

## 1: Understanding the Change Process - Lead Change

*The Six Secrets of Change Michael Fullan The Six Secrets of Change " Fullan, a New beliefs/understanding The Implementation Dip.*

More information about the work of Michael Fullan can be found on his website: The underlying question is that of the values that dictate the choice. Fullan talks of "moral purpose", but he is cautious not to be too explicit about what he means. For me, moral purpose sets decision-making in a framework of values that take the wider community and wider context into consideration, including the future context and the spiritual dimension. Schools and schooling have both explicit and implicit value systems, but the explicit values are not necessarily the guiding framework for action within schools. Value systems can also be a source of problem. In highly complex, fast-changing situations, fixed value systems tend to be too rigid. Rather, we need to adjust our notion of values. Confronted with complexity, values need to be more flexible, indicating the general direction in which we are to go. Values have a longer lifespan than goals or objectives. They reach out into the unknown, focussing attention on how we collectively see the future, channelling energy, guiding decisions. They also anchor our action in the past and make sense of the present. A part of values are necessarily transcendent, detached from mundane physical constraints. Fullan equates moral purpose with commitment. Certainly, moral purpose goes hand in hand with commitment. The latter could be seen as the force that drives in the direction indicated by values. However, commitment itself need not be driven by moral good. Understanding change Fullan sees change in complex situations as a process that cannot be understood and handled simply in terms of cause and effect. Instead of managing such situations by applying local fixes, we need a "feel" for leading complex change, as Fullan puts it, and an approach that is developed and refined as an on-going process. Fullan suggests a number of points of reference to help develop an on-going process of understanding change. One is "reculturing", transforming the culture of an organisation and changing the way things are done. New ways of doing things need to be in line with moral purpose, but also appropriate to collaboration and the building and testing of knowledge. He also stresses the importance of heeding the messages of those who resist change. Understanding change implies also understanding the complexities of leadership. One of the perspectives on leadership proposed by Fullan is that of being "committed to certain values, but uncertain of the pathways" [pg. A difficult path in current culture! These two predicaments point to the persistence of roles that are ill fitted to modern-day complexity. Both need to foster the conditions necessary for change and related learning to take place within the organisation in accordance with shared values. Despite the fact that change seems to continually accelerate, understanding change and reaching decisions does not necessarily have to be quick. On the contrary, making sense of complexity is best done by more patient, less deliberate modes. Fast thinking implies quick closure, whereas handling complexity requires keeping options open. As such, it is a constructivist approach, applied to institutional learning rather than that of pupils. The importance of building relationships lies in the creation of a suitable context for collaborative learning. Another way of looking at relationship building is as a response to complexity. In complex situations, everything exists in relationship to everything else and relationships are the organising principle. Change then emerges from interactions between actors and not as a result of the dictates of authority. There needs to be focus to get things moving in the right direction. Note that one of the corollaries of this position is that individual training, out of context, is of little use when it comes to handling complex situations. Much teacher training is still centred on the individual and a lot of it takes place out of the school context. Fullan puts considerable emphasis on emotional intelligence as a form of knowledge necessary for relationship building in complex, often emotional situations. Knowledge building In talking about knowledge building, Fullan makes a distinction between information and knowledge. Knowledge is rooted in people and is closely related to emotions, aspirations, hopes and intentions. He points to the fact that most institutions have invested heavily in information technology and possibly training, but neglect the creation and sharing of knowledge. One of the major roles of leaders is to create the context and culture conducive to sharing and creating knowledge. Much valuable knowledge is tied up in people in the form of so-called tacit knowledge.

