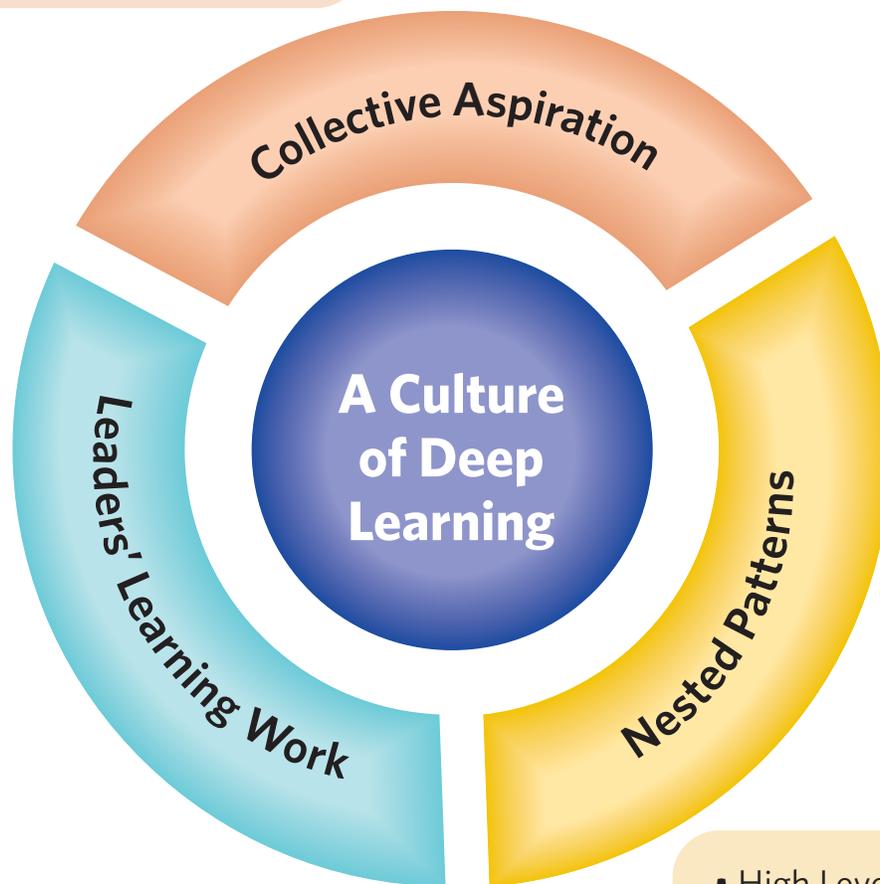


## A Model for Human-Centered School Transformation

- Strong Moral Focus
- Compelling Purpose
- Shared Images of Success
- Ethic of Excellence
- Positive Connectedness



- Serving as a Lead Learner
- Supporting Resilience
- Using the Power of Language
- Harvesting Collective Wisdom
- Applying Systems and Design Thinking

- High Level Collaboration
- Shared Leadership
- Creativity and Courage
- Empathy and Compassion
- A Growth Mindset

## AN INTRODUCTION TO THE MODEL

Our model of a transforming school is descriptive rather than prescriptive; thus, there is no one right way to begin this work in a school or district. We do suggest specific activities to help school leaders explore the three broad categories of transformative work and the five specific facets in each of the categories. School leaders, however, must decide where they will be most productive in impacting their organizational culture and building the transforming capacities of every individual and the school or district itself. A critical aspect of this model is that it is “human-centered,” a direct contrast to the predominant metaphor of the machine still present in schools in the form of strong hierarchy, isolation, focus on roles rather than relationships, and an emphasis on compliance and inspection. Instead the model builds on a firm belief that organizations should foster the well being of all those involved in the school and nurture the best of what is human: our creativity, courage, connectedness, and passionate desire to learn and grow.

The model draws from the literature on organizational development, school reform and transformation and human-centered design. Additionally, researchers delved into specific research and professional literature in each of the 15 facets as well as deep learning. Monographs reviewing the research and suggesting ways to enter into the work in each facets are available on our website.

## WHAT IS “DEEP LEARNING?”

Deep learning is a relatively new term that challenges traditional classroom practice by involving students in highly engaging problems, projects, experiments, writing tasks, etc. that require students to apply what they are learning.

Deep learning

- is grounded in authentic, real world work, often involving students in studying aspects of their own communities.
- challenges the traditional teacher roles of “guide on the side” and “sage on the stage.” Instead teachers are seen as activators of learning, working side by side with students, comfortable doing direct teaching, skilled in asking questions and prompting disequilibrium, willing to give students time and space to figure some things out for themselves.
- develops students’ broader skills in collaborating, creating, problem finding and solving, communicating complex ideas, leading, and using technology to accomplish what they had never been able to do before.
- builds academic mindsets.
- assesses students’ learning by analyzing students’ work, their performances, and students’ own self-assessments.
- gives students more voice and choice in their learning, while keeping the curriculum focused on high standards, rich curriculum content, and rigorous expectations.



## OUR TAXONOMY OF LEADERSHIP LANGUAGE

### *The language of vision*

Framing  
Metaphor  
Story

### *The language of self-knowing*

Personal Narrative  
Reflection

### *The language of exploration*

Scenario-building  
Appreciative Inquiry

### *The language of supervision*

Regard  
Coaching  
Negotiating Conflict

### *The language of collaboration*

Dialogue and Discussion  
Consensus Building