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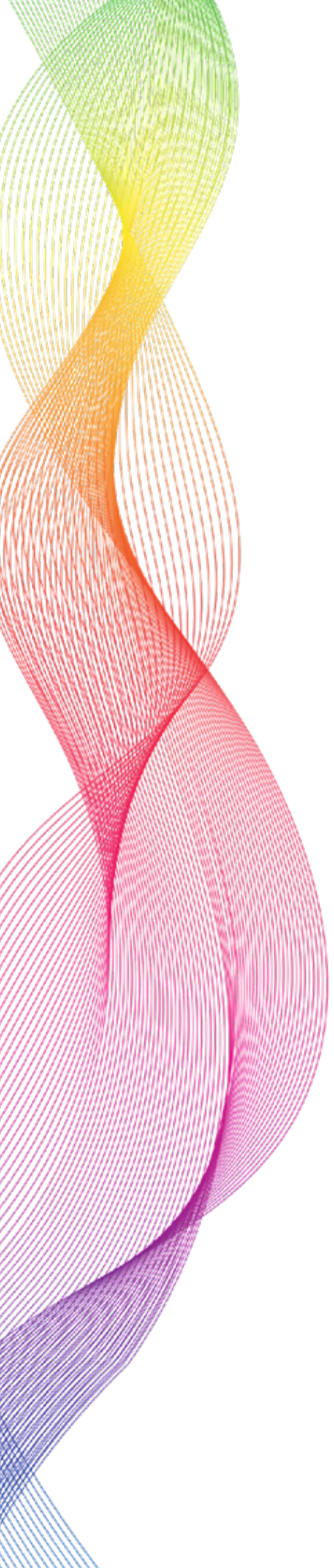
# Agency

## Enabling Voice To Drive Cultural Change



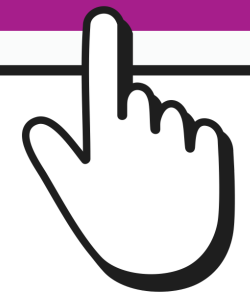




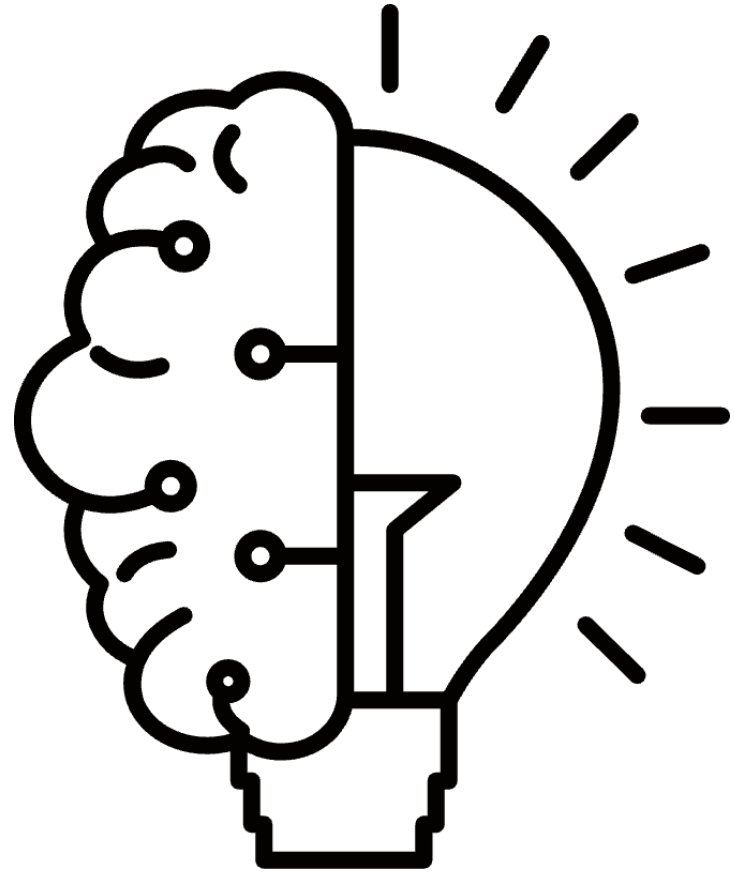
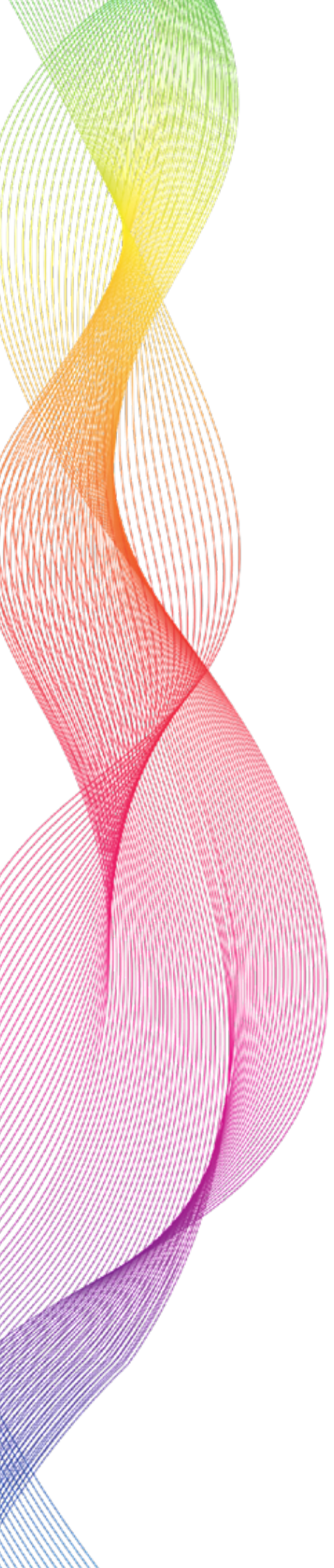