Capitalising on these individual riches requires a culture that fosters exchange and collaboration. At the same time, new ideas and new approaches are produced when multiple perspectives and differing cultures meet. Such sharing of knowledge and experience requires mutual trust, underscoring the importance of solid relationships and emotional intelligence as mentioned above. With good relationships, people feel safe to explore unknown territories. In fact, as Fullan points out, a learning culture springs naturally from sharing ideas about issues we see as important. A key ingredient to knowledge building is the assessment, the sorting and the reorganising of experience. This is a delicate process, especially in schools where the overriding judgemental approach could cancel out any positive effects of efforts to build trustful relationships. In this process, leaders need to give people room to explore and discover. As he puts it, the approach is more enabling than controlling. He also stresses the need for learning to take place in context with other members of the organisation. Coherence making Complexity tends to generate stress, confusion and other negative emotions. Fragmentation is one way people attempt to handle complexity. They try to master the situation by sealing off a part from the whole. Unfortunately, in complex situations all parts are interrelated and cannot meaningfully be isolated. Persistently concentrating on a part of the situation only heightens the negative emotions. In approaching complexity in organisations, Fullan draws a parallel between living organisms and human organisations. Living systems cannot be constrained to follow linear paths. That they may appear to do so is due to the limited, short-term perspective we adopt. Unforeseen consequences are inevitable. In organisations, excessive control will hamper the spontaneous emergence of new forms from complex situations. This is the main challenge, as Fullan puts it quoting Pascale, Millemann and Gioja: As such, change is always a threat. In his book about leadership, Fullan puts forward a more appropriate form of organisation for the complexity of modern life. The aim of such an organisation is to learn and to improve, evolving new ways of doing things in the service of wider moral values. Such an organisation seeks to encourage change while providing a sense of direction that diminishes anxiety and stress that spring from complexity and the unknown.

## 2: Fullan's Educational Change

*Leading in a Culture of Change - Michael Fullan* The concept of Professional Capital, as written about by Michael Fullan, made a big difference for my understanding of leadership in I followed up my reading of the book with an action plan, and it interesting looking back how much of this has happened in my practice due to a shift in.

Continuation Continuation is a decision about institutionalization of an innovation based on the reaction to the change, which may be negative or positive. Continuation depends on whether or not: Fullan provide eight basic lessons about thinking about change: Fullan commented that "effective change agents neither embrace nor ignore mandates. They use them as catalysts to reexamine what they are doing. Problems are our friends: Vision and strategic planning come later: People learn about the innovation through their interactions with the innovation and others in the context of innovation. Deep ownership comes through the learning that arise form full engagement in solving problems. Individualism and collectivism must have equal power: What a group comes to share in the way of culture and philosophy emerges from individual personal beliefs through a learning process that builds up over years. Successful changes require a dynamic two-way relationship of pressure, support and continuous negotiation. Connection with the wider environment is critical for success: Every person is a change agent: The ability to work with polar opposites: To deal with such complexity is not to control the change, but to guide it. Fullan provides eight new lessons about guiding change. Moral purpose is complex and problematic Theories of education and theories of change need each other Conflict and diversity are our friends Understanding the meaning of operating on the edge of chaos Emotional intelligence is anxiety provoking and anxiety containing Collaborative cultures are anxiety provoking and anxiety containing Attack incoherence connectedness and knowledge creation are critical There is no single solution. Craft your own theories and actions by being a critical consumer. A survey of Educational change models. The meaning of educational change. The complexity of the change process. Probing the depth of educational reform, pp. The new meaning of educational change.

### 3: Leading in a Culture of Change – Michael Fullan – Cargill's Classroom

*Leading in a Culture of Change By Michael Fullan. 2 Contents Preface 1. A Remarkable Convergence 2. Moral Purpose 3. Understanding Change Understanding Change.*

