El 15 de noviembre del 2023 en el Salón de Actos de la Facultad de Educación de la Universidad de Murcia tuvo lugar una actividad cultural titulada "El legado del profesor Michael Fullan en el campo de la educación". El evento fue seguido por más de 1780 personas en streaming y más de 300 de manera presencial. De igual modo, la conferencia de Fullan fue traducida en tiempo real para el público.

Fullan dio una conferencia magistral que permitió a estudiantes, docentes, investigadores, etc. reflexionar sobre sus contribuciones en el campo de la educación, además de impulsar nuevos retos y claves actuales con la finalidad de transformar la enseñanza para un futuro mejor.

Fullan es profesor emérito de la Universidad de Toronto, exdecano del Instituto de Estudios de Educación de Ontario y colíder de la iniciativa global Nuevas Pedagogías para el Aprendizaje Profundo. Ha sido ampliamente reconocido a nivel mundial por sus aportes en reformas educativas y asesoramiento a políticos y líderes locales con galardones a lo largo de su trayectoria.

A continuación, se creó una mesa redonda con cuatro grandes profesionales del campo de la educación: Juan Manuel Escudero (Universidad de Murcia), Francisco Javier Murillo (Universidad Autónoma de Madrid), Antonio Bolívar y Jesús Domingo (Universidad de Granada). Esto permitió crear un debate sobre el estado de la educación en nuestros días.

La actividad estuvo coordinada por la profesora Cecilia Azorín y contó con una gran repercusión mediática en diversos medios de comunicación.

Developing the Local System: Students, Teachers, Principals and Communities as Agents of System Change[1]

MICHAEL FULLAN[2]
Institute for Studies in Education de Ontario, Universidad de Toronto.
https://orcid.org/0000-0002-2443-9347
SANTIAGO RINCON-GALLARDO
Institute for Studies in Education de Ontario, Universidad de Toronto.
https://orcid.org/0000-0001-7974-0367

Article prepared for the Faculty of Education, University of Murcia 2024

In our broader system work in Latin America, California, Canada, Australia, New Zealand, and Europe we have concluded that change coming from the top (policy), through the regions (municipalities, and districts), to schools and their communities is not the right model for achieving 'system transformation' that benefits student in post-Covid times. One alternative that we report here is to reverse the top-down model. While still thinking about whole system change as the eventual goal, we start by 'building the local system' (school and community), in the context of regional communities, and 'potentially' state goals.

In Fullan's week- long visit to Murcia in November 2023 there was strong interest among students, faculty, university administrators, municipal principals and local politicians in the 'local system model' that was presented. In this paper we describe a specific, somewhat large -scale example of the model in action that we have developed and implemented in Chile (see Rincón-Gallardo, 2021).

---

1 Como referenciar este artículo (How to reference this article):
   Fullan, M., y Rincón-Gallardo, S. (2024). Developing the Local System: Students, Teachers, Principals and Communities as Agents of System Change. *Educatio Siglo XXI*, *42*(2), 145-150.
2 Dirección para correspondencia (Correspondence address):

Building the local system

The fundamental goal and strategy in this model is to focus on *changing the culture of interaction among school leaders and teachers.* Led by Rincon Gallardo and Fullan the strategy consists of working with cohorts of school principals and their schools who work with their teachers and students and community to change their school cultures. The three-part model consists of focusses on: '*Heart'*(identifying 'Unity of Purpose'); '*Head'* (Continuous Learning), and *'Hands'* (Collaborative Capacity).

Leaders and their teachers and community chose a purpose, develop capacities to implement the change, and learn how to implement and assess the improvements. There is strong emphasis on one of our main change insights: *it is what happens 'between meetings' that counts the most, ie the day- to- day culture.* This culture-based learning—close to action is further reinforced by the presence of 'mentors' (each principal is part of a small group of peers who receive personal mentorship (for example if there are 40 schools there would be about 10 mentors who work with sub-groups of four.

A typical cohort of principals would be part of a cohort that would bi-weekly (mostly by zoom, with periodic in person meetings). A sample design of the course is portrayed here:

	MODULE 1	MODULE 2	MODULE 3	MODULE 4
	Week 1	**Week 1**	**Week 1**	**Week 1**
Key ideas	Unity of Purpose	Theory of Action	Collaborative Capacity	Continuous Learning
Activities	Personal History and Purpose	Where We Are/Where We Want to Be SMART Goals	Self-assessment	Personal Learning Plan
	Week 2	**Week 2**	**Week 2**	**Week 2**
Key ideas	Difficulty of Change	Strategic Actions	Trust	What is Learning?
Activities	Resistence/Beliefs/Values Goals and Shared Purpose	Delineate Strategic Actions HEART-SMART Goals	Collaboration Manifesto	Reconnect with your power to learn Release limiting beliefs
	Week 3	**Week 3**	**Week 3**	**Week 3**
Key ideas	Leading Change	Assumptions and Implementation	Evidence and Collaborative Inquiry	Learning inward and outward
Activities	How to and How NOT to Lead Change Tactics to Lead Change	Clarifying Key Assumptions Creating Implementation Plan	Evidence and Improvement Inventory and Plan	Identify opportunities and threats within and outside
	Week 4	**Week 4**	**Week 4**	**Week 4**
	Buffer Week	Buffer Week	Buffer Week	Buffer Week
	Interview w Meg Wheatley and local leader Case Analysis	Interview w Viviane Robinson and local leader Case Analysis	Interview w Jeni Dohonoo and local leader Case Analysis	Interview w Marshall Ganz and local leader Case Analysis

