6 secrets of change

Welcome to the workshop.
We hope you have an enjoyable time.

Participants will learn:

- How collegiality is deliberately cultivated
- How learning is the work
- How to turn accountability to your advantage
- How to tackle complexity with confidence and humility
- Which leadership qualities and strategies are crucial

Table of Contents

Overview		i
Module I	Recap: Learning to Lead Change	1
Module II	Secret One: Love Your Employees Secret Two: Connect Peers with Purpose	9
Module III	Secret Three: Capacity Building Prevails Secret Four: Learning Is the Work	15
Module IV	Secret Five: Transparency Rules Secret Six: Systems Learn	27
Module V	Leadership	31
Closing		43
Glossary		44
Library		46
Journal Entries		--

This handbook contains more material than you will cover in one day.
You can extend the workshop at your own pace by completing some of the other activities at another time.

Please feel free to reproduce and use the material in this booklet with your staff and others. The important thing is that you actually try out the ideas in a purposeful manner and build your knowledge through cumulative, reflective practice.

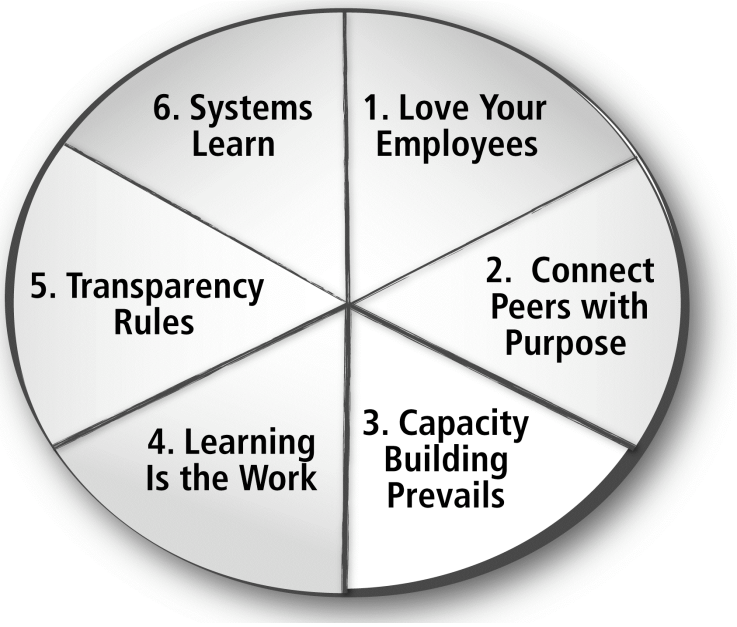
2008
For further information please contact:
changeforces@oise.utoronto.ca

© Michael Fullan

This workshop is based on our experiences with several large-scale reform initiatives either as trainers, critical friend consultants, or education researchers. It is also strongly grounded in the best research evidence available on the topic of change. I have tried to capture this growing knowledge base in several recent publications.

Before turning to the content of the session, a word about process. We try to model the training so that there are a variety of methods of learning, ranging from lecturettes, case studies, video clips, small group work and individual consolidation.

Six Secrets of Change



— Fullan, 2008a

For those wanting to delve deeper into the ideas, we have captured this growing knowledge base in several recent publications:

Leading in a Culture of Change (2001)

- Focuses on what successful education and business leaders have in common.

The Moral Imperative of School Leadership (2003)

- Identifies school leadership as the key force for reform through the moral imperative of making a difference in students' and teachers' lives, as well as making a difference at the school, district, and societal levels.

Leadership and Sustainability: System Thinkers in Action (2005)

- Identifies eight core elements of sustainability, and shows how leadership at the school, district and system level can work towards embedding these eight elements.

Turnaround Leadership (2006)

- Shows limitation of focusing on a small part of the bigger problem, and instead makes the case for transforming all schools. Based on closing the income and education gap in societies, the book demonstrates the social consequences of not focusing on closing the gap of high and low achievement, and presents specific ideas and successful case studies for success.

Breakthrough (2006)

- Argues that the new standard for schools in the 21st century needs to be 90%+ success (for example, in literacy proficiency) not 70 or 75%. Breakthrough documents the limitation of present strategies, and then builds a system for 'data-driven instruction'. It shows what the elements of such a system are and how to link them together.

The New Meaning of Educational Change, 4th Ed. (2007)

- This is the basic textbook and covers all phases of the change process and all roles.

The Six Secrets of Change: What the Best Leaders do to help Their Organizations Survive and Thrive (2008)

- Essential lessons for leaders to survive and thrive in today's complex environment.

What's Worth Fighting For in the Principalship? Second Edition (2008)

- Characterizes the current state of the principals and recommends six practical, powerful action guidelines for principals and six guidelines for systems. All geared towards dramatically increasing the impact of the principal on school success.

I Learning to Lead Change

This module will review key concepts from the Turnaround Schools/Turnaround Systems workshop including:

- A. Change Forces
- B. Professional Learning Communities

A: Change Forces

S-t-r-e-t-c-h Your Thinking Cooperatively

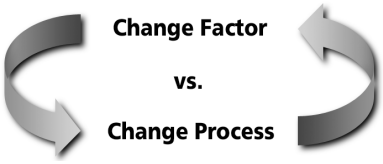
Task: Together: Why does education reform often fail?

1. List 10 or more underlying reasons for the problem.
2. Of all the reasons listed, which one is most at the 'heart' of the problem?
3. All teammates must be prepared to present and defend the team answer.

Time: 10 minutes.

Worksheet Team Answer Sheet
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

The Pathways Problem



What is Change?

- New materials
- New behaviours/practices
- New beliefs/understanding

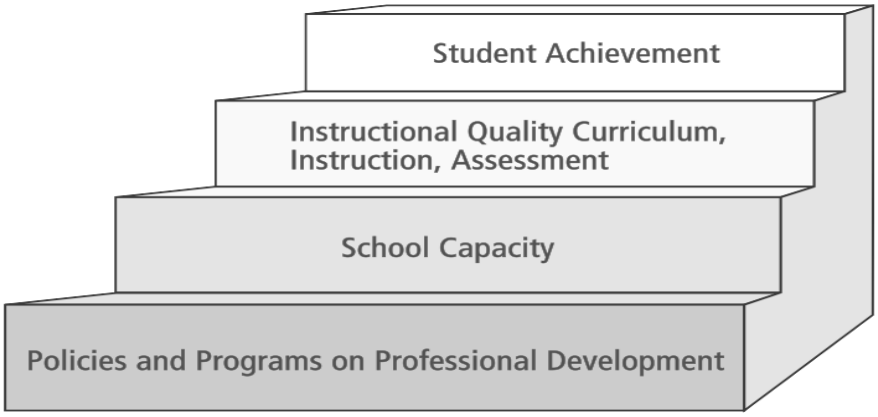
The Implementation Dip

Change Insights

- The implementation dip is normal
- Behaviours change before beliefs
- The size and prettiness of the planning document is inversely related to the quantity of action and student learning
- Shared vision or ownership is more of an outcome of a quality process than it is a precondition

B: Professional Learning Communities

Influences on School Capacity and School Student Achievement



— Newmann, King, & Youngs, 2000

School Capacity

The collective power of the full staff to improve student achievement.

School capacity includes and requires:

1. Knowledge, skills, dispositions of individuals
2. Professional community
3. Program coherence
4. Technical resources
5. Shared leadership

— Newmann, King, & Youngs, 2000

The BIG Ideas of a PLC

- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high performing teams.
- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and school seek relevant data and information and use that information to promote continuous improvement.

— Dufour, Dufour, & Eaker, 2002

What is Collaboration?

A systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.

— Dufour, Dufour, & Eaker, 2002

Critical Issues for Team Consideration

- Respond to the 18 questions.
- Take the top three (e.g., that you rated 8, 9, or 10) and discuss what your school does to enact these.
- Take the bottom 3 (e.g., that you rated less than 5) and discuss how your school could act on these to strengthen them.

Worksheet

Team Name: _____

Team Members: _____

Use the scale below to indicate the extent to which each of the following statements is true of your team.