We need to focus on problems that have not already been solved. This sounds simple, but we tend to fall into the trap of resolving what does not need to be. Fullan cites many reports and studies and uses this data to offer practices that comprise good leadership. So, what about that moral purpose? We are diverse, but we must agree as well. Interestingly enough, Fullan states that having a moral purpose does not automatically motivate people to do good things. The leader needs to guide the group to focus on the good. Of the five concepts, this is the one that affects all others. I appreciate he was using the company as an example of rebranding because of their moral purpose, but after all that I have learned about the company, their moral purpose is about money! The book was published in , so Monsanto might have had truly good intentions then. We know that it happens at great rapidity and is not linear, but messiness comes with transformation. We need to learn to embrace this instead of fighting it. It can be top-down or bottom-up, but it cannot be changed. It can be led and understood, but Fullan maintains that it cannot be managed. He offers goals to help with this change: We need to remember that people are individuals and treat them as such, but we also need to focus on the whole group - PLCs! Here is where emotional intelligence comes into play. Emotional Intelligence consists of personal competence, self awareness, self regulation, social competence, motivation, empathy, and social skills or another way to look at it is intrapersonal, interpersonal, adaptability, stress management, and general mood. Most importantly we need to understand and accept that with change comes high emotions; we should work toward harnessing this as a positive rather than a negative. How important is knowledge building? I love the point that Fullan makes he credits others. As a community we need to learn to engage in this and value it. We teachers are good at teaching others and helping them to learn, but we are not always so good at learning from each other! What is coherence making? Fullan maintains that disturbance can be a good thing Read the book *Disrupting Class* for more info on this. I really like the idea of us participating in a learning fair to showcase what we have learned!

## 4: Leading in a Culture of Change by Michael Fullan

*The Change Leader by Michael Fullan. an understanding of the change process, the ability to improve relationships, knowledge creation and sharing, and coherence.*

I followed up my reading of the book with an action plan, and it's interesting looking back how much of this has happened in my practice due to a shift in philosophy rather than returning to this document like a checklist. *Leading in a Culture of Change* was written in 2001, and contains a lot of timeless content about leadership and change. Here are some thoughts from the book: Leadership Development is more of a tortoise not a hare proposition: Change is a double edged sword: Change can create fear, anxiety and danger; but also exhilaration, risk-taking, and excitement. The five areas are broken down in five chapters in the book. The why we do things and the how we do them is closely linked to the moral purpose and value underpinnings. In education I think this is evident in the way that schools are part of a community and not working in isolation. Nor is any one student treated as if they are isolated from connections. The lives of people within the organisation must be treated holistically with a view to not just making a difference to one individual, but to society as a whole. Fullan argues that moral purpose will surface as a matter of course, but he warns: Understanding Change Change is inevitable; we live in a change society. There are no shortcuts to effective change: The way we approach change in terms of leadership style is important. Fullan suggests six styles above, right picture but 1 and 5 have negative impacts on educational climates. A convergence of styles is needed for effective change. Fullan here talks a lot about purposeful interaction and problem solving, balanced with being wary of easy consensus. Emotional intelligence EI was unpacked and heralded as a fundamental component of leadership. Knowledge Building We live in a knowledge society, and knowledge is a social process. The example I responded to here was the notion that we can identify and share best practice fairly well. This occurs naturally in most PL programmes. But the breakdown is how this best practice is transferred or assimilated by the rest of the staff. Knowledge sharing and collaboration needs to be a value, but what mechanisms activate this value? Coherence Making Coherence making is a perennial pursuit. Leadership is difficult in a culture of change because disequilibrium is common and valuable, provided that patterns of coherence can be fostered [6] Fullan argues that disturbance a good thing. The job of the leader is to create the learning context for the coherence to be made "not to solve the issues" but to bring them to the surface and address them in a collaborative space. Convergence Fullan concludes with three powerful interrelated lessons from the book: I would offer a fourth: Isolated skills on one specific mindset is not an appropriate leadership model. The modern ecology requires a convergence and understanding of the connections between the five capacities Fullan covers. The digital age makes this necessity more visible, and arguably more important as adaptability is key in response to exponential technology change.