Voice

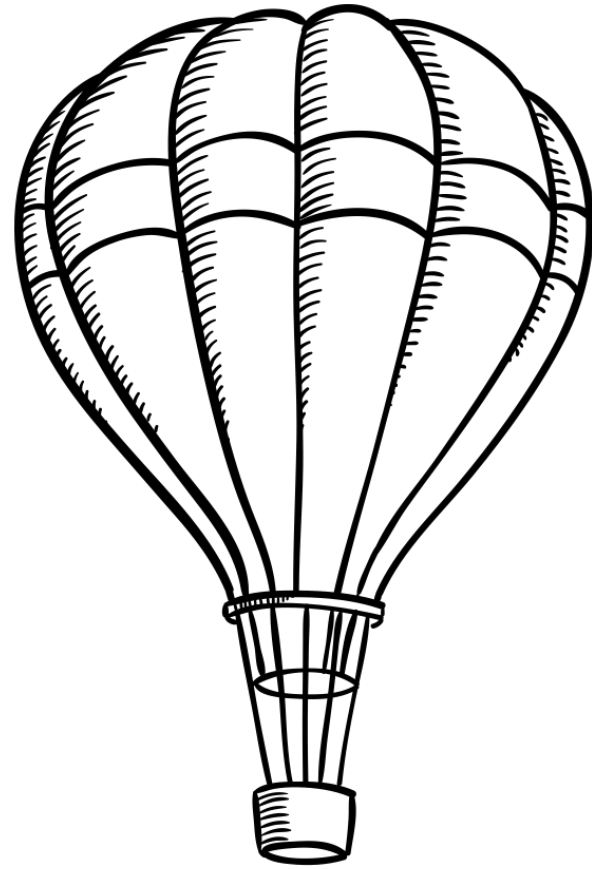
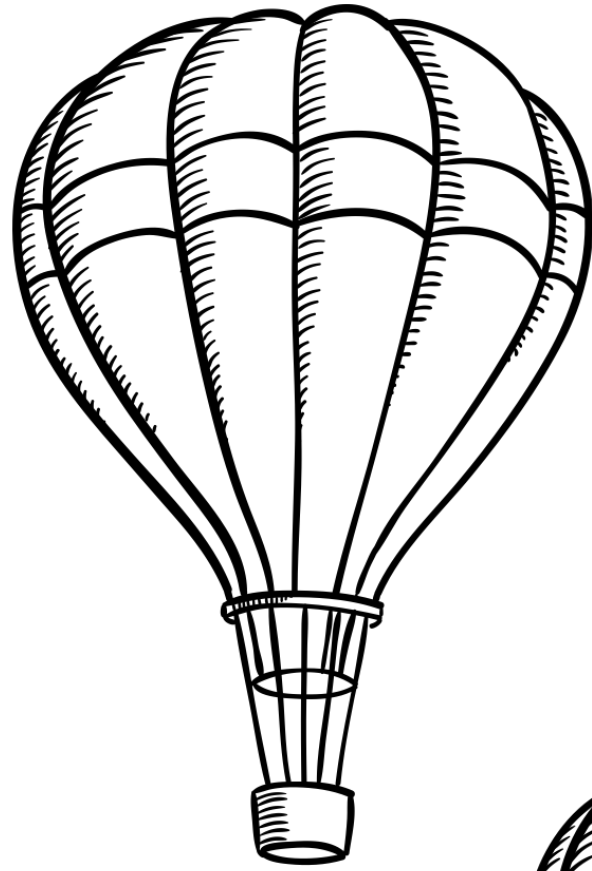
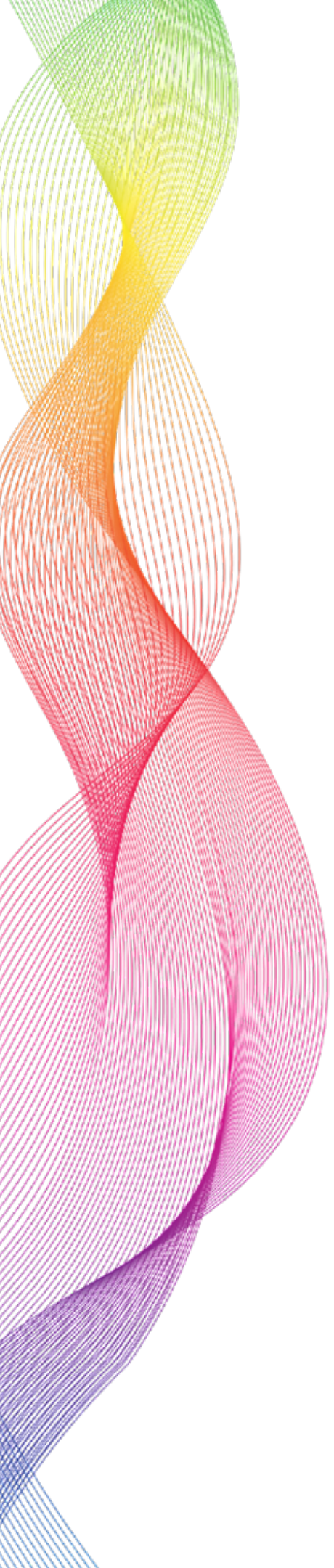
**INFLUENCE**



