THE
PRINCIPAL
THREE KEYS TO
MAXIMIZING
IMPACT

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The First Key: Leading Learning

The Principal’s New Role

The Lead Learner: The Principal’s New Role

“The Principal’s New Role is to lead the school’s teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn’t.”

Fullan pg. 55

“To increase impact, principals should use their time differently. They should direct their energies to developing the group.”

Fullan pg. 55
**What the Research Tells Us: Jigsaw**

- Form groups of four and number off one, two, three, four.
  - All: Read the Introduction
  - Person One: Read research by Viviane Robinson
  - Person Two: Read research by Helen Timperley and Ken Leithwood
  - Person Three: Read research by Tony Bryk
  - Person Four: Read research by Lyle Kirtman
- Record the key points on the advance organizer.


<table>
<thead>
<tr>
<th>Researcher</th>
<th>What? Key Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viviane Robinson</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Lyle Kirtman</td>
<td></td>
</tr>
</tbody>
</table>
The Principal: Three Keys to Maximizing Impact

What?
So What?
Now What?

- Teach back the key points for each researcher.
- As a group, discuss:
  1. So What? Implications of the research
  2. Now What?
     What would you do differently as a result of the research?

<table>
<thead>
<tr>
<th>Researcher:</th>
<th>What: Key Points</th>
<th>So What: What are the implications of the research?</th>
<th>Now What: What will I do differently as a result?</th>
</tr>
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</tbody>
</table>
Introduction

I begin with less than a handful of studies that best identify the core work of the principal as learning leader. With this core work in mind, I will discuss the work of leading learning in terms of the gathering and spending of three forms of professional capital.

Although I don’t directly take up the “managerial” role of the principal, let me say here that for the professional agenda to flourish, the principal must ensure that good management prevails in the school. One way I have expressed this is that leaders need to address and contend with “distractors”—events and issues that take the school away from focusing on the core learning priorities. Effective leaders maintain focus, as I have found in my motion leadership case studies of specific leaders (Fullan, 2013). Lead learner principals are wary of taking on too many innovations; they avoid the allure of more money and high-profile initiatives. They make sure that the basics—budget, timetable, health, and safety—are addressed effectively. Drawing distinctions between leadership and management has never appealed to me. In fact, leading the development of a culture of professional capital requires strong managerial skills. The skill set that is the basis of Chapter Five is about effective leadership per se—no need to artificially sort out what is managerial and what is leadership.

The distinction some like to draw between managers and leaders that casts the latter as visionaries is a vague, romantic notion of the transformational leader. Show me a transformational leader who is not a good manager, and I will show you a failed organization—glitzy for a while, but inevitably giving change a bad name. Lead learners are very good managers, because they know that establishing basic routines is essential for improvement goals to succeed. In short, principals must ensure that basic managerial functions are carried out effectively, which will entail delegating these aspects (but under their auspices). The fact remains, however, that the administrative and improvement burden has dramatically increased for principals over the past decade, and, as I said in the last chapter, some of that work includes needless time wasters (such as tedious, superficial appraisal). Principals do need better support. A new role of school manager in large schools is also emerging, but again, this role should be within the principal’s purview. In other words, the principal should not be expected to do everything, but should ensure that key tasks are done well—what CEO does not have a managerial team?
A ton has been written on the role of the principal as it affects student learning, but I am going to look at four authors and their teams of colleagues who have examined the role in detail over the last three decades: Viviane Robinson, Helen Timperley, Ken Leithwood, and Tony Bryk. Their findings are consistent: principals affect student learning indirectly but nonetheless explicitly. To that distinguished group, I’ll add Lyle Kirtman and his work on leadership and teams.

**Viviane Robinson: Lead Learner as the Key Domain**

Viviane Robinson and her colleagues conducted a large-scale “best evidence synthesis” (BES) of research on the impact of school principals on student achievement. Robinson summarizes their conclusions in a book titled *Student-Centered Leadership* (2011). She found five leadership domains that had significant effect sizes (shown in parentheses) on student achievement:

1. Establishing goals and expectations (0.42)
2. Resourcing strategically (0.31)
3. Ensuring quality teaching (0.42)
4. Leading teacher learning and development (0.84)
5. Ensuring an orderly and safe environment (0.27)

There are specific dos and don’ts within each category, but the message they carry as a set is quite clear. The most significant factor—twice as powerful as any other—is “leading teacher learning and development,” which is essentially what I mean by the role of learning leader. Within item 4, Robinson found that the principal who makes the biggest impact on learning is the one who attends to other matters as well, but, most important, “participates as a learner” with teachers in helping move the school forward. Leading teacher learning means being proactively involved with teachers such that principal and teachers alike are learning.