### 5: The New Meaning of Educational Change - Michael Fullan - Google Books

*"In Leading in a Culture of Change, Michael Fullan deftly combines his expertise in school reform with the latest insights in organizational change and leadership. The result is a compelling and insightful exposition on how leaders in any setting can bring about lasting, positive, systemic change in their organizations."*

May Volume 59 Number 8 Beyond Instructional Leadership Pages The Change Leader Michael Fullan Only principals who are equipped to handle a complex, rapidly changing environment can implement the reforms that lead to sustained improvement in student achievement. Effective school leaders are key to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation. Newmann, King, and Youngs, for example, found that school capacity is the crucial variable affecting instructional quality and corresponding student achievement. They described some core strategies for developing the role of the principal as instructional leader, including five mutually reinforcing sets of strategic activities: Literacy and mathematics improvements are only the beginning. To ensure deeper learning—to encourage problem solving and thinking skills and to develop and nurture highly motivated and engaged learners, for example—requires mobilizing the energy and capacities of teachers. Thus, we need leaders who can create a fundamental transformation in the learning cultures of schools and of the teaching profession itself. The role of the principal as instructional leader is too narrow a concept to carry the weight of the kinds of reforms that will create the schools that we need for the future. Principals Who Lead Cultural Change Leaders have a deeper and more lasting influence on organizations and provide more comprehensive leadership if their focus extends beyond maintaining high standards. Collins examined 11 businesses with a minimum of 15 years of sustained economic performance each. The best examples of school system success represent accomplishments at the effective level—high performance standards with corresponding results. Like the business leader, the principal of the future—the Cultural Change Principal—must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams Fullan, Cultural Change Principals display palpable energy, enthusiasm, and hope. In addition, five essential components characterize leaders in the knowledge society: Moral Purpose Moral purpose is social responsibility to others and the environment. School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high-performing and lower-performing schools and raising the achievement of—and closing the gap between—high-performing and lower-performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools. Let me be clear: If the goal is systemic improvement—to improve all schools in the district—then principals should be nearly as concerned about the success of other schools in the district as they are about their own school. Sustained improvement of schools is not possible unless the whole system is moving forward. Student learning is paramount to the Cultural Change Principal. This principal involves teachers in explicitly monitoring student learning. But the Cultural Change Principal is also concerned with the bigger picture and continually asks, How well are other schools in the district doing? What is the role of public schools in a democracy? Are we reducing the gap between high-performing and lower-performing students in this school? The Cultural Change Principal treats students, teachers, parents, and others in the school well. Such a principal also works to develop other leaders in the school to prepare the school to sustain and even advance reform after he or she departs. In short, the Cultural Change Principal displays explicit, deep, comprehensive moral purpose. Understanding Change Having innovative ideas and understanding the change process are not the same thing. I offer the following guidelines for understanding change: The goal is not to innovate the most. Innovating selectively with coherence is better. Having the best ideas is not enough. Leaders help others assess and find collective meaning and commitment to new ways. Appreciate the implementation dip. They should know, for example, that no matter how much they plan for the change, the first six months or so of implementation will be bumpy. In fact, doubters sometimes have important points. Leaders look for ways to address those concerns. Reculturing is the name of the game. Much change is

structural and superficial. Transforming cultureâ€”changing what people in the organization value and how they work together to accomplish itâ€”leads to deep, lasting change. Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard, day-to-day work of reculturing. The Cultural Change Principal knows the difference between being an expert in a given content innovation and being an expert in managing the process of change. This principal does not make the mistake of assuming that the best ideas will carry the day. Instead, the Cultural Change Principal provides opportunities for people to visit sites that are using new ideas, invites questions and even dissent, and expects the change process to proceed in fits and starts during the first few months of implementation. Nevertheless, such a principal forges ahead and expects progress within a year because he or she has nurtured the conditions that yield results sooner rather than later.

**Improving Relationships** The single factor common to successful change is that relationships improve. If relationships improve, schools get better. If relationships remain the same or get worse, ground is lost. Thus, leaders build relationships with diverse people and groupsâ€”especially with people who think differently. In complex times, emotional intelligence is a must. The Cultural Change Principal knows that building relationships and teams is the most difficult skill for both business and education leaders.

**Hay Management Consultants**, This leader works hard to develop the full range of emotional intelligence domains, especially self-management of emotions and empathy toward others (Goleman et al.). Well-established relationships are the resource that keeps on giving.