Agency

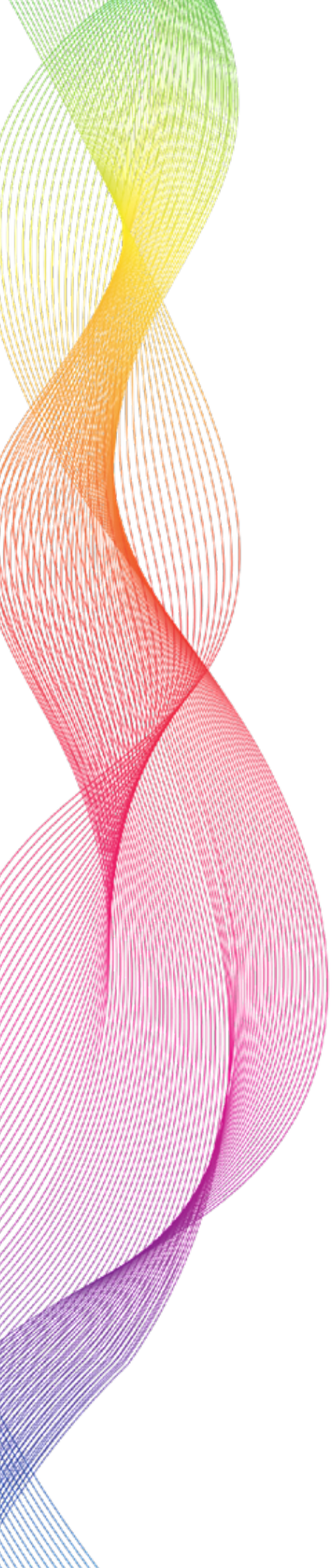


**Innovation**



**So where to  
begin?**

How does agency **take flight?**



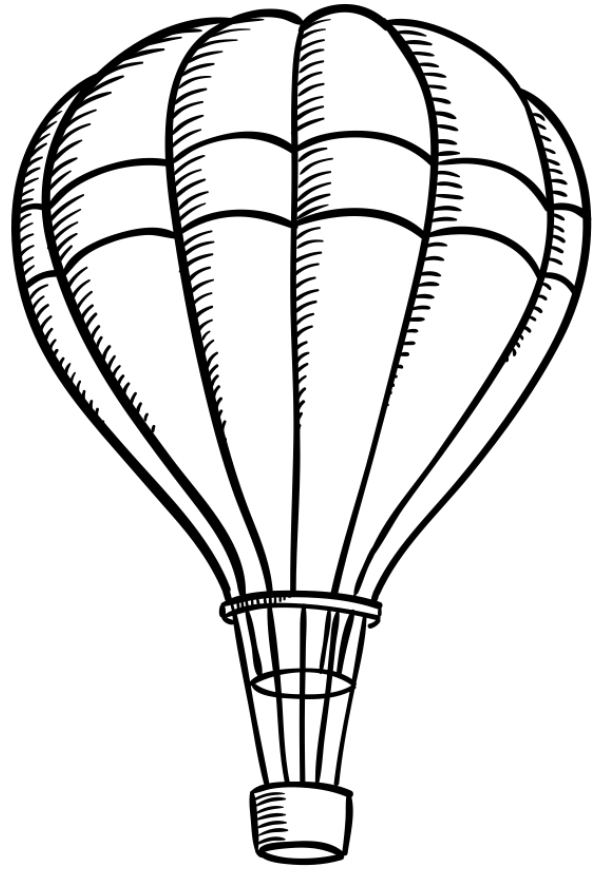
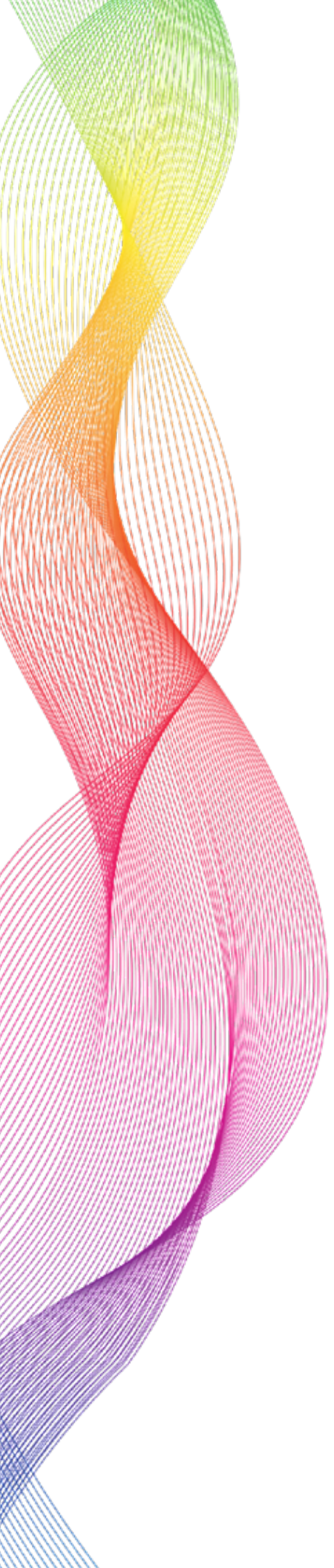
Find the  
hidden rules