Think of it this way: the principal who covers only such areas as establishing a vision, acquiring resources for teachers, working to help individual teachers, and other similar activities does not necessarily learn what is specifically needed to stimulate ongoing organizational improvement. For the latter to happen, the principal must make both teacher learning and his or her own learning a priority. Within this domain of teacher learning and development, Robinson found two critical
factors: the ability of the principal to make progress a collective endeavor (a core theme of this book), and skills for leading professional learning. To extrapolate from Robinson, both of these factors require the principal to be present as a learner. Principals who do not take the learner stance for themselves do not learn much from day to day, no matter how many years of “experience” they may accumulate, as little of that prior experience was really aimed at their own learning. Thus principals need to chart their own learning and be aware of its curve from day one if they are going to get better at leading. And they do this best through helping teachers learn. We have found this to be especially true in our work in the “new pedagogies” (learning partnerships between and among teachers using technology to accelerate and deepen learning; Fullan & Langworthy, 2014). Principals who visibly struggle with new digital devices in their own learning, who seek to learn from students and teachers about new technologies, who, in short, put themselves on the learning line, are very much appreciated in the school. And, of course, they learn more and become better able to assist teachers.

Robinson also identified what she called three key “leadership capabilities” that cut across the five domains:

1. Applying relevant knowledge
2. Solving complex problems
3. Building relational trust

Combined, the five leadership domains and the three capabilities encompass a pretty tight characterization of the lead learner at work.

Helen Timperley: “Who Is My Class?”

Helen Timperley, Robinson’s colleague at the University of Auckland and also a longtime researcher of the role of principal and of teacher learning, conducted a parallel BES study on teacher learning—in other words, examining research on the relationship between teacher learning and student achievement. In her book Realizing the Power of Professional Learning (2011), she drew similar conclusions:

Coherence across professional learning environments was not achieved through the completion of checklists and scripted lessons but rather through creating learning situations that promoted inquiry habits of mind throughout the school. (p. 104)
Timperley comes up with the wonderful question for principals: “Who is my class?” One principal noted that she and other principals were so busy attending to the needs of the individual teachers that they didn’t attend to the leadership learning needs of team leaders. This principal concluded that “her class” of learners included team leaders who in turn can leverage the learning of other teachers in their group, thereby generating greater learning across the school.

Ken Leithwood: Skills, Motivation, and Working Conditions

Ken Leithwood at the University of Toronto, Karen Seashore Louis at Minnesota, and their colleagues have become masters of the principalship over the last four decades. In their book Linking Leadership to Student Learning, Leithwood and Seashore Louis (2012) conclude that principals who had the greatest impact student learning in the school focused on instruction—including teacher knowledge, skills, motivation—and on ensuring supportive working conditions (such as time for collaboration). Putting it in a nutshell, they say that “leadership affects student learning when it is targeted at working relationships, improving instruction and, indirectly, student achievement” (p. 234). Note that as I mentioned earlier, the impact on student learning is not direct, but is nonetheless explicit. The causal pathways are not vague, as they are in transformational leadership, but rather are made explicit, sometimes by the principal but more often by coaches, other teacher leaders, and peers—orchestrated by hands-on principals. This is a theme we will see time and again. We will return to Leithwood in Chapter Four when we consider the relationship of the school to the district.

Tony Bryk: Capacity, Climate, Community, Instruction

As president of the Carnegie Foundation for the Advancement of Teaching, Tony Bryk is leading work on bringing researchers and practitioners together to improve teaching and learning. Bryk and his colleagues’ longitudinal research in the 477 elementary schools in Chicago is especially informative for our purposes (Bryk, Bender-Sebring, Allensworth, Lupescu, & Easton, 2010). In a microcosm comparison of two schools that started out at similar levels of low performance, one school (called Hancock) improved significantly over a six-year period, compared to another (called Alexander). The difference:
Strong principal leadership at Hancock School fostered the development of a vigorous professional community that was both actively reaching out to parents and sustaining a focus on improving instruction. In contrast, reform efforts at Alexander remained fragmented, suffering from both poor coordination and a lack of follow through. (p. 40)

There were major reform activities at both schools (recall Kotter’s frenetic urgency versus focused urgency). But Alexander actually lost ground in reading by 9 percent and made no improvement in math over the years, whereas Hancock gained 10 percent in reading and 19 percent in math. Here I’ve mentioned just two schools, but fortunately Bryk and colleagues have data on nearly all of the 477 elementary schools in Chicago.