**Knowledge Creation and Sharing** Creating and sharing knowledge is central to effective leadership. Information, of which we have a glut, only becomes knowledge through a social process. For this reason, relationships and professional learning communities are essential. Organizations must foster knowledge giving as well as knowledge seeking. We endorse continual learning when we say that individuals should constantly add to their knowledge baseâ€”but there will be little to add if people are not sharing. The Cultural Change Principal appreciates that teaching is both an intellectual and a moral profession. This principal constantly reminds teachers that they are engaged in practicing, studying, and refining the craft of teaching. The Cultural Change Principal is the lead learner in the school and models lifelong learning by sharing what he or she has read lately, engaging in and encouraging action research, and implementing inquiry groups among the staff. Teachers who work with the Cultural Change Principal know that they are engaged in scientific discovery and the refinement of the teaching knowledge base. Knowledge creation and sharing fuels moral purpose in schools led by Cultural Change Principals.

**Coherence Making** Because complex societies inherently generate overload and fragmentation, effective leaders must be coherence-makers (Fullan, ). The other characteristics of the change leaderâ€”moral purpose, an understanding of the change process, the ability to build relationships, and the creation and sharing of knowledgeâ€”help forge coherence through the checks and balances embedded in their interaction. Leaders with deep moral purpose provide guidance, but they can also have blinders if their ideas are not challenged through the dynamics of change, the give-and-take of relationships, and the ideas generated by new knowledge. Coherence is an essential component of complexity and yet can never be completely achieved. Principals not attuned to leading in a culture of change make the mistake of seeking external innovations and taking on too many projects. Cultural Change Principals, by contrast, concentrate on student learning as the central focus of reform and keep an eye out for external ideas that further the thinking and vision of the school. They realize that overload and fragmentation are natural tendencies of complex systems. They appreciate the creative potential of diverse ideas, but they strive to focus energy and achieve greater alignment. They also look to the future and strive to create a culture that has the capacity not to settle for the solution of the day. Cultural Change Principals value the tensions inherent in addressing hard-to-solve problems because that is where the greatest accomplishments lie.

**Leadership and Sustainability** To develop and support Cultural Change Principals, we must turn our attention to sustainabilityâ€”the likelihood that the overall system can regenerate itself toward improvement. Key components of sustainability are developing the social environment, learning in context, cultivating leaders at many levels and ensuring leadership succession, and enhancing the teaching profession.

**Developing the Social Environment** Those concerned about the depletion of resources in the physical environment were the first to discuss the issue of sustainability. Our concern is the depletion of resources in the social and moral environment (Hargreaves, in press). In the social and moral

environment of the school, we need the resources to close the achievement gap between high and low performers, to develop all schools in the system, and to connect schools to the strength of democracy in society. Further, if school leaders do not concern themselves with the development of the social and moral environment of the entire district in addition to the development of the environment within their own school, then not only will the school system deteriorate, but eventually their own school will also fail. Learning in Context Recruiting top-performing principals and rewarding good principal performance are both important. Providing strong principal training is useful, too. Learning out of context takes place when principals go to a workshop or conference. Such learning can be valuable for further development, but it is not the kind of applied learning that really makes a difference. Learning in context has the greatest potential payoff because it is more specific, situational, and social it develops shared and collective knowledge and commitments. This kind of learning is designed to improve the organization and its social and moral context. Learning in context also establishes conditions conducive to continual development, including opportunities to learn from others on the job, the daily fostering of current and future leaders, the selective retention of good ideas and best practices, and the explicit monitoring of performance. Cultivating Leaders at Many Levels An organization cannot flourish—at least, not for long—on the actions of the top leader alone. Schools and districts need many leaders at many levels. Learning in context helps produce such leaders. Further, for leaders to be able to deal with complex problems, they need many years of experience and professional development on the job. Also crucial to sustained improvement is the effective succession of leaders. Leadership succession is more likely if there are many leaders at many levels. Organizations must set their sights on continual improvement at all levels, and for that they must nurture, cultivate, and appoint successive leaders who are moving in a sustained direction. The good news for most of us is that charismatic leaders are actually a liability for sustained improvement. Collins compared 11 companies with long-term, positive financial performance profiles a minimum of 15 consecutive years with other companies that made short-term shifts from good to great, but failed to sustain their gains.