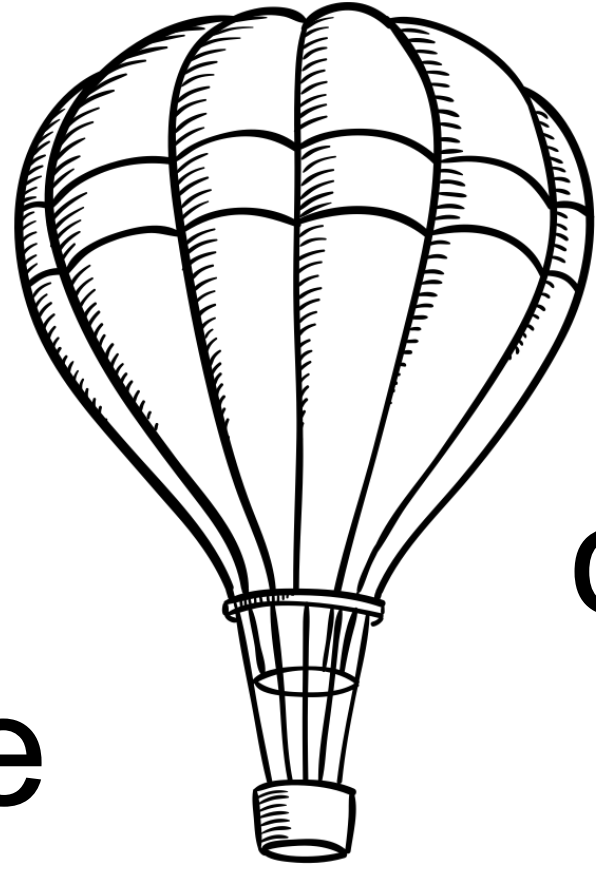
Ask some  
beautiful  
questions



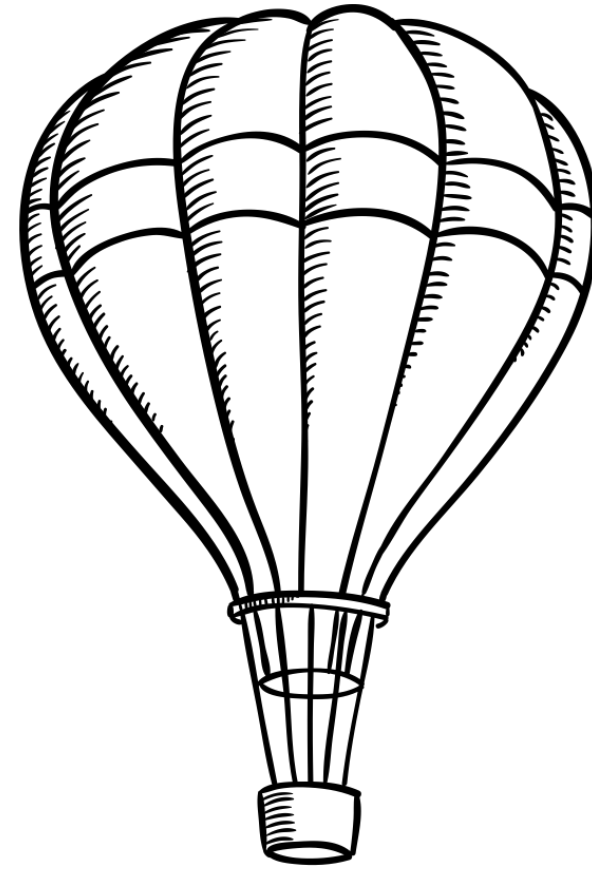
Reframe by  