1	2	3	4	5	6	7	8	9	10
Not True of Our Team				**Our Team is Addressing**				**True of Our Team**	

1. __ We have identified team norms and protocols to guide us in working together.
2. __ We have analyzed student achievement data and have established SMART goals that we are working interdependently to achieve.
3. __ Each member of our team is clear on the essential learnings of our course in general as well as the essential learnings of each unit.
4. __ We have aligned the essential learnings with state and district standards and the high stakes exams required of our students.
5. __ We have identified course content and/or topics that can be eliminated so we can devote more time to essential curriculum.
6. __ We have agreed on how to best sequence the content of the course and have established pacing guides to help students achieve the intended essential learnings.
7. __ We have identified the prerequisite knowledge and skills students need in order to master the essential learnings of our course and each unit of this course.
8. __ We have identified strategies and created instruments to assess whether students have the prerequisite knowledge and skills.
9. __ We have developed strategies and systems to assist students in acquiring prerequisite knowledge and skills when they are lacking in those area.
10. __ We have developed frequent common formative assessments that help us to determine each student's mastery of essential learnings.
11. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our common assessments.
12. ___ We have developed common summative assessments that help us assess the strengths and weaknesses of our program.
13. ___ We have established the proficiency standard we want each student to achieve on each skill and concept examined with our summative assessments.
14. ___ We have agreed on the criteria we will use in judging the quality of student work related to the essential learnings of our course, and we practice applying those criteria to ensure consistency.
15. ___ We have taught students the criteria we will use in judging the quality of their work and have provided them with examples.
16. ___ We evaluate our adherence to and the effectiveness of our team norms at least twice each year.
17. ___ We use the results of our common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achievement at higher levels.
18. __ We use the results of our common assessments to identify students who need additional time and support to master essential learnings, and we work within the systems and processes of the school to ensure they receive that support.

— Solution Tree, 2006

Tri-Level Reform

— Fullan, 2005

Managing Change

The performance of the top school systems in the world suggest three things that matter most:

- Getting the right people to become teachers
- Developing them into effective instructors
- Ensuring that the system is able to deliver the best possible instruction for every child (intervene early to address gaps)

— Barber & Mourshed, 2007

Managing Change

In viewing the video clip on managing change, use the P-M-I to identify:

- What is a Plus
- What is a Minus
- What is Interesting

P-M-I		
Plus	**Minus**	**Interesting**

The change process, as we have seen, is complex, but can be understood. Module 1 provides insights in the form of essential change knowledge.

If change is complex, the remaining modules represent strategies for addressing change effectively.

Secrets One and Two

Secret One:
Love your Employees

Explore the importance of building the school by focusing on *both* the teachers and staff, and students and the community. The key is enabling staff to learn continuously. Evidence will be provided from successful business companies as well as from education.

Secret Two:
Connect Peers with Purpose

Purposeful peer interaction within the school is crucial. Student learning and achievement increase substantially when teachers work in learning communities supported by school leaders who focus on improvement.

Secret One: Love your Employees

Theory X Assumptions

- The average human being has an inherent dislike of work and will avoid it if he or she can.
- Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.
- The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything else.

— McGregor, 1960

Theory Y Assumptions

- If a job is satisfying, then the result will be commitment to the organization.
- The average person learns under proper conditions not only to accept but to seek responsibility.
- Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.

— McGregor, 1960

Dimensions of Relational Coordination

Relationships	**American**	**Southwest**
Shared goals	"Ninety percent of the ramp employees don't care what happens, even if the walls fall down, as long as they get their check."	"I've never seen so many people work so hard to do one thing. You see people checking their watches to get the on-time departure … then it's over and you're back on time."
Shared knowledge	Participants revealed little awareness of the overall process. They typically explained their own set of tasks without reference to the overall process of flight departures.	Participants exhibited relatively clear mental models of the overall process — an understanding of the links between their own jobs and the jobs of other functions. Rather than just knowing what to do, they knew why, based on shared knowledge of how the overall process worked.
Mutual respect	"There are employees working here who think they're better than other employees. Gate and ticket agents think they're better than the ramp. The ramp think they're better than cabin cleaners — think it's a sissy, woman's job. Then the cabin cleaners look down on the building cleaners. The mechanics think the ramp are a bunch of luggage handlers.	"No one takes the job of another person for granted. The skycap is just as critical as the pilot. You can always count on the next guy standing there. No one department is any more important than another."
Communications		
Frequent and timely communication	"Here you don't communicate. And sometimes you end up not knowing things … Everyone says we need effective communication. But it's a low priority in action … The hardest thing at the gates when flights are delayed is to get information."	"There is constant communication between customer service and the ramp. When planes have to be switched and bags must be moved, customer service will advise the ramp directly or through operations." If there's an aircraft swap "operations keeps everyone informed. … It happens smoothly."
Problem-solving communication	"If you ask anyone here, what's the last thing you think of when there's a problem, I bet your bottom dollar it's the customer. And these are guys who work hard every day. But they're thinking, how do I keep my ass out of the sling?"	"We figure out the cause of the delay. We do not necessarily chastise, though sometimes that comes into play. It is a matter of working together. Figuring out what we can learn. Not finger pointing."

— Gittell, 2003

Motivational Work

- Meaningful accomplishable work
- Enabling development
- Sense of camaraderie
- Being well led

Characteristics of Firms of Endearment (FoEs)

What we call a humanistic company is run in such a way that its stakeholders — customers, employees, suppliers, business partners, society, and many investors — develop an emotional connection with it, an affectionate regard not unlike the way many people feel about their favourite sports teams. Humanistic companies — or firms of endearment (FoEs) — seek to maximize their value to society as a whole, not just to their shareholders. They are the ultimate value creators: They create emotional value, experiential value, social value, and of course, financial value. People who interact with such companies feel safe, secure, and pleased in their dealings. They enjoy working with or for the company, buying from it, investing in it, and having it as a neighbour.

— Sisodia, Wolfe, & Sheth, 2007

FoEs Performance

- Over a ten-year horizon, FoEs outperformed the *Good to Great* companies: 1,026 percent return versus 331 percent (a 3-to-1 ratio).
- Over five years, FoEs returned 128 percent, compared to 77 percent by the *Good to Great* companies (a 1.7-to-1 ratio).

— Sisodia, Wolfe, & Sheth, 2007

Reflection on Content: (Three-Person-Interview)

In groups of three discuss the following questions:

1. Who are your stakeholders?
2. What does your organization believe in and stand for?
3. What conditions do you need to create a Theory Y (FoE) environment?

Worksheet

Use the Double Entry Journal to capture content of Secret One.

Secret Two: Connect Peers with Purpose

Jersey Video

Why is this a positive example of teaching connecting with peers?

Connecting Peers in a School

Purposeful peer interaction works effectively under three conditions:

1. When the larger values of the organization and those of individuals and groups mesh.
2. When information and knowledge about effective practices are widely and openly shared.
3. When monitoring mechanisms are in place to detect and address ineffective actions, while also reinforcing and consolidating effective practices.

— Fullan, 2008a

Knowledge Sharing

Literacy Learning Fair

Results of Connecting

- Knowledge flows as people pursue and continuously learn what works best
- Identity with an entity larger than oneself expands the self into powerful consequences.

— Fullan, 2008a

We-We Commitment

What are your two best strategies for connecting peers?

Give One and Get One

- Individually: decide on an idea or strategy to share.
- Have conversations with four different individuals. Each individual shares the same idea or strategy in each conversation. Write time, the name and contact information, and idea learned from each conversation.
- Time: 5 minutes: Preparation
  5 minutes: For each conversation

Give One and Get One - Worksheet	
Name	**Idea**

Use the Double Entry Journal to capture content of Secret Two.

Secret Three:
Capacity Building Prevails

The most effective strategies involve helping teachers and principals develop the instructional and management of change skills necessary for school improvement. The role of assessment for learning is essential in order to link data on learning to instructional practices that achieve student results.

Secret Four:
Learning Is the Work

Professional development (PD) in workshops and courses is only an input to continuous learning and precision in teaching. Successful growth itself is accomplished when the culture of the school supports day-to-day learning of teachers engaged in improving what they do in the classroom and school.

Secret Three: Capacity Building Prevails

Capacity Building

Capacity building concerns competencies, resources, and motivation. Individuals and groups are high on capacity if they possess and continue to develop these three components in concert.

— Fullan, 2008a

Judgmentalism

Judgmentalism is not just perceiving something as ineffective, but doing so in a pejorative and negative way.