### 6: Capiche | Michael Fullan

*Fullan suggests a number of points of reference to help develop an on-going process of understanding change. One is "reculturing", transforming the culture of an organisation and changing the way things are done.*

Now, in my book, that means managers and team leaders at all levels of the organisation. Moral Purpose What is moral purpose? And, of greater importance, why is it important when leading change? Moral purpose is about ends and means. The effective change leader is driven by a sense of determination to do something beneficial and the means of getting to that end. But moral purpose is not enough. What the business does in practice is also critical. That is to say, moral purpose is about deeds and actions, not only words. He concludes that change can neither be managed nor controlled. But it can be led. So, the purpose of the model, is to understand change so we may become better leaders. To have a better understanding and feeling for complex change. So, we learn from the model that: Relationship Building Quite simply, if relationships improve, things get better. Need I say more? A good relationship balances personal competence and social competence. Emotional intelligence is critical to successful change. When there are differences of opinion, emotions run high, and the leader who manages conflict rather than avoiding it altogether, is more likely to succeed. At the time, Michael Fullan asked: Is knowledge sharing and knowledge management fad or fashion? Over a decade later, businesses are constrained by their inability to share information within and outside the organisation. Knowledge creation and knowledge sharing is crucial for change to succeed. Because sharing information is about collaboration, working together, and cooperation. Coherence Making Change is the transformational leaders friend. But, change is messy, and change creates ambiguity. The competent project manager understands this and manages the dilemma. They accept uncertainty and complexity, and seek to make things logical and consistent. The change leader needs to do the same. They need to forget elegance and achieve coherence by making progress, however clumsy this may seem. Change leaders focus on outcomes. That is, the ends not the means. One where change is quick and learning slow. More good things happen; fewer bad thing happen. Your success is judged by what leadership you produce in others. What does this model offer you and your business? Which part resonates with you? Creative Commons image courtesy Boston Public Library.

### 7: The Change Leader - Educational Leadership

*So, Michael Fullan created the pentagon leadership model, or framework for leadership, to deal with the often confused and difficult reality of leading change. Charismatic leaders inadvertently often do more harm than good because, at best, they provide episodic improvement followed by frustrated or despondent dependency.*

Many change efforts founder and fail. My experience, and much of the literature on change, indicates that failed efforts were ill-conceived and even more poorly led. Chief among the reasons for such mediocre execution of change plans is a lack of a proper understanding of change and its potential results. Change is about securing the optimal solution. Change is not about innovating the most. It is about obtaining the optimal solution or desired outcome that meets the vision and mission of your organisation, aligned with the values that underpin it. The optimal solution takes you where you agreed on you need to go, not necessarily way beyond that point. If you do that, the chances are you will throw you staff into even greater turmoil than planned. It is not enough to have the best ideas. Brilliant ideas are excellent, but if they are unrefined in the fires of human interaction, most notably with the people tasked with embracing and embedding those ideas, then they are virtually worthless. Change plans, in my experience, generally do not survive intact their first exposure with people. Those interactions will generate new and often better ideas, opinions, and variations. To a person, they all failed to understand, anticipate, and allow for the implementation dip in everyday practice that occurs almost simultaneously with the mention of the word change. Know that this will happen, and be prepared to manage it. Suffice to say here, change leaders need to redefine resistance as necessary, often critical engagement. Everyone and their cat will have a view of your plan for change. Do not stifle those views; provide an outlet for them. You never know, in engaging closely with staff, they may well offer some better alternatives. Making change changes your team or organisation culture, too. Fullan identifies in his model that reculturing is the name of the game. Without question, in every change scenario I have devised and led over the past forty years, that has been a significant consequence, and not always for the best. Planning for and making fourteen staff redundant in as part of a budget-driven change scenario, which I led, did not prepare me for the massive internal and external cultural change that then ensued. While the source of some amusing stories years later, it resembled a living nightmare at the time and remains the bleakest year of my decades-long career. Change is always complex. So, do not think you can prepare a checklist for your process, and then work your way through it. Any change is not a checklist scenario, and if you try to treat it as such, best prepare for disappointment. Yes, do plan for it in as detailed a way as possible, but also be ready to absorb ripple, and occasionally tidal wave disruptions that might destroy your flow if you are unready or unable to flex and adapt. I hope these thoughts challenge and assist your thinking and practice of change leadership. Postscript to my March post: I apologise unreservedly to both Jeffrey and Robert for my oversight.