walking with  
metaphors



Culture

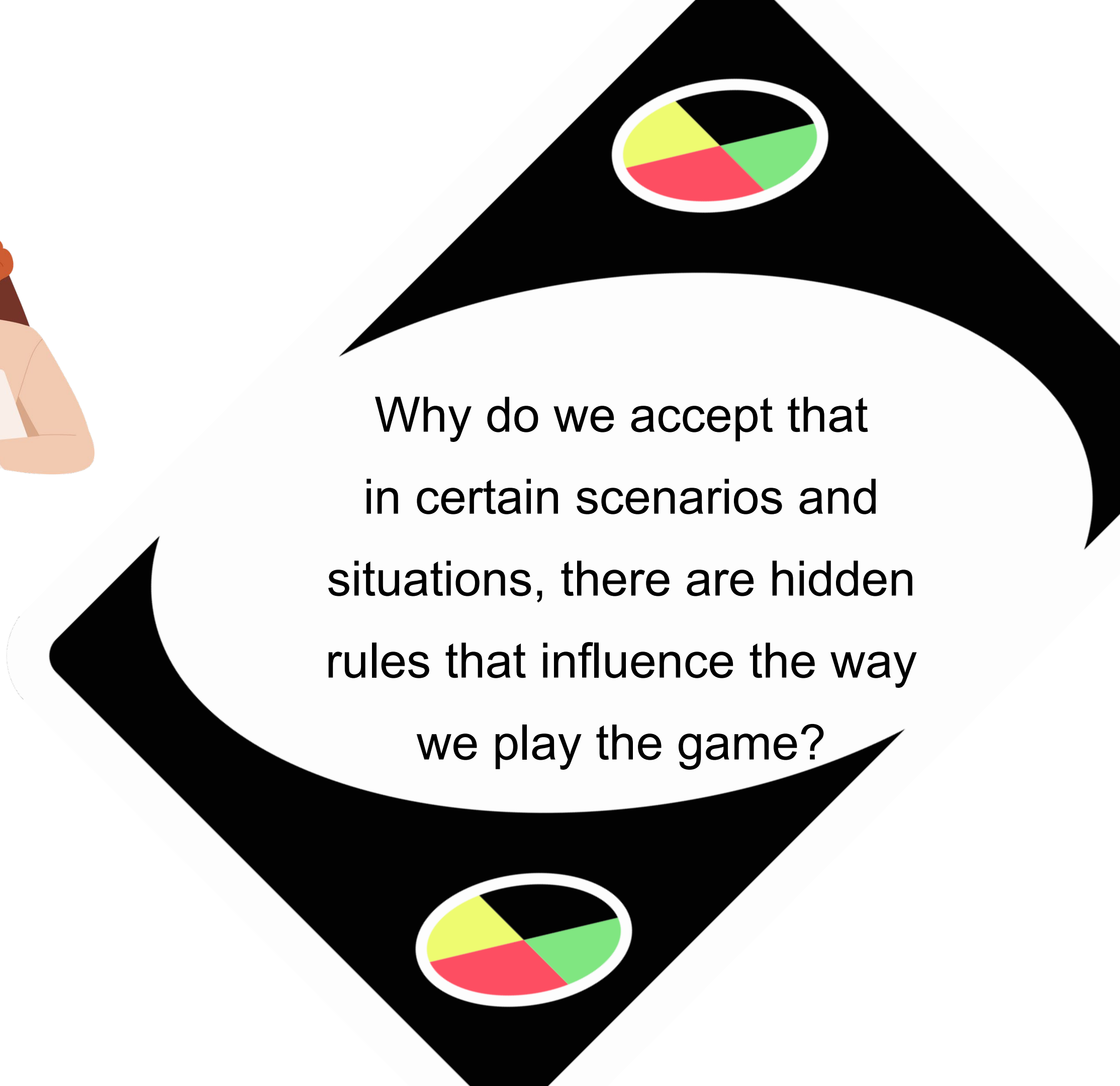
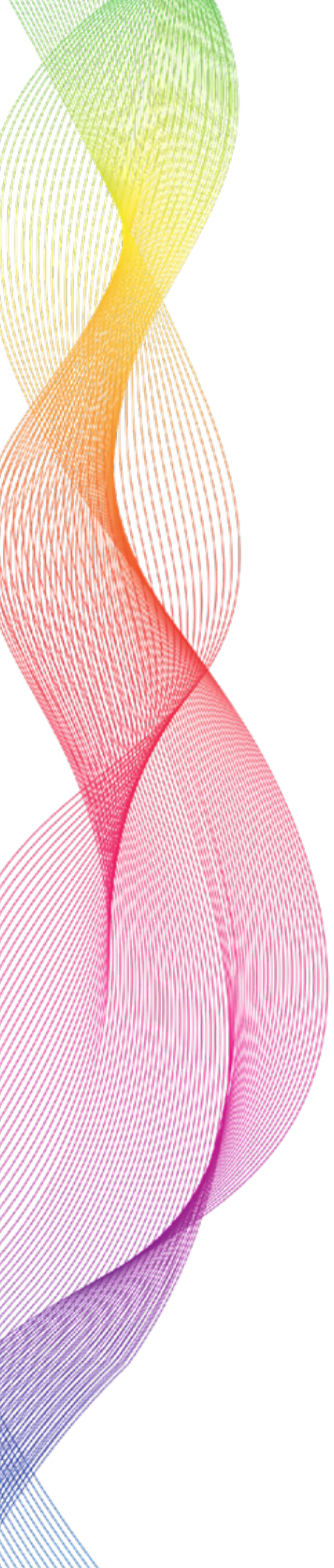