— Fullan, 2008a

Non-Judgmentalism

Focused on improvement in the face of ineffective performance rather than labelling or categorising weaknesses.

— Fullan, 2008a

Fear Prevents Acting on Knowledge

When people fear for their jobs or their reputation it is unlikely that they will take risks. Fear causes a focus on the short-term to neglect of the mid or longer term. Fear creates a focus on the individual rather than the group. Teamwork suffers.

Lincoln on Temperance

Assume to dictate to his judgment, or command his action, or mark him to be one to be shunned and despised, and he will retreat within himself, close all avenues to his head and his heart; and tho your cause be naked truth itself, transformed to the heaviest lance harder than steel can be made, and tho you throw it with more than Herculean force and precision, you shall no more be able to pierce him than to penetrate the hard shell of a tortoise with a rye straw.

— Quoted in Miller, 2002, pp. 148-149

Lincoln on Slavery

We can succeed only in concert. It is not 'can <u>any</u> of us <u>imagine</u> better', but 'can we <u>all</u> do better.'

— Quoted in Miller, 2002, pp. 224; italics in original

Capacity Building

People who thrive here have a certain humility. They know they can get better; they want to learn from the best. We look for people who light up when they are around other talented people.

— Taylor & LaBarre, 2002

Hire and Cultivate Talented People: Jigsaw

- Letter off A-C and read your section. Highlight and record ideas on the advance organizer.
- Use the Venn diagram to teach back and compare/contrast the methods for selecting teachers or developing principals.
- Debrief by eliciting the key elements common to both.

Use the Double Entry Journal to capture content of Secret Three.

The Six Secrets of Change

M. Fullan, 2008a

Person A:

Toyota wins the prize for identifying (this chapter) and cultivating (next chapter) talent among all employees throughout the organization. I will go into more detail in the next chapter because it is Toyota's ongoing learning culture that is truly amazing. But the company starts by attracting good people (because Toyota has a reputation for embodying the idea that "good people working with other good people get even better"). People want to work there in the first place: "The truth is that Toyota does like to start with good people who possess the capacity to become exceptional employees" (Liker & Meier, 2007, p. 18, italics in original).

Toyota pays the same careful attention to selecting and developing managers and coaches. The attributes it looks for in trainers consist of willingness and ability to learn, adaptability and flexibility, genuine caring and concern for others, patience, persistence, willingness to take responsibility, confidence and leadership, and a questioning nature.

In the direct skill domain, Toyota stresses observation and analytical ability, communication skills, attention to detail, job knowledge, and respect of fellow employees (Liker & Meier, 2007, p. 72).

The successful maverick companies also reflect careful selection of talent that goes beyond credentials. In Mavericks at Work, Taylor and Labarre (2006) dig up a wonderful article from 1924 written by an anonymous business leader, titled "Why I Never Hire Brilliant Men," in which the author states, "victory comes to companies not through the employment of brilliant men, but through knowing how to get the most out of ordinary folks" (p.199, italics in original). And Pfeffer (2007) warns us to be careful with interviews: "the trouble is that showing up well in an interview is mostly based on looking good, sounding smart, and being verbally agile" (p. 89).

Remember that Enron's favorite brag was that it hired brilliant people. And remember the cage of the most productive hens, which murdered each other (Chapter Two). Taylor and Labarre (2006) refer to Malcolm Gladwell's New Yorker essay "The Talent Myth," which asks, "What if smart people are overrated?" Individual stars do not make a sky; the system does.

Nothing I'm noting here is intended to eliminate intellectual prowess but to put it in perspective. Intelligence is overrated, as anyone who has read about emotional intelligence knows. The point is that intelligence must be linked with other qualities that are more difficult to learn and to discern. In Mavericks at Work, Taylor and Labarre (2006), referring to Mike McCue of Tellme Network, put it well: "There's a difference between having great credentials and being a great contributor. McCue isn't just searching for the sharpest minds. He's probing for the closest fit. [According to McCue, people who thrive at Tellme] 'have a certain humility. They know they can get better; they want to learn from the best. We look for people who light up when they are around other talented people'" (p. 203).

They also quote another maverick leader who observes, "The best - performing companies I know don't just have a strong corporate culture, they have a deep-seated recruiting culture. They understand that recruiting is not some obscure function buried in the human resources bureaucracy. It is a prime driver of business success" (Taylor & Labarre, 2006, p. 216). And Warner from Starbucks (one of the firms of endearment) states, "Our aim is to treat our candidates as well as we treat our customers" (p. 218). Secret One revisited.

In some ways, organizations that are on top of Secret Three turn the tables and constantly ask themselves (humbly and then confidently), "Why would great people want to work here?" And if they get that answer right, their employees become their best recruiters. The most successful companies (as I define them through the six secrets) have decided that human resources is too important to leave to one unit. They have repositioned and refashioned human resources as a central, integrated prime driver of the corporate culture. This is true of all the firms of endearment. (Sisodia et al., 2007, wrote a whole chapter on " the decline and fall of human resources.") It is true of the maverick companies and of the ten "best managed" Canadian companies (one of which, Cirque de Soleil, is also on the maverick list). Another confirmatory resource is Beyond HR: The New Science of Human Capital (Boudreau & Ramstad, 2007), although I find this book a bit overly analytical and "techniquey. "

Person B:

The focus on attracting talent is equally important in the public sector, which does not have a great track record. Powerful confirmation of the difference the right talent can make in public schools comes from the McKinsey & Company report *How the Best - Performing School Systems Come out on Top* (Barber & Mourshed, 2007).

The McKinsey group visited and examined the top ten "high performers" on OECD's PISA 2003 assessment in literacy and mathematics: Australia, Belgium, Canada, England, Finland, Hong Kong, Japan, the Netherlands, New Zealand, and South Korea. McKinsey added Singapore, a non-PISA participant, because of high performance on other international comparisons. The group also analyzed fourteen other systems that were "strong improvers" (school districts, such as Boston, and countries, such as Bahrain and India). The findings focus on a compelling group of three interrelated sets of policies and practices.

McKinsey found that these systems (1) got more talented people to become teachers; (2) developed these teachers into better instructors, and for those becoming school principals, developed them into committed and talent school leaders; and (3) more effectively ensured that instructors consistently delivered the best possible instruction for every child in the system, including early and targeted instruction in the case of individual, school, or district underperformance. It is the first of these that concern us in this chapter.

Recall an earlier reference to the McKinsey report: "the quality of an education system cannot exceed the quality of its teachers" (Barber & Mourshed, 2007, p. 8). It continues, "The top performing school systems consistently attracted stronger people into the teaching profession, leading to better student outcomes. They did that by making entry into teaching training highly selective, developing effective processes for selecting the right applicants to becomes teachers, and paying good (but not great) starting compensation. Getting these essentials right drove up the status of the profession, which allowed it to attract even better candidates" (p. 8).

The very top performers recruited their teachers from the top one-third or higher of university graduates based on academic achievement (Finland, 10 percent; Singapore and Hong Kong, 30 percent; and South Korea, an astounding 5 percent). In Finland, all teachers — yes, 100 percent — are required to possess a master's degree. All of these countries avoided the pitfalls of recruitment based solely on academic grades. They assessed and screened for "a high overall level of literacy and numeracy, strong interpersonal and communication skills, willingness to learn, and motivation to teach" (p. 9), which included, lo and behold, the love of enabling children to learn.

Exhibits 3.1 and 3.2 illustrate Singapore's and Finland's teacher selection processes.

In some countries, the government set out to improve the status and attractiveness of the teaching profession through a combination of carefully constructed marketing strategies, backed up by better and more financially supported teaching training and better starting salaries. England, for example, made the teaching profession the most popular profession among undergraduates and graduates ages twenty-one to thirty-six in just five years.

Exhibit 3.1: Singapore: Selection of Teachers

CV screen	*Check for minimum:* – Academically, applicants should be in the top 30% of their age cohort – Applicants should have completed relevant school and university education – Applicants must show evidence of interest in children and education	Only 1 in 6 applicants is accepted to become a teacher
Assessment tests	*Check literacy:* – Applicants must have a high level of literacy – Evidence shows that teachers literacy effects achievement more than any other measurable variable	
Interviews	*Check attitude, aptitude and personality:* – Conducted by a panel of three experienced headmasters – May include practical tests or activities	
Monitoring at NIE	*Check attitude, aptitude and personality:* – Teachers are monitored during their initial teacher training at NIE – A small number of candidates who do not demonstrate the required standards are removed from the course	

Source: From *How the Best-Performing School Systems Come out on Top*, by M. Barber and M. Mourshed, 2007, London: McKinsey & Co. (Exhibit 7, on p. 17). Permission to reproduce exhibit granted by authors.