When we consider the comprehensive picture, comparing, as Bryk et al. (2010) did, the hundred or so schools that made significant progress to their peer schools that did not progress, we see what should now be a familiar picture. The key explanation was “school leadership as the driver for change” (p. 62), which in turn focused on the development of four interrelated forces: the professional capacity of teachers (individually and collectively), school climate (ensuring safety and orderliness in the aid of learning), parent and community ties, and what the researchers call the “instructional guidance system” (instructional practices that engage students in relation to key learning goals) as these affected each and every classroom (p. 62). This is quite a compact list of what effective school leaders focus on. The problem is that Bryk et al. found these elements in only about one hundred schools, less than 20 percent of the total. Our goal is “whole-system change” in which 100 percent of the schools are positively affected.

Despite the consistency of these findings from this sample of leading researchers, the message is not getting across or sticking with those involved in developing school leadership. Success at the school level is a function of the work of principals, themselves acting as lead learners, who ensure that the group focuses on a small number of key elements: specific goals for students; data that enable clear diagnosis of individual learning needs; instructional practices that address those learning needs; and teachers learning from each other, monitoring overall progress, and making adjustments accordingly. All of this is carried out in a developmental climate (as distinct from a judgmental one) with norms of transparency within and external to the school. Within this set of conditions, accountability measures, including teacher evaluation, can and do occur, but they are conducted within a culture of collaborative improvement.
Despite the clarity and consistency of these findings—over decades now—it is still seemingly easy for well-intentioned school leaders and those shaping the principalship to get it wrong—to err badly along the lines of the problems I identified in Chapter Two, namely, use the wrong drivers, shortcut the process through weak individualistic solutions, become too broad or too narrow, and make deals with the devil by opting for school autonomy. We need to push a little deeper on the underlying meaning of this consistent work in order to make it stick.

Lyle Kirtman: Content and Organization

In Change Leader: Learning to Do What Matters Most (2011), I made the case that practice drives theory better than the other way around. This is why I like Lyle Kirtman’s new book, Leadership and Teams (2013). Applying his management consultancy perspective (having worked with several hundred public and private sector organizations over the course of thirty years), Lyle dug directly into school leadership practice by finding out from over six hundred education leaders what competencies (observable behaviors or skills) were associated with effectiveness. By examining what high-performing leaders actually did in practice to get results, Kirtman found that these leaders possessed seven competencies—qualities, incidentally, that are quite congruent with my “motion leadership” study of how leaders “move” individuals and organizations forward (Fullan, 2013). Chapter Five takes up Kirtman’s full set of seven competencies in detail, but of direct interest to us here is what he confirms about leaders and instruction:

The role of the principal needs to be balanced between content and organizational leadership. These competencies involve building instructional leadership into the culture of the school and building strong leadership in teachers. The educational leader is the overall leader of instruction, but he or she needs to have time and skills to motivate and build teams and develop leadership capacity in his or her school for change. The educational leader should try not to do too much on his or her own in the instructional arena. (Kirtman, 2013, p. 8, emphasis added)
It is understandable that some people misinterpret the emphasis on the instructional leadership of the principal. They mistakenly assume that instructional leadership means that principals must spend much of their time in classrooms working directly with individual teachers. The findings about effectiveness that I have reviewed in this chapter are not telling us that the best principals spend several days a week in classrooms, but that they do enough of it regularly to maintain and develop their instructional expertise. It is not that they affect very many teachers one by one, but that they work with other leaders in the school and together affect teachers more in groups than they do individually. (We will come back to the topic of individual teacher appraisal in the next section, under “Human and Social Capital.”)

