

Innovations in Thinking and Learning

Michael Fullan – Global Competencies: The 6C's

MICHAEL: Internal to the six Cs, we first of all say all six are necessary. So you really have to appreciate the six as a set. Then when you start going internal, I guess I'd say we're agnostic about should you start with one C or another C? We know a couple of things; one is, whatever Cs you start with, they ramify to the others. If you start with any given two, they go to the other four. That's everybody's experience. So it doesn't matter where you start, because you end up having to do all and wanting to do all six. So I'm not worried about missing. But it's an interesting question, as to -- some of them are "turn-key C," let's call it, that they actually are more important. And because one of our new themes, and the more fundamental theme, I think, is the Helping Humanity theme. And children wanting to do that naturally, not because they're saying, "I'm altruistic," but they're saying, "This is me. This is what a person should be." So they're doing it for really good intrinsic reasons. Then I think, we are finding that character education and citizenship give the human kind of connection that just makes the passion, the excitement, all of that, makes it much more palpable. And they need the other four Cs to go anywhere with character education citizenship. So I kind of have a soft spot for character education citizenship, because I think they're the turn-key Cs, the catalytic Cs, the substance Cs. But really, we're allowing it to bubble up because we know that the six Cs -- and then we process all of this up. So once a year, regionally, we have meetings wherever in the world with our regional group. The next one is in New Zealand for that area with Australia. The big one -- then every 18 months we have an international one, the next one's in Toronto, May 1st to 4th in 2017. We bring everybody together then. A lot of the presentations are from the people doing it, not from us. We do our share. But when we do that, we're very much alert to, and all the way through, because we interact with them monthly. What's popping up for you?

And the leaders here for us, in terms of making sense of this, are the leaders that are the practitioners. My own work has, for a number of years now, goes from practice to theory, not the other way around. We do something, we articulate it, we do it better the next time, we articulate even better. But it's coming from practitioners. We want the practitioners to be the change agents along with us. And now we're enabling others to do that.

So I think this is a very -- the six Cs are, I'm going to say, very efficient, because you're not doing one and then another and then another, you're doing several simultaneously. So there's a high degree of efficiency about their synergy.

Well, I would say we didn't go into this to say we want to change the world. We didn't say, okay, do you want to join us? We're going to change the world. This bubbled up. The deep learning is amenable to that. But it came out of the woodwork, and I think it came out of the woodwork for two reasons; one is, teachers and students were ready because the traditional curriculum was somewhat boring, and they didn't really enjoy it very much. And then the second reason is that the problems in the world, the need to help humanity, the return to intrinsic human motivation -- those were latent. But they were obviously, and I'm going to say more ready to be cultivated because things are not turning out all that well in the world. The job market is crazy, there's conflict. There's all kinds of things that they're obvious to anybody. And what, then, this work uncovered because they are the six Cs, all six of them. What it uncovered was this, we want to make a contribution to the world. And it goes from, I'm going to say the six-year-old, probably younger, but the six-year-old to the 60-year-old teacher who says, wow, this is why I came into teaching. I'd forgotten. We can actually make the world a better place. And this isn't naïve. If you think of tens of thousands of graduate students coming out of grade 12 and going into wherever they go, having this commitment individually and collectively, that's a big force.