Exhibit 3.2: Finland: Selection of Teachers

|National screening	*Check for strong intrinsics:* – 300-question multiple choice assessment testing numeracy, literacy and problem solving (from 2007; the first round was previously based on high school grades and other factors)	Only 1 in 10 applicants is accepted to become a teacher
Assessment tests (university)	*Check overall academic ability and literacy:* – Tests evaluate the ability to process information, think critically, and synthesise data – Applicants should be in the top 20% of their cohort	
Interviews (university)	*Check suitability for teaching:* – Interviews look for motivation to teach, motivation to learn, communication skills and emotional intelligence	
Group work (university)	*Check suitability for teaching:* – Group exercises and teaching demonstrations test communications and interpersonal skills	
Recruitment by school	– On completion of their teacher training, candidates are recruited by individual schools	

Source: From *How the Best-Performing School Systems Come out on Top*, by M. Barber and M. Mourshed, 2007, London: McKinsey & Co. (Exhibit 9, on p. 17). Permission to reproduce exhibit granted by authors.

Person C:

Equally explicit attention was paid to the development of leaders, literacy coaches, and school principals. These systems took to heart the research finding of my colleague Ken Leithwood that "school leadership is second only to classroom teaching as an influence on learning" (Leithwood, Louis, Anderson, & Wahlstrom, 2004). However, in my own research I have found that principals have a difficult time focusing on intense instructional leadership practices (Fullan, 2006). The system needs to enhance the role of the principal as instructional leader, as Boston and Singapore are doing, and as illustrated in Exhibits 3.3 and 3.4.

In all organizations, leaders have to go out of their way to recruit talented people who are fit for the purpose at hand — fit to work in organizations that thrive by embracing the six secrets. In other words, these organizations seek people who are not only individually talented but also system talented — that is, they can work in and keep developing cultures of purposeful collaboration. I endorse Pfeffer and Sutton's concern that "an obsession with individual 'talent' can be hazardous to organizational health" (2006, p. 90.) You are much better off hiring for purpose and hiring for potential — potential to learn on the job, both individually and with others. "Talent isn't fixed — unless you believe it is," say Pfeffer and Sutton (2006, p. 92). In fact, talent depends on people's motivation and experiences: "talent depends on how a person is managed or led" (p. 92).

Exhibit 3.3: Boston: Developing Principals

Fellowship program	– 3 days a week on apprenticeship in schools, working with an experienced principal – 2 days a week in classes and seminars, focused on management techniques, and instructional leadership – Fellows are paid a salary during training; they compete for principal positions on graduation
New principal support	– *Summer institute:* A five-day program focused on preparing principals for their first 2–3 weeks in the school – *Mentoring:* Each new principal is mentored by an experienced principal with a complementary set of skills – *Central Support* on administrative issues, e.g. school budgeting *Networking meetings*: monthly facilitated cohort meetings – *Just-in-time sessions*: Seminars or workshops for the cohort group to cover specific problem areas, as requested
On-going development	– *Deputy Superintendents:* Boston requires that deputy superintendents devote most of their time to coaching principals – *Clusters:* The district is divided into 9 clusters, each with a cluster leader. The cluster leader provides mentoring and support for other principals in the cluster, without having a direct evaluative or supervisory role

Source: From *How the Best-Performing School Systems Come out on Top*, by M. Barber and M. Mourshed, 2007, London: McKinsey & Co. (Exhibit 19, on p. 31). Permission to reproduce exhibit granted by authors.

Exhibit 3.4: Singapore: Beyond Best Practice

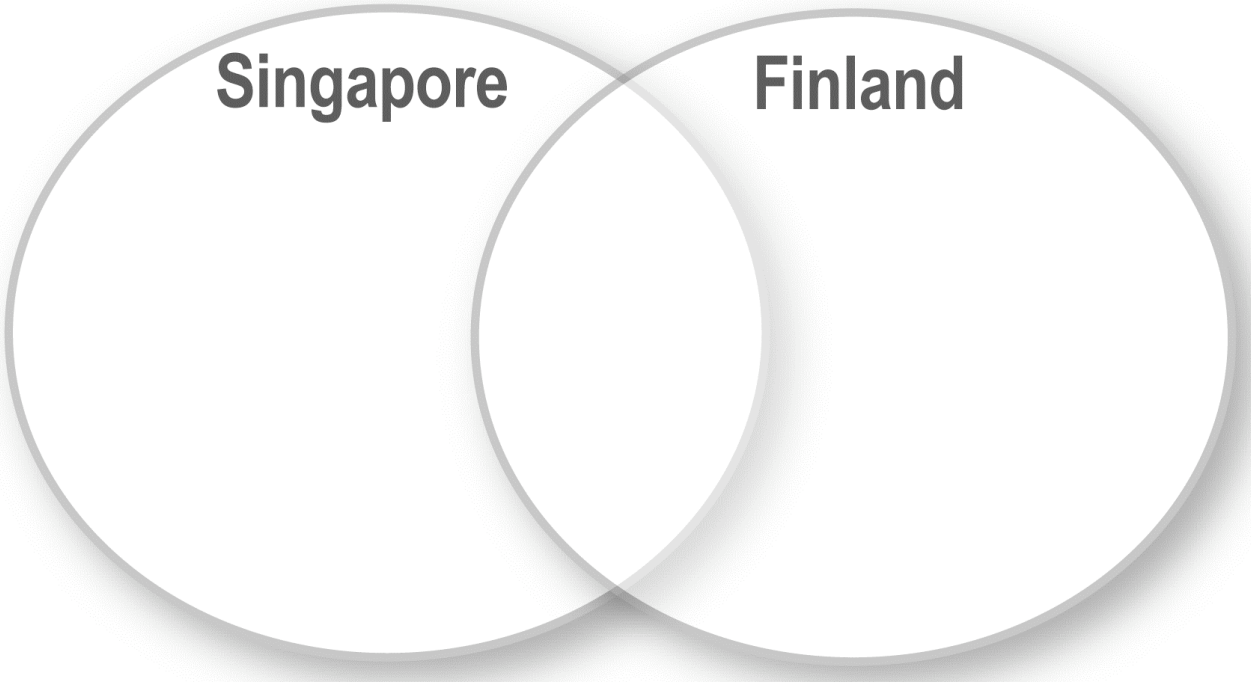
"We train our teachers and vice-principals to apply best practices; we train our principals to create them"

Six month program to develop new principals	– *Management and leadership courses* taken from leading executive training programs – *One day a week in schools* where candidates are assigned to develop innovative approaches to the toughest problems that the school faces – *Group projects* where candidates work as teams to develop new educational approaches – *2-week overseas placement* with a foreign corporation (e.g. IBM, HP, Ritz Carlton), where they shadow top private-sector executives in order to gain a private-sector perspective on distinctive leadership – *Rigorous evaluation* – only candidates who demonstrate the required competencies will be appointed as a principal