We provide the detail here because we want to convey that system development requires good detail. It also requires a lot of 'nuance' (Fullan, 2019). For example, do you provide a lot of detail to leaders or do you leave it open ended. The answer is neither. Rather you set up processes where people produce their own detail within guided work. For example, the concept of 'joint determination' requires leaders to figure out together: purpose, where to start, collaborative capacity, and continuous learning. There is also a nuanced way for good ideas to become specific: we call it 'specificity without imposition'. When there is agreement about direction, and when people agree to develop solutions together, they need specific solutions. Another nuance is that we never 'impose solutions. Following Richard Elmore, we work on developing a 'culture of accountability' which consists of transparency, avoiding premature judgment, building trust, problem solving. When ideas are developed this way, they tend to be tailored to the problem. In many situations lack clarity is more of a problem than too much specificity.

It is also the case that when many groups are working on new developments, and the learning design builds in opportunities to learn from each other, and to be supported by mentors, the culture supports a shared sense of purpose and development of ideas that actually work. Developing progress together is what develops cohesion and enables people to build individual and collective efficacy.

Not just one school at a time

In the previous section we made the case that individual schools can become more effective by developing their internal focus and culture of innovation. There is one more extension of these strategies that takes us closer to another level of system development. It is already obvious in our design that teams of schools learn from each other as they work in the cohorts (we design for cross-school learning among the teams, and with the mentors as they work with small groups of teams form different schools.

Beyond these school examples we have helped 'school districts' learn as whole systems. For example, the Ottawa Catholic School Board with 87 schools and 45,000 students 'learned deep learning together with major new learning to show for it. We commissioned Deep Learning experts

Sara Fine and Jal Metha (2024) to conducted a case study of Ottawa in which they identified impressive district-wide developments. Similarly Anaheim Union High School District in California used these methods to dramatically improve its 20 schools and its 26,000 students (see the case study of Anaheim in Fullan & Quinn (2024).

Another variation is the new developments using networks of schools whereby the networks and its schools learn from each other . In an article in 2016 we laid out '8 essential features of effective networks in education (Rincon-Gallardo and Fullan (2016, p. 10):

1. focussing on ambitious student learning outcomes linked to effective pedagogy
2. developing strong relationships of trust and internal accountability
3. continuously improving practice and systems through cycles of collaborative inquiry
4. using deliberate leadership and skilled facilitation within flat power structures
5. frequently interacting and learning inwards
6. connecting outwards to learn from others
7. forming new partnership among students, teachers, families, and communities and
8. securing adequate resources to sustain the work.

Closer to home (thinking of the Murcia context), Azorin and Hernández (2024) recently published an article focusing on three municipal networks in the Region of Murcia which represent good practices in improving social and school care for children and young people. Further work is planned to examine the question of sustainability of such professional networks. Again, from our perspective we are interested in whether the 'local system' can become a strong entity to learn about and implement sustainable change.

The Larger System

Ultimately, we are interested in the whole system. Our argument is that system change will be stronger and more lasting if the base is a priority. We have also found that as the bottom and middle unfold there *are* many points of mutual interest. We encourage the bottom to be proactive about

policy---to find points of common interest. At the same time the top begins to realize that the bottom has lines of development that serve wider system needs. As we proceed to encourage a system of mutual learning. In a sense good system change combines two 'lateral learning' (such as our work in Chile), and two-way 'vertical learning' looking for points of communality. A good example of this in action is Uruguay which for the past 15 years has transformed the whole system with multiple indicators of success (see the case study of Uruguay in Fullan & Quinn, 2024).

In the meantime, the Region of Murcia is at an earlier stage of development with increasing interest at all three levels –local, regional, province- to stimulate deeper and wider transformation.

References

Azorín, C., & Hernández, E. (22 Nov 2023): Leading professional networks in education: developing connected autonomy across the territory?, *School Leadership & Management*, 1-20- https://doi.org/10.1080/13632434.2023.2284354

Fullan, M. (2019). Nuance: Why Some Leaders Succeed and Others Fail. Corwin.

Fullan, M., & Quinn, J. (2024) *The Drivers: Transforming Learning for students, schools, and systems*. Corwin Press.

Rincón-Gallardo, S., & Fullan, M. (2016). Essential Features of Effective Networks in Education. *Journal of Professional Capital and Community*, 1(1), 5-22. https://doi.org/10.1108/JPCC-09-2015-0007.

Rincón-Gallardo, S. (2021). Liderazgo para liberar el aprendizaje durante y más allá de la pandemia. En A. Bolívar, G. Muñoz, J. Weinstein y J. Domingo (Eds). *Liderazgo Educativo en Tiempos de Crisis: Aprendizajes para la escuela post-covid*. (pp.75-91). Editorial Universidad de Granada.