### 8: Welcome to Jim McGrath's "Writing on the Wall": Examining Fullan's "Culture of Change"

*Principals as Leaders in a Culture of Change* By Michael Fullan Ontario Institute for Studies in Education University of Toronto Paper prepared for Educational Leadership, Special Issue, May

Michaelsen Staff development Leave a comment This article found at the Educational Leadership website caught my attention. The goals are quality learning for all. To be able to ensure this in all our schools it is vital that we have school leaders who are change leaders. According to Fullan the principal of the future "must be attuned to the big picture, a sophisticated conceptual thinker who transforms the organization through people and teams. Five essential components characterize leaders in the knowledge society: I have listed the five essential components here: Moral Purpose Moral purpose is social responsibility to others and the environment. School leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high-performing and lower-performing schools and raising the achievement of "and closing the gap between "high-performing and lower-performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools. Let me be clear: Sustained improvement of schools is not possible unless the whole system is moving forward. Student learning is paramount to the Cultural Change Principal. This principal involves teachers in explicitly monitoring student learning. But the Cultural Change Principal is also concerned with the bigger picture and continually asks, How well are other schools in the district doing? What is the role of public schools in a democracy? Are we reducing the gap between high-performing and lower-performing students in this school? The Cultural Change Principal treats students, teachers, parents, and others in the school well. Such a principal also works to develop other leaders in the school to prepare the school to sustain and even advance reform after he or she departs. In short, the Cultural Change Principal displays explicit, deep, comprehensive moral purpose. Understanding Change Having innovative ideas and understanding the change process are not the same thing. I offer the following guidelines for understanding change: The goal is not to innovate the most. Innovating selectively with coherence is better. Having the best ideas is not enough. Leaders help others assess and find collective meaning and commitment to new ways. Appreciate the implementation dip. They should know, for example, that no matter how much they plan for the change, the first six months or so of implementation will be bumpy. In fact, doubters sometimes have important points. Leaders look for ways to address those concerns. Reculturing is the name of the game. Much change is structural and superficial. Transforming culture "changing what people in the organization value and how they work together to accomplish it "leads to deep, lasting change. Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard, day-to-day work of reculturing. The Cultural Change Principal knows the difference between being an expert in a given content innovation and being an expert in managing the process of change. This principal does not make the mistake of assuming that the best ideas will carry the day. Instead, the Cultural Change Principal provides opportunities for people to visit sites that are using new ideas, invites questions and even dissent, and expects the change process to proceed in fits and starts during the first few months of implementation. Nevertheless, such a principal forges ahead and expects progress within a year because he or she has nurtured the conditions that yield results sooner rather than later. Improving Relationships The single factor common to successful change is that relationships improve. If relationships improve, schools get better. If relationships remain the same or get worse, ground is lost. Thus, leaders build relationships with diverse people and groups "especially with people who think differently. In complex times, emotional intelligence is a must. The Cultural Change Principal knows that building relationships and teams is the most difficult skill for both business and education leaders Hay Management Consultants, This leader works hard to develop the full range of emotional intelligence domains, especially self-management of emotions and empathy toward others Goleman et al. Well-established relationships are the resource that keeps on giving. Knowledge Creation and Sharing Creating and sharing knowledge is central to effective leadership. For this reason, relationships and professional learning communities are essential. Organizations must foster knowledge giving as well as

knowledge seeking. We endorse continual learning when we say that individuals should constantly add to their knowledge base—but there will be little to add if people are not sharing. The Cultural Change Principal appreciates that teaching is both an intellectual and a moral profession. This principal constantly reminds teachers that they are engaged in practicing, studying, and refining the craft of teaching. The Cultural Change Principal is the lead learner in the school and models lifelong learning by sharing what he or she has read lately, engaging in and encouraging action research, and implementing inquiry groups among the staff. Teachers who work with the Cultural Change Principal know that they are engaged in scientific discovery and the refinement of the teaching knowledge base. Knowledge creation and sharing fuels moral purpose in schools led by Cultural Change Principals.