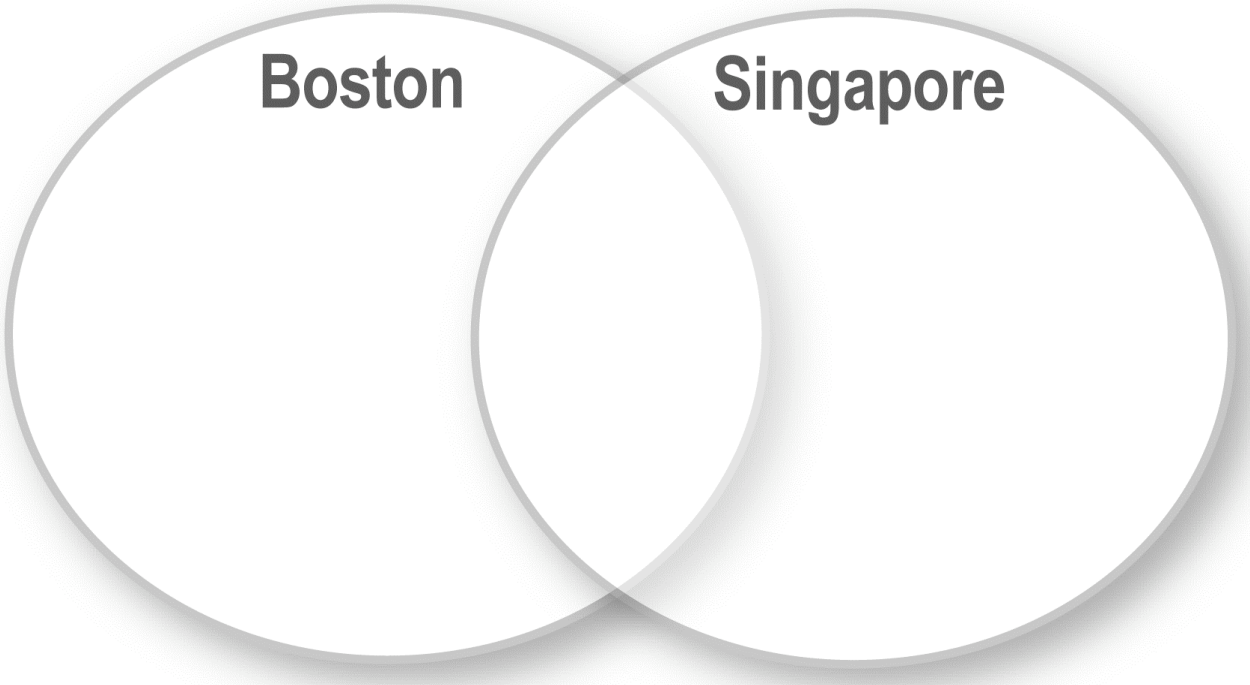
Source: From *How the Best - Performing School Systems Come out on Top*, by M. Barber and M. Mourshed, 2007, London: McKinsey & Co. (Exhibit 20, on p. 31). Permission to reproduce exhibit granted by authors.

Advance Organizer	
Person 1	**Notes:**
Person 2	**Notes:**
Person 3	**Notes:**

Selection of Teachers



Developing Principals



Secret Four: Learning Is the Work

Culture of Learning

If we were to identify the single greatest difference between Toyota and other organizations (including service, healthcare, and manufacturing), it would be the depth of understanding among Toyota employees regarding their work.

— Liker & Meier, 2007

Toyota's Approach

The essence of Toyota's approach to improving performance consists of three components:

1. Identify critical knowledge
2. Transfer knowledge using job instruction
3. Verify learning and success

— Liker & Meier, 2007

Breakthrough

— Fullan, Hill, & Crévola, 2006

The Container Store

The Container Store provides 235 hours of training to first-year employees and 160 hours every year thereafter, all with a view to creating a culture where people learn from experience.

— Sisodia, Wolfe, & Sheth, 2007

Non-Judgmentalism … Again

The objective is not to identify whom to blame for a problem, it is to find out where the system failed.

— Liker & Meier, 2007

Reflections – Trio Talk		
	Currently…	**In the future …**
What are you doing to promote precision in teaching?		
What strategies have you used to foster learning at work?		
How do you find time for learning at work?		

Use the Double Entry Journal to capture content of Secret Four.

Secret Five:
Transparency Rules

Ongoing data and access to seeing effective practices is necessary for success. It takes up the dilemmas of 'de-privatizing practice' in which it becomes normal and desirable for teachers to observe and be observed in teaching facilitated by coaches and mentors.

Secret Six:
Systems Learn

Continuous learning depends on developing many leaders in the school in order to enhance continuity. It also depends on schools being confident in the face of complexity, and open to new ideas.

Secret Five: Transparency Rules

Getting Started with Transparency

- Data walls — elementary teachers
- Data walls — high school teachers

Medicine

To fix medicine we need to do two things: measure ourselves, and be open about what we are doing.

— Gawande, 2007

Classroom Improvement

Transparency + non-judgmentalism + good help = classroom improvement

— Fullan, 2008a

Use the Double Entry Journal to capture content of Secret Five.

Statistical Neighbors

As part of the overall strategy, Ontario created a new database, which is called "Statistical Neighbors." All four thousand schools are in the system. They are organized into four bands — students and schools from the most disadvantaged communities, two bands in the middle, and a fourth comprising students in the least disadvantaged communities. Schools can be examined using other categories as well — size of school, percentage of ESL students, geographical setting (rural or urban), and so on.

We are now in a position to use the data, and here is where the nuance of Secret Five comes into play. Simply publishing the results can possibly do some good, but more likely than not would have negative side effects. Instead we operate under a set of ground rules:

1. We do not condone league tables — displaying the results of every school from lowest to highest scores without regard to context. Instead we do the following:
   a. Help schools compare themselves with themselves — that is, look at what progress they are making compared to previous years;
   b. Help schools compare themselves with their statistical neighbors, comparing apples with apples;
   c. Help schools examine their results relative to an external or absolute standard, such as how other schools in the province are faring and how close they are to achieving 100 percent success in literacy and numeracy.

2. We work with the seventy-two school districts and their four thousand schools to set annual "aspirational targets" based on their current starting point.

3. We focus on capacity building, helping districts identify and use effective instructional practices.

4. Although we take each year's results seriously, we are cautious about drawing conclusions about any particular school based on just one year's results. We prefer to examine three-year trends to determine if schools or districts are "stuck" or "moving" (improving or declining).

5. For schools and districts that are continuing to under-perform, we intervene with a program called Ontario Focused Intervention Partnership (OFIP), which provides targeted help designed to improve performance. There are currently about 850 of the 4,000 schools in this program. We are careful not to stigmatize schools in OFIP (in keeping with Secret Three), because doing so gets people sidetracked into issues of blame.

Overall, we think that this approach to data-informed development is effective. There is quite a lot of pressure built into the process, but that pressure is based on constructive transparency. When data are precise, presented in a non-judgmental way, considered by peers, and used for improvement as well as for external accountability, they serve to balance pressure and support. This approach seems to work. After five years of flatlined results before beginning the program (1999 – 2003), the province's literacy and numeracy scores have climbed by some ten percentage points, with OFIP schools improving more than the average.

In England, schools and LAs can also track their performance through a data system called RAISE in which they can trace their performance over time.

— Fullan, 2008a

Secret Six: Systems Learn

Systems Learn

The fact that Toyota can succeed over decades … and that the company shows no "leadership effects" — or changes from succession — speaks to building a robust set of interrelated management practices and philosophies that provide advantage above and beyond the ideas or inspirations of single individuals.

Pfeffer & Sutton, 2006

Certainty

Some people I've encountered seem more certain about everything than I am about anything.

— Rubin, 2003

Wisdom

Wisdom is using your knowledge while doubting what you know.

— Pfeffer & Sutton, 2006

Leaders …

… Have to be more confident than the situation warrants. They have to develop leadership in others. Be specific about the few things that matter and keep repeating them.

— Pfeffer & Sutton, 2006

Systems Learning

Confidence but not certitude in the face of complexity. Get comfortable with being uncomfortable.

— Fullan, 2008a

Think—Pair—Share

- What are the implications of systems learning for your school?
- Using the worksheet below, pair up and interview your partner.

Worksheet
Person 1:
Person 2:

Use the Double Entry Journal to capture content of Secret Six.

Shackleton Video

What evidence did you see of Shackleton's leadership style?

Scott

- Ambitious
- Naïve technically
- Hierarchical
- Arrogant
- Wary of colleagues more able than himself
- Indifferent selector
- Poor trainer
- Bad safety record
- Gifted writer

Shackleton

- Single-minded
- Excellent in crisis
- Technically sensible
- Gregarious
- Excellent public speaker
- Broadly objective
- Good conceptual planner
- Effective selector and trainer
- Good safety record
- Bored by administration
- Politically astute

— Morrel & Capparell, 2001

Worksheet

On Leadership …

… Scott was dour, bullying and controlling; Shackleton was warm, humorous and egalitarian … Scott tried to orchestrate every movement of his men; Shackleton gave his men responsibility and some measure of independence. Scott was secretive and untrusting; Shackleton talked openly and frankly with the men about all aspects of the work. Scott put his team at risk to achieve his goals; Shackleton valued his men's lives above all else.