Kirtman says that “school leaders are being told to focus on instructional leadership[,]…narrow their initiatives to implement particular programs, and . . . are being told that teachers must be evaluated with stronger, more airtight forms and processes in order to weed out the poor teachers” (p. 45). With this kind of approach, an autocratic principal can extract shortterm results, but in the course of doing this will alienate teachers (including or maybe especially the best ones) and will never be able to generate in teachers the motivation and ingenuity for them to be able to go the extra mile. Programs will come and go, as will individual principals. Little worthwhile will stick.
### Professional Capital

- Read the quotes and select the one that is most important to you.
- Complete a Quick Write explaining why you selected it.

#### Professional Capital: Quotes

**Hargreaves, A., & Fullan, M. 2012. Teachers College Press.**

<table>
<thead>
<tr>
<th>#</th>
<th>Quote</th>
<th>Quick Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>People are motivated by good ideas tied to action; they are energized even more by pursuing action with others; they are spurred on still further by learning from their mistakes; and they are ultimately propelled by actions that make an impact—what we call ‘moral imperative realized’. (p.7)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dangers, risks, opposition and disappointment all lay in wait. But professional capital can be both your armor and your sword. It can cut through the misunderstandings and misrepresentations of teaching. It can protect you again attacks on your profession. (p. 7)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>…collective responsibility is not just a commitment; it is the exercise of capabilities on a deep and wide scale. It encompasses positive competition: challenging the limits of what is humanly and professionally possible. (p. 142)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The core principles that draw on and build professional capital in schools are the same as those that cultivate professional capital through an entire system…They are about developing your commitments and capabilities, pushing and pulling your peers, exercising collective responsibility together and collaborating with your competitors across the whole system for the great good that transcends us all. (p. 146)</td>
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</tbody>
</table>
What are the Characteristics of Effective Professional Learning?

Effective professional learning focuses on developing the core attributes of an effective teacher. It enhances teachers’ understanding of the content that they teach and equips them with a range of strategies that enable their students to learn that content. It is directed towards providing teachers with the skills to teach and assess for deep understanding, and to develop students’ metacognitive skills.

Studies of effective professional learning have delineated several characteristics found to be related to increased teacher capacity. One synthesis of various ‘best practice’ professional learning design principles (McRae et al, 2001) concludes that, to be effective, professional learning needs to be:

- embedded in or directly related to the work of teaching;
- grounded in the content of teaching;
- organised around collaborative problem solving; and
- integrated into a comprehensive change process.

Another concludes that

... to promote the kind of teacher learning that leads to improvement in teaching, professional development should concentrate on instruction and student outcomes in teachers’ specific schools; provide opportunities for collegial inquiry, help, and feedback; and connect teachers to external expertise while also respecting teachers’ discretion and creativity. (Newmann et al, 2000)

It has also been suggested that effective professional learning

... focuses on concrete classroom applications of general ideas; it exposes teachers to actual practice rather than to descriptions of practice; it involves opportunities for observation, critique, and reflection; it involves opportunities for group support and collaboration; and it involves deliberate evaluation and feedback by skilled practitioners with expertise about good teaching. (Elmore and Burney, 1997)
This research suggests that there is an emerging consensus about the shifts in practice that are needed to make professional learning more effective in bringing about teaching and learning improvements across a school. There appears to be a broad agreement that professional learning primarily should be school-based and school-managed, and be focused on improving teaching practice. It is also broadly agreed that schools need to become learning communities, in which professional learning is a part of the teacher’s everyday work and is structured in ways that enable teachers to focus on how to become more effective practitioners.

However, just because professional learning is school-based and school-managed does not necessarily guarantee that it will impact on teaching practice in ways that produce school improvement. If schools simply replicate the information-giving sessions typically provided at conferences, if they require all teachers to attend, regardless of their learning need; and if they use presenters with less expertise than the presenters used by external professional learning providers, they are likely to provoke teacher resentment and gain very little benefit. School-based and school-managed professional learning needs to be constructed around what we know about effective professional learning practices and effective teaching practices.

Table 1 contains a summary of some of the reorientation needed in professional learning practice, to make it more effective.