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**Enhancing the Teaching Profession** We will not have a large pool of quality principals until we have a large pool of quality teachers because quality teachers form the ranks of the quality principal pipeline. An essential strand will be to reduce teacher workload, foster increased teacher ownership, and create the capacity to manage change in a sustainable way that can lay the foundation for improved school and pupil performance in the future. From the standpoint of sustainability, the principalship itself benefits from these improved conditions: We will only get quality principals when we have quality teachers.

### 9: The Change Leader by Michael Fullan – Connected Teaching and Learning

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I also worked as a senior writer for TrackNation magazine www. My sports journey continues.. His points make sense because they work as long as the leader continually works on improvement with each component with the energy and enthusiasm requested by the author. The first component is moral purpose. Business leaders might lose sight of this, but it should be of utmost importance in an academic milieu. The main thought of this argument states that the means are as important as the ends. In other words, the importance of moral purpose comes from the trust and stability built into the relationships developed. Human relations are the key. A leader truly is nothing without followers, and they are built through relationships. It is felt that working on improvement with all five qualities will naturally lead to an increasingly moral pursuit. The next component is understanding change. I appreciate how well Fullan cites other processes in search of the happy medium. On the topic of change, his take on others theories is that it seems contradictory and that one could get confused deciding on a best theory to follow. The argument for being careful about trying to make too many innovations is sound advice for any leader. Next is what I think is the most pertinent of the five components, relationship building. The example of Superintendent Alvarado in District 2, San Diego is a good case study of the case re-culturing or an educational organization and the seven principles of the reform strategy instruction only, instructional improvement as a long, multistage process, shared expertise, focus on systemwide improvement, talented people work together, clear expectations, followed by decentralization and collegiality, caring and respect being paramount are a good model for others to follow. This works best when we look at the power of people and see people as the root of knowledge. This sounds like such a simple task to accomplish, but so few organizations, especially in the education industry put out their best efforts toward collaborating the resources of their members through knowledge sharing activities. In the culture of change, the sharing of knowledge toward the acquisition of new knowledge is key. Relationships may be the key, but shared knowledge is crucial among groups. This sharing should not be mandated, but freely transferred back and forth. If treated as a core value, the sharing helps build relationships among group members, helping the overall culture of the organization. The session with an instructional leader and 22 principals studying a video of one of the principals conducting a staff meaning leads to a true learning opportunity. The effective leader is the one who recognizes that not all change starts out as a neat process, and the ability to let go and then rein in is a requirement. The disturbance involved has to be deliberate and have a desired outcome at the end. This is especially important in education where mandates can come from many different levels and the burden is almost overwhelming from outside the building. This gets back to the importance of not undertaking too many projects at once. The truth is that the new interactions resulting from a major change do cause shifts in the organization and this situation can build coherence, but only if the effort is led properly with an end result in mind. Few positive changes happen by accident, although there may be by-product positive changes which are unexpected. There are some other thoughts about Fullan, particularly with the Tortoise and Hare analogy. There are several concepts mentioned in this text which appear to go against the grain. The idea of seeking out resistance seems to go against some leadership teachings of the past. If leadership in a culture of change is about learning how to cope in a quickly changing world, is there time for slow, calculated thinking? Claxton believes so and his reasoning is as follows: By comparison, less successful leaders make up their minds quickly and listen less afterwards. To be capable of leading in a culture of change requires listening skills, the ability to build relationships, strong moral beliefs, team building skills and knowledge creation. The effective leader understands and is willing to accept the chaos when may initially ensue when change occurs. However, having patience and a set objective can lead to success. This a useful, no-nonsense book.

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