Scott's men died. All of Shackleton's men survived the wreck of their ship, Endurance in the crushing Antarctic ice, stranded twelve thousand miles from civilization with no means of communication. Isolated for almost two years on an Antarctic ice flow, Shackleton and a few of his men endured an eight-hundred-mile trip across the frigid south Atlantic in little more than a rowboat to get help for his men. All twenty-seven men in the crew survived in good health.

— Morrel & Capparell, 2001

Shackleton's Leadership Traits:

- Cultivate a sense of compassion and responsibility for others.
- Once you commit, stick through the tough learning period.
- Do your part to help create an upbeat environment at work — important for productivity.
- Broaden your cultural and social horizons, learning to see things from different perspectives.
- In a rapidly changing world, be willing to venture in new directions to seize new opportunities and learn new skills.
- Find a way to turn setbacks and failures to your own advantage.
- Be bold in vision and careful in planning.
- Learn from past mistakes.
- Never insist on reaching a goal at any cost; it must be achieved without undue hardship for your staff.

— Morrel & Capparell, 2001

What's Worth Fighting for in the Principalship: Guidelines for Principals

1. De-privatize teaching
2. Model instructional leadership
3. Build capacity first
4. Grow other leaders
5. Divert the distractors
6. Be a system leader

— Fullan, 2008

What's Worth Fighting for in the Principalship: Guidelines for Systems

1. Invest in the instructional leadership of principals
2. Combine direction and flexibility
3. Mobilize the power of data
4. Use peers to change district culture
5. Address the managerial requirements
6. Stay the course

— Fullan, 2008

- Think of a situation where you encountered strong resistance.
- What actions did you take initially?
- Using the worksheet below, pair up and interview your partner.

Worksheet

Dealing with Resistance

	The Situation	Initial Action/Reaction
Person 1		
Person 2		

Making Matters Worse

"When we face resistance to our ideas, most of us react with an assortment of ineffective approaches. These are our default positions."

- Use power
- Manipulate those who oppose
- Apply force of reason
- Ignore resistance
- Play off relationships
- Make deals
- Kill the messenger
- Give in too soon

— Mauer, 1996

Why Default Strategies Don't Work…

…and may often escalate and strengthen opposition to your goals

- They increase resistance
- The win might not be worth the cost
- They fail to create synergy
- They create fear and suspicion
- They separate us from others

— Mauer, 1996

Getting Beyond the Wall

Five Fundamental Touchstones

1. Maintain clear focus
   - Keep both long and short view
   - Persevere
2. Embrace resistance
   - Counterintuitive response
   - Understand voice of resistance
3. Respect those who resist
   - Listen with interest
   - Tell the truth
4. Relax
   - Stay calm and stay engaged
   - Know their intentions
5. Join with the resistance
   - Begin together
   - Change the game
   - Find themes and possibilities

Consider strategies that incorporate most (or all) of the touchstones!

— Mauer, 1996

Emotional Intelligence

Goleman et al., 2002, Appendix B, pp. 253-255

Self Awareness

Emotional self-awareness. Leaders high in emotional self-awareness are attuned to their inner signals, recognizing how their feelings affect them and their job performance. They are attuned to their guiding values and can often intuit the best course of action, seeing the big picture in a complex situation. Emotionally self-aware leaders can be candid and authentic, able to speak openly about their emotions or with conviction about their guiding vision.

Accurate self-assessment. Leaders with high self-awareness typically know their limitations and strengths, and exhibit a sense of humour about themselves. They exhibit a gracefulness in learning where they need to improve, and welcome constructive criticism and feedback. Accurate self-assessment lets a leader know when to ask for help and where to focus in cultivating new leadership strengths.

Self-confidence. Knowing their abilities with accuracy allows leaders to play to their strengths. Self-confident leaders can welcome a difficult assignment. Such leaders often have a sense of presence, a self-assurance that lets them stand out in a group.

Self Management

Emotional Self-control. Leaders with emotional self-control find ways to manage their disturbing emotions and impulses, and even to channel them in useful ways. A hallmark of self-control is the leader who stays calm and clear-headed under high stress or during a crisis — or who remains unflappable even when confronted by a trying situation.

Transparency. Leaders who are transparent live their values. Transparency — an authentic openness to others about one's feelings, beliefs, and actions — allows integrity. Such leaders openly admit mistakes or faults, and confront unethical behaviour in others rather than turn a blind eye.

Adaptability. Leaders who are adaptable can juggle multiple demands without losing their focus or energy, and are comfortable with the inevitable ambiguities of organizational life. Such leaders can be flexible in adapting to new challenges, nimble in adjusting to fluid change, and limber in their thinking in the face of new data or realities.

Achievement. Leaders with strength in achievement have high personal standards that drive them to constantly seek performance improvements — both for themselves and those they lead. They are pragmatic, setting measurable but challenging goals, and are able to calculate risk so that their goals are worthy but attainable. A hallmark of achievement is in continually learning — and teaching — ways to do better.

Initiative. Leaders who have a sense of efficacy — that they have what it takes to control their own destiny — excel in initiative. They seize opportunities — or create them — rather than simply waiting. Such a leader does not hesitate to cut through red tape, or even bend the rules, when necessary to create better possibilities for the future.

Optimism. A leader who is optimistic can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leaders see others positively, expecting the best of them. And their "glass half-full" outlook leads them to expect that changes in the future will be for the better.

Social Awareness

Empathy. Leaders with empathy are able to attune to a wide range of emotional signals, letting them sense the felt, but unspoken, emotions in a person or group. Such leaders listen attentively and can grasp the other person's perspective. Empathy makes a leader able to get along well with people of diverse backgrounds or from other cultures.

Organizational awareness. A leader with a keen social awareness can be politically astute, able to detect crucial social networks and read key power relationships. Such leaders can understand the political forces at work in an organization, as well as the guiding values and unspoken rules that operate among people there.

Service. Leaders high in the service competence foster an emotional climate so that people directly in touch with the customer or client will keep the relationship on the right track. Such leaders monitor customer or client satisfaction carefully to ensure they are getting what they need. They also make themselves available as needed.

Relationship Management

Inspiration. Leaders who inspire both create resonance and move people with a compelling vision or shared mission. Such leaders embody what they ask of others, and are able to articulate a shared mission in a way that inspires others to follow. They offer a sense of common purpose beyond the day-to-day tasks, making work exciting.

Influence. Indicators of a leader's powers of influence range from finding just the right appeal for a given listener to knowing how to build buy-in from key people and a network of support for an initiative. Leaders adept in influence are persuasive and engaging when they address a group.

Developing others. Leaders who are adept at cultivating people's abilities show a genuine interest in those they are helping along, understanding their goals, strengths, and weaknesses. Such leaders can give timely and constructive feedback and are natural mentors or coaches.

Change catalyst. Leaders who can catalyse change are able to recognize the need for the change, challenge the status quo, and champion the new order. They can be strong advocates for the change even in the face of opposition, making the argument for it compellingly. They also find practical ways to overcome barriers to change.

Conflict management. Leaders who manage conflicts best are able to draw out all parties, understand the differing perspectives, and then find a common ideal that everyone can endorse. They surface the conflict, acknowledge the feelings and views of all sides, and then redirect the energy toward a shared ideal.

Building bonds. Leaders who are effective cultivate a web of relationships. They relate well to diverse individuals, establishing trust and rapport within the organization and with external partners and networks.

Teamwork and collaboration. Leaders who are able team players generate an atmosphere of friendly collegiality and are themselves models of respect, helpfulness, and cooperation. They draw others into active, enthusiastic commitment to the collective effort, and build spirit and identity. They spend time forging and cementing close relationships beyond mere work obligations.