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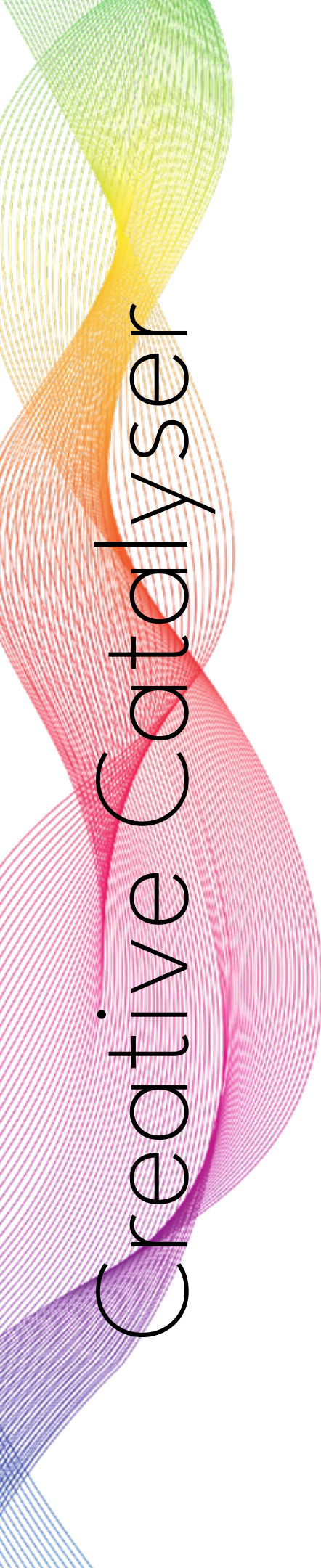
Agency





Why do we accept that in certain scenarios and situations, there are hidden rules that influence the way we play the game?





## Hidden Rules

### What?

These are the rules that you are expected to know but no one tells you about.

### Types -

Assumed Rules

Expectations for others

Ways of behaving and interacting

### Why?

If we can understand the hidden rules at play in our organisations we can start to identify how we perpetuate or enable these, we can also disarm them.



Find the hidden rules

## Judge and Jury

Play a round of **Uno** at your table.

**What hidden rules emerge?** Take a post-it and write each one down. Bring them to the hidden rules wall.

**Let's debate:** what rule should stay, and why is the rule necessary/required/beneficial?

**Reflect;** Of the passionate rule advocates...  
What are the clues behind their behaviours?  
How can we use these to implement behaviours or actions that we want to occur?

# What rules exist in our school context?



Find the  
hidden rules

## Assumed Rules

“Students only learn with the teachers.”

“Assessment = Equal”

“Structure and process are key to school success.”

“EQUITY is EQUALITY.”

“Strategic plans = success.”

“AGE = ABILITY.”

## Expectations for others

“Teachers are the boss students should listen.”

“Students don’t have the same rules as teachers.”

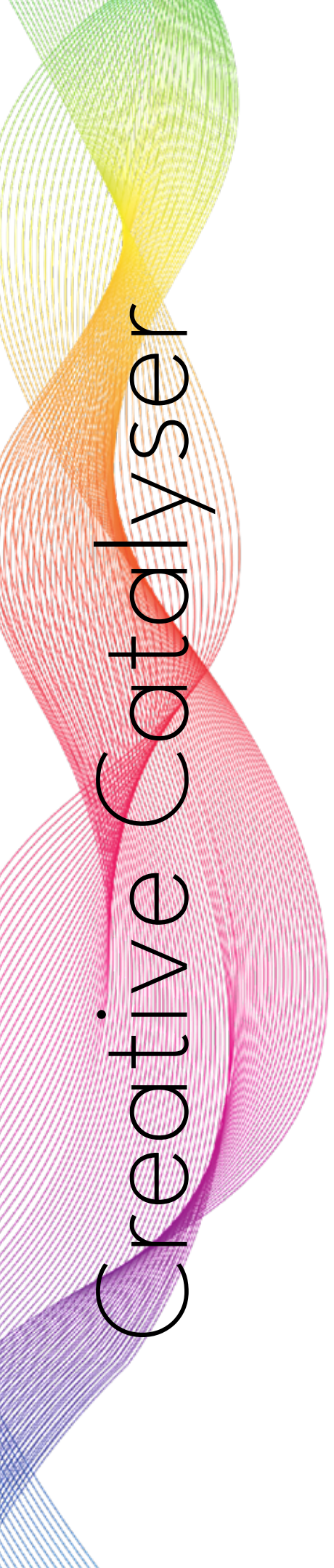
“SERVICE = LEADERSHIP CAPACITY.”

