEF Skills**

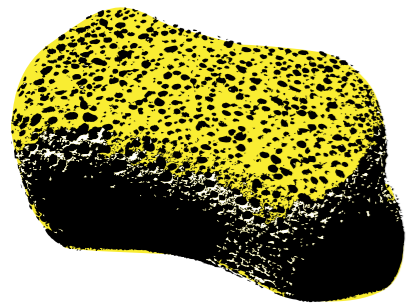
The students look at their project from beginning to end and really get to own their learning. They determine what could have been done better and ways they could improve their problem-solving approach in similar situations.

# Innovation: Recipes to blend ingredients in new ways to create more value

Program or be Programmed  
Open or Closed  
Source

# Growth Mindset

Mindsets are dynamic;  
not all or nothing



# Soft Skills

Hope & Optimism - Self-Regulation - Vision - Empathy & Global Stewardships - Resilience  
Grit - Agility & Adaptivity - Collaboration across Network - Curiosity and Imagination  
Initiative & Entrepreneurialism - Critical Thinking & Problem-Solving - Effective Oral & Written Communication

	Creating	HOTS
	Evaluating	
Learning	Analysing	
	Applying	
	Understanding	
	Remembering	LOTS
Teaching	Connecting	
	Awareness	

# Belief

Simple - Reliable

Find the  to stand aside

 From hardwired to **softwired**

## The three Rs of Leadership

**7 Learning Intentions are Clear**

**8 Learning - Creation Focus**  
(Knowledge and evidence of learning)

**9 Assessment is mindful**  
fair, clear, transparent  
Deliberate and purposeful  
Enhances Learning (assessment as Learning)  
Product and Process (General Capabilities)

**10 Self and/or Peer Assessed**  
(Development, application and Reporting)

Radical



Relentless



Resilient