Emotional Intelligence

Personal Competence (how we manage ourselves)
- Self-awareness
- Self-management

Social Competence (how we manage relationships)
- Social awareness
- Relationship management

— Goleman, 2002

	RATING				
Self-Awareness	Low				High
Emotional (reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions)	1	2	3	4	5
Accurate self-assessment: (knowing one's strengths and limits)	1	2	3	4	5
Self-confidence (a sound sense of one's self-worth and capabilities)	1	2	3	4	5
Self-Management					
Emotional self-control (keeping disruptive emotions and impulses under control)	1	2	3	4	5
Transparency (displaying honesty and integrity; trustworthiness)	1	2	3	4	5
Adaptability (flexibility in adapting to changing situations or overcoming obstacles)	1	2	3	4	5
Achievement (the drive to improve performance to meet inner standards of excellence)	1	2	3	4	5
Initiative (readiness to act and seize opportunities)	1	2	3	4	5
Optimism (seeing the upside in events)	1	2	3	4	5
Social Awareness					
Empathy (sensing others' emotions, understanding their perspective, and taking active interest in their concerns)	1	2	3	4	5
Organizational awareness (reading the currents, decision networks, and politics at the organizational level)	1	2	3	4	5
Service (recognizing and meeting client or customer needs)	1	2	3	4	5
Relationship Management					
Inspiration leadership (guiding and motivating with a compelling vision)	1	2	3	4	5
Influence (wielding a range of tactics for persuasion)	1	2	3	4	5
Developing others (bolstering others' abilities through feedback and guidance)	1	2	3	4	5
Change catalyst (initiating, managing, and leading in a new direction)	1	2	3	4	5
Conflict management (resolving disagreements)	1	2	3	4	5
Building bonds (cultivating and maintaining a web of relationships	1	2	3	4	5
Teamwork and collaboration (cooperation and team building)	1	2	3	4	5

- Identify 3-5 items on which you are relatively low (3 or less)
- How could you improve on these dimensions?
- Identify 3-5 items on which you are relatively high (4 or 5)
- How could you sustain your strengths on these dimensions?

Leadership Therapy

A. Rowley, 2007

The Leadership Circumplex

The circumplex is based upon two related dimensions of leadership behavior — conviction and connection.

Conviction measures the following behaviors:

- The ability to provide a compelling vision;
- The capacity to manage or lead change;
- Reality sense — the ability to grasp what is happening in the industry and a commitment to understanding and servicing the needs of the customer;
- The capacity to display passion, conviction, belief and authenticity; and
- A commitment to continuous learning.

Connection measures the following:

- Self-awareness — an understanding of how your behavior affects others and how to change it according to the person/situation;
- Effective communication — you demonstrate a sense of power and competence through communication;
- Developing people — you put developing people as a priority and ensure that people have personal development plans; and
- The capacity to revitalize the business values

The Leadership 360

The 42 items that make up the Leadership 360 are listed here. As you read through each of the behaviors decide how often you demonstrate each one — Rarely, Sometimes, Often, or Always. Be honest. If you like, check your assessments with others you work with. Also take the opportunity to write in the space provided your thoughts as to strengths or weaknesses in each of the nine areas.

Conviction (The following five dimensions describe the leader who demonstrates conviction.)

1. Provides a guiding vision.

- Articulates a compelling vision of the future;
- Expresses confidence that goals will be achieved;
- Ensures that people in her business have a clear understanding of her expectations;
- Instills faith, respect, and trust in her team; and
- Communicates the steps required to achieve the vision.

Comments, observations, insight.

2. Manages change effectively.

- Is aware of the impact of change and ensures that everyone is aware of the implications for their role and responsibilities;
- Builds a strong attachment to the team she leads;
- Recognizes when it is time to change and when it is time to maintain stability; and
- Is able to effectively manage resistance to change.

Comments, observations, insight.

3. Has a sense of reality.

- Has a firm grasp of what is happening in the industry and communicates this to her team;
- Recognizes the importance of understanding and servicing the needs of the customer;
- Believes that to perform effectively your business needs feedback from other parts of your company; and
- Uses stories or shared experiences to help create a sense of attachment to her team.

Comments, observations, insight.

4. Displays passion.

- Displays conviction, belief, and authenticity in her role;
- People believe that working for you brings out the best in them;
- Shows persistence and tenacity in the face of adversity or resistance; and
- Is able to enthuse people with her passion and motivation.

Comments, observations, insight.

5. Promotes curiosity and learning.

- Provides opportunities to learn from success and reflect on failures;
- Facilitates learning on-the-job through feedback, listening
- Encourages people to think about problems in new ways
- Forces people to re-examine critical assumptions; and
- Promotes thinking, learning, and reflection as key business competencies.

Comments, observations, insight.

Connection (The following four dimensions describe the leader who demonstrates connection.)

6. Is an effective communicator.

- Demonstrates a sense of power and competence through communication;
- Does not avoid sensitive, confrontation, or difficult topics;
- Is able to frame communication in a compelling fashion
- Is able to facilitate others in active and open dialogue;
- Can give feedback constructively and in a non-judgmental fashion; and
- Carefully listens to what others have to say.

Comments, observations, insight.

7. Is self-aware.

- Actively seeks out feedback from different sources about her strengths and weaknesses;
- Is aware of how her behavior affects others and changes it according to the person/situation; and
- Can listen to feedback or criticism without becoming defensive, critical, or closed.

Comments, observations, insight.

8. Revitalizes the business values.

- Talks about her most important values and beliefs;
- Lives these values on a daily basis;
- Specifies the importance of having a strong sense of purpose;
- Is willing to stand up for her ideas even if they are unpopular;
- Following through and keeps commitments; and
- Considers the moral and ethical consequences of decisions she makes.

Comments, observations, insight.

9. Developing people. (Puts developing people as a priority/ensures that people have personal development plans.

- Takes on interest in people;
- Coaches, advises, and teaches people;
- Understands that individuals have different needs, abilities, and aspirations; and
- Is aware of people's development needs.

Comments, observations, insight.

Purpose: The Inner Core of Teaching

Write a personal statement trying to express what is at the heart of your life as a teacher. Consider the following questions (choose one or more in your freewrite). Verbally share your statement with a partner and discuss.

1. Why did I become a teacher?
2. What do I stand for as an educator?
3. What are the "gifts" that I bring to my work?
4. What do I want my legacy as an educator to be?
5. What can I do to "keep track of myself" — to remember my own heart?

—Livsey & Palmer, 1999

Worksheet — Purpose: Freewrite

Change capacity	The collective ability to make change happen based on new knowledge, new resources and new commitments or motivation.
Change knowledge	Knowledge about how change occurs and the key drivers that cause change.
Change processes	Understanding the dynamics of change as it unfolds in a situation, including insights into how to manage change.
Coherence-making	Change processes that help connect elements of reform so that groups gain shared clarity and shared commitment.
Culture	The way we do things around here; behaviors and attitudes.
Cultures of evaluation	Behaviors and attitudes that value assessing what is done and acting on such assessments.
Cultures of learning	Behaviors and attitudes that value seeking new ideas, learning from existing practices and engaging in continuous improvement and doing so collectively or collaboratively.
Implementation dip	The inevitable bumpiness and difficulties encountered as people learn new behaviors and beliefs.
Innovation vs innovativeness	Innovation refers to the content of a particular new idea, program, policy or thing; innovativeness is the process of engaging in making change happen in practice.
Lateral capacity building	Strategies and cultures which are based on schools learning from each other in clusters or other networks, and districts learning from each other in ongoing exchanges
Leadership	Leaders focus on individuals. Leadership involves developing leadership throughout the system. It involves the capacity to lead change, and to develop others so that there is a critical mass of people working together to establish new ways.

Learning in context	Learning which is built into the day-to-day culture of the organization as distinct from learning out of context in workshops or courses. The latter is input but the real power is whether the daily culture supports learning and application.
Moral purpose	The human desirability of a goal; in education moral purpose often involves raising the bar and closing the gap of student learning in the society as a whole.
Organizational capacity building	Improvements in the infrastructure that represent new capabilities in government and non-government agencies to provide support, monitoring and other capacity building resources for the system.
Organizational learning	Involves those capacities that enable individuals and the group to engage in continuous improvement. Key to organizational learning is leadership.
Professional learning community	Usually refers to school cultures which foster learning among teachers within the school; cultures in which teaching is less private and more transparent for feedback and improvement.
Pressure and support	The combination of high challenge (pressure) and high support (capacity building) required for whole systems to reform.
Strategizing vs strategy	Strategy is innovation or content; strategizing is innovativeness or process. Strategizing involves developing a strategy and then continually refining it through feedback between thought and action.
Technical vs adaptive challenge	Technical problems are ones in which current knowledge is sufficient to address the problem (still difficult); adaptive challenges are problems that are more complex and go beyond what we know. Adaptive work is more difficult, more anxiety-producing and takes more time.
Tri-level development	Movement forward involving all three levels of the system and their interrelationships: school and community; district/region; and state.