## Ways of behaving and interacting

“If I can say it, I can do it.”

“My seniority gives me hierarchical control  
I simply know more based on years of service.”

“Students lack selfcontrol.”



# How?

A beautiful question is an ambitious yet actionable question that can begin to shift the way we perceive or think about something—and that might serve as a catalyst to bring about change.

That definition makes clear that this book is not about grand philosophical or spiritual questions—Why are we here? How does one define “good”? Is there life after death?—all of those great questions that spark endless, impassioned debate. ... The focus here is on questions that can be acted upon.

# Who?

# What?



Ask some beautiful questions

**Pick an area of school life or education of a whole and ask a question of it....**

**What might I notice if I were encountering this for the first time?**

Apply this “fresh eye” approach to your job, the people around you, your everyday path to work.

**What if I stand on the desk?**

Not necessarily to be taken literally, but try changing the angle from which you view things.

**What is in the background?**

Try to focus on that which is usually obscured or ignored.

**What if I wore a different set of glasses?**

What here would fascinate a five-year-old? Or a ninety-year-old?

**What would Seinfeld be amused by?**

Use a comic observer’s eye to look for inconsistencies.

**What would Steve Jobs be frustrated by?**

Use an innovator’s eye to notice inadequacies.

# Why?



Ask some  
beautiful  
questions

What if the learner **was driving?**



Ask some  
beautiful  
questions

Why are educators

**working the hardest?**



Ask some  
beautiful  
questions

What if knowledge and skill  
**were equally rewarded?**



Ask some  
beautiful  
questions

Would an industry professional  
**see any relevance in our classrooms?**



Ask some  
beautiful  
questions

Collect the questions

**From the table**



Ask some  
beautiful  
questions

Co-design learning

Co-design assessment

Badging Skills

Assemblies

Acceleration

Student Leadership

Co-Design Spaces

Shared problem spaces



What if the learner **was driving?**

# BADGING

**Goal;** To raise the value of skills in our community

**How;** Internally reframed the merit system.

Externally attached to

Credly

**Why;** Industry relevance for our learners (Mitchell Report, Gonski, FYA)

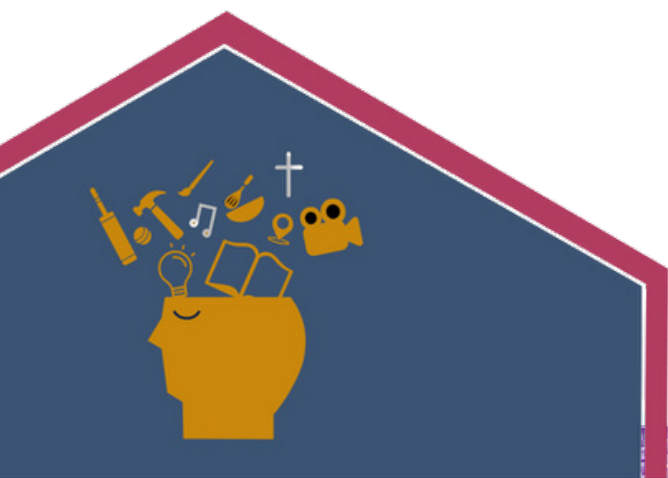
**What;** College wide skills; Communication, Collaboration, Critical thinking



Ask some beautiful questions

Would an industry professional

**see any relevance in our classrooms?**



*SJ23 Educator*

Pillars  
Educator

# LEADERSHIP ACADEMY

**Goal;** To develop a sustainable impactful leadership program

**How;** Weekly timetabled time, students collaborate across the college on initiatives and ideas

**Why;** to develop a stronger sense of community and agency in our students.

**What;** Leadership skills , guest speakers initiatives and programs



Ask some  
beautiful  
questions

What if the learner **was driving?**





Pathpod

Smiling Minds



Ask some  
beautiful  
questions

Student Agency



Kaleidoscope

Badging

Leadership Academy

What if staff could **design their own leadership roles?**



Ask some  
beautiful  
questions

## PROJECT 23

**Goal;** To invest in our educators as a whole person

**How;** Scheduled meeting time given to developing their passions and skills

**What;** self determined professional enhancement or a programmed set of workshops

**Why;** to future proof our educators beyond the classroom

What if educators saw

**themselves beyond their context?**



Purpose



Ask some  
beautiful  
questions

**Goal;** To raise up the stories and connect the students

**How;** Twice a week  
released podcasts with  
student guests

**What;** conversations about their  
lives inside and outside school

**Why;** to make students feel valued and like they matter.

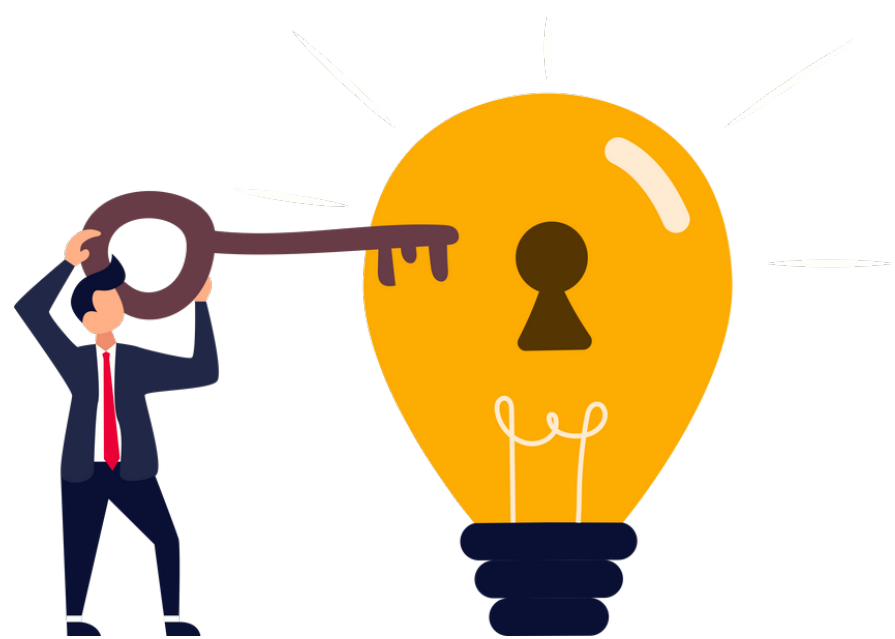
**PATHPOD**



What if staff could **design their own leadership roles?**

Have you ever felt stuck in a problem, felt like you have considered all solutions and that there are simply no new answers?

You need a **RE-FRAME**



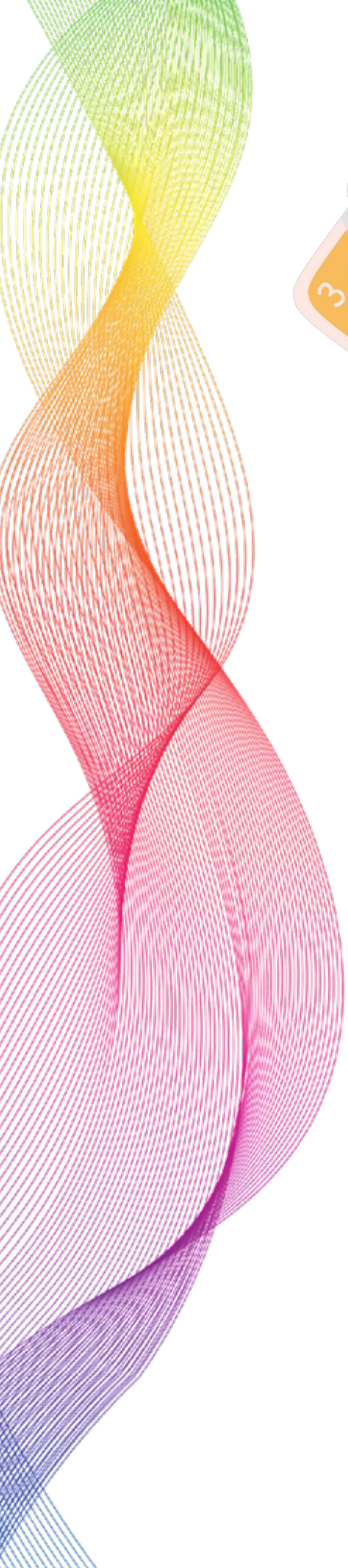
### Think about your problem.

What are the key elements that underpin your problem?

Where else do the aspects of these problems exist in the world?

Take this example and use it as a metaphor for your problem.

How has this problem been solved in this context?



Once had set rules and cards

Accepted that new games were being played

Made space for the game to be evolved in each  
new context



What would schools look like  
if we accepted the games being played  
the rules being broken  
and the new contextual games emerging?

Education - the Game of Uno

# Agents of change write THEIR own game



Christina Luzi  
Kaleidoscope Movement



Justin Magsino



David Drumond  
Kaleidoscope Movement



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What are the rules you will challenge?  
What are the beautiful questions you will ask?  
What metaphors will you use to reframe  
your situation?