Abrahamson, E. (2004). *Change without pain*. Boston, Harvard Business School Press.

Barber, M., & Mourshed, B. (2007). *How the best performing schools come out on top*. London: McKinsey Group.

Black, J., & Gregersen, H. (2002). *Leading strategic change*. New Jersey: Prentice-Hall.

Black, P., Wiliam, D., Harrison, C., Lee, C., & Marshall, M. (2003). *Working inside the black box*. London: King's College.

Bossidy, L., & Charan, R. (2002). *Execution*. New York: Crown.

Bryk, A., & Schneider, B. (2002). *Trust in schools*. New York: Russell Sage.

Caruso, D., & Salovey, P. (2005). *The emotionally intelligent manager*. San Francisco: Jossey-Bass.

Chrisman, V. (2005). How schools sustain success. *Journal of Educational Leadership,* 2(5), pp. 17-20; p. 32, 34-35.

Collins, J. (2001). *Good to great*. New York: Harper Collins.

Damon, W. (2004). *The moral advantage*. San Francisco: Berrett-Koehler.

Dufour, R. (2007). *Confronting hard facts.* Presentation at Summit on Learning by Doing. Anaheim, CA: Solution Tree.

Dufour, R., Dufour, R., Eaker, B., & Many, T. (2005). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, IL: Solution Tree.

Elmore, R., & Burney, D. (1999). Investing in teacher learning. In L. Darling-Hammond & G. Sykes (eds.) *Teaching as the learning profession,* pp. 236-91. San Francisco: Jossey-Bass.

Fullan, M. (1999). *Change forces: The sequel*. London: RoutledgeFalmer.

Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

Fullan, M. (2003a). *Change forces with a vengeance*. London: RouthledgeFalmer.

Fullan, M. (2003b). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press, Toronto: Ontario Principals' Council.

Fullan, M. (2004). Learning to lead change: Building system capacity. Core concepts. Publication produced in partnership with Microsoft's Partnership in Learning (PiL) Initiative. www.michaelfullan.ca

Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks, CA: Corwin Press; Toronto: Ontario Principals' Council**.**

Fullan, M. (2006b). *Turnaround leadership*. San Francisco, CA: Jossey-Bass.

Fullan, M. (2007). *The new meaning of educational change 4th edition*. New York: Teachers College Press.

Fullan, M. (2008a). *The six secrets of change.* San Francisco: Jossey-Bass.

Fullan, M. (2008b). *What's worth fighting for in the principalship*. 2nd Edition. New York: Teachers College Press; Toronto: Ontario Principals' Council.

Fullan, M. (2008c). Change forces: Education in motion. www.michaelfullan.ca

Fullan, M., Hill, P., & Crévola, C. (2006). *Breakthrough*. Thousand Oak, CA: Corwin Press; Toronto: Ontario Principals' Council

Fullan, M., & St. Germaine, C. (2006). *Learning places*. Thousand Oak, CA: Corwin Press; Toronto: Ontario Principals' Council.

Fullan, M., Cuttress, C., & Kilcher, A. (2005). 8 forces for leaders of change. *Journal of Staff Development*, 26(4).

Fullan, M., Bertani, A., & Quinn, J. (2004). Lessons from district-wide reform. *Educational Leadership*, 61(6).

Gawande, A. (2007). *Better: A surgeon's notes on performance.* New York: Metropolitan Books.

Gittell, J. (2003). *The Southwest Airlines way.* New York: McGraw-Hill.

Gladwell, M. (2000). *The tipping point.* Boston: Little Brown & Co.

Goleman, D., Boyatzis, R., & Mckee, A. (2002). *Primal leadership*. Boston: Harvard School Press.

Hargreaves, A., & Fink, D. (2005). *Sustainable leadership*. San Francisco: Jossey-Bass.

Havel, V. (1990). *Disturbing the peace*. New York: Random House.

Heifetz, R., & Linsky, M. (2004). *Leadership on the line*. Boston: Harvard Business School Press.

Kruse, S., Louis, K., & Bryk, A. (1994). *Building professional community in schools.* Madison, WI: Center on Organization and Restructing Schools.

Liker, J. (2004). *The Toyota way*. New York: McGraw Hill.

Liker, J. & Meier, D. (2007). *Toyota talent.* New York: McGraw-Hill.

Livsey, R.C., & Palmer, P.J. (1999). *The courage to teach: A guide for reflection and renewal*. San Francisco: Jossey-Bass.

Mauer, R. (1996). *Beyond the wall of resistance*. Austin, TX: Bard Books.

McGregor, D. (1960). *The human side of enterprise*. New York: McGraw-Hill.

Miliband, D. (2004). Personalised learning: Building new relationships with schools. Belfast: North of England Education Conference.

Mintzberg, H. (2004). *Managers not MBAs*. San Francisco: Berrett-Koehler.

Morrell, M., & Capparell, S. (2001). *Shackleton's way.* New York: Viking Penguin.

Moore Johnson, S., & Kardos, S. (2005). Bridging the generation gap. *Educational Leadership*, 62(8), pp. 8-14.

Newmann, F., King, B., & Youngs, P. (2000, April). Professional development that addresses school capacity. Paper presented at the annual meeting of the American Education Research Association, New Orleans.

Perkins, D. (2003). *King Arthur's round table: How collaborative organizations create smart organizations*. San Francisco: Berrett-Koehler.

Pfeffer, J., & Sutton, R. (2000). *The knowing-doing gap: How smart companies turn knowledge into action*. Boston: Harvard Business School Press.

Pfeffer, J. & Sutton, R. (2006). *Hard facts, dangerous half-truths and total nonsense.* Boston: Harvard Business School Press.

Reeves, D. (2002). *The daily disciplines of leadership*. San Francisco: Jossey-Bass.

Rowley, A. (2007). *Leadership therapy*. New York. MacMillan.

Rubin, R. (2003). *In an uncertain world.* New York: Random House.

Senge, P. (1990). *The fifth discipline*. New York: Doubleday.

Sisodia, R., Wolfe, D., & Sheth, J. (2007). *Firms of Endearment*. Upper Saddle River, NJ: Wharton School Publishing.

Solution Tree. (2006). *Professional learning communities at work: Plan book*. Bloomington, IL: Author.

Stiggins, R. (2001). *Student involved classroom assessment (3rd Ed)*. Ohio: Merrill Prentice Hall.

Double Entry Journal

Secret:	
What I noticed/heard	My reactions/thoughts/questions

Secret:	
What I noticed/heard	My reactions/thoughts/questions

Double Entry Journal

Secret:	
What I noticed/heard	My reactions/thoughts/questions

Secret:	
What I noticed/heard	My reactions/thoughts/questions

Double Entry Journal

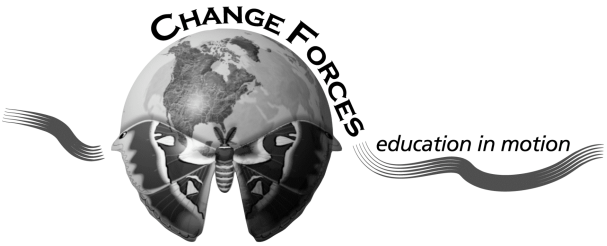
Secret:	
What I noticed/heard	My reactions/thoughts/questions

Secret:	
What I noticed/heard	My reactions/thoughts/questions

Debrief — Double Entry Journal

Review your Journal Entries.

- Discuss the interrelationship among the Six Secrets.
- How do they provide checks and balances as they interact?



Michael Fullan is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as an international authority on educational reform, Michael is engaged in training, consulting, and evaluating change projects around the world. His ideas for managing change are used in many countries, and his books have been published in many languages.

Michael Fullan led the evaluation team which conducted the four-year assessment of the National Literacy and Numeracy Strategy in England from 1998-2003. In April 2004 he was appointed Special Advisor to the Premier and Minister of Education in Ontario.

Production and technology for this presentation provided by Claudia Cuttress & Associates.
Cover design, graphics and animations by www.blinkblink.to

Special thanks to Eleanor Adam and Joanne Quinn for training design contributions.

Please visit our website
michaelfullan.ca