**Table 1. Professional learning practices that need to be strengthened**

<table>
<thead>
<tr>
<th>Traditional practice</th>
<th>Practice strengthened by reorientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning is an isolated event triggered by the individual teacher.</td>
<td>Professional learning is a routine practice within the school, involving all teachers.</td>
</tr>
<tr>
<td>Professional learning usually equates to attendance at an externally-provided conference or workshop.</td>
<td>Professional learning is promoted within the school by instructional coaches, structured meetings and forums, teaching demonstrations, workshops conducted by teachers and external experts, and other routine opportunities for formal and informal professional discussions.</td>
</tr>
<tr>
<td>The professional learning focus is on the acquisition of educational knowledge (eg, new theories, new policies and new research findings).</td>
<td>The professional learning focus is on the implementation of teaching strategies and techniques that make the biggest difference to student learning.</td>
</tr>
</tbody>
</table>
It should be noted that the items in the left-hand column are not replaced by those in the right-hand column; rather it is suggested that the practices in the right-hand column are to be given greater emphasis than those in the left-hand column. Indeed, it might not be possible to achieve the practices in the right-hand column without first experiencing the practices in the left-hand column.

For example, it is likely that teachers, who are astute at regularly sourcing workshops where expert advice is provided that enhances their curriculum content knowledge and guides their teaching practice, would deliver engaging and effective lessons. The problem, though, is that few teachers can be afforded the opportunity to attend external professional learning events regularly; not all teachers are skilled enough to transfer into their own classroom practice what they heard or saw once at a workshop; and the vast bulk of teachers would not be able to find a professional learning activity that was tailored to meet their particular learning needs.

Table 2 summarizes some of the traditional professional learning practices that need to be replaced by practices that have proved to be more effective in promoting improved teaching practice.

**Table 2. Professional learning practices that need to be replaced**

<table>
<thead>
<tr>
<th>Traditional practice</th>
<th>Practice replaced with the following</th>
</tr>
</thead>
<tbody>
<tr>
<td>No expectation of contributing to colleagues’ professional learning.</td>
<td>Contributing to colleagues’ professional learning is common practice.</td>
</tr>
<tr>
<td>Individual pursuit of professional learning for individual improvement.</td>
<td>Individual, group and whole-school pursuit of professional learning for school improvement.</td>
</tr>
<tr>
<td>Teachers’ professional learning plans are a private matter and are not made public.</td>
<td>Teachers’ professional learning plans, and particularly the teaching practices that are the focus of these plans, are made public so that teachers with a common learning focus can support each other and teachers who may be effectively using a practice that other teachers are looking to develop can offer them assistance.</td>
</tr>
<tr>
<td>Individual teacher professional learning plans are structured around generic professional learning.</td>
<td>Individual, group and whole-school professional learning plans are cumulative and structured around actions designed to promote precision teaching by skilling teachers in the use of evidence-based micro-teaching strategies and techniques.</td>
</tr>
<tr>
<td>Individual professional performance plans reviewed annually.</td>
<td>Individual, group and whole-school professional performance milestones are reported on and professional learning plans are reviewed and renewed each term.</td>
</tr>
</tbody>
</table>
The practices listed in the right-hand side of Tables 1 and 2 characterize a school in which professional learning is being managed by the school to meet the improvement needs of the school. The practices in the left-hand column of Tables 1 and 2 characterize a school in which the professional learning may not be serving the improvement needs of the school. This is because the school is likely to have pockets of good practice, pockets of adequate practice and pockets of less than adequate practice.

The professional learning practices described on the right-hand side of Tables 1 and 2 encourage teachers to

... function as members of a community of practitioners who share knowledge and commitments, who work together to create coherent curriculum and systems that support students, and collaborate in ways that advance their combined understanding and skill. (Darling-Hammond and Bransford, 2005)

Such an outcome is desired as effective schools are learning communities where there is a culture of teacher collaboration and collective responsibility for the development of effective teaching practices and improved student learning. Being part of a learning community is not simply about the pursuit of individual learning goals it also is about contributing to the learning and knowledge base of one’s colleagues and the school.

What has a greater impact on teacher learning?

- Teacher appraisal
- Professional development
- Collaborative cultures
| Professional Capital | Professional Capital is a function of the interaction of the three components:  
|---|---  
| A Framework for Leading Learning |  
| | human capital,  
| | social capital, and  
| | decisional capital.  
| Human Capital | Human capital refers to the human resources or personnel dimension of the quality of the teachers in the school—their basic teaching talents.  
| Social Capital | Social capital concerns the quality and quantity of interactions and relationships among people. In a school, it affects teachers’ access to knowledge, and information, their sense of expectation, obligation and trust; and their commitment to work together for a common cause.  
| Decisional Capital | …refers to the resources of knowledge, intelligence, and energy that are required to put the human and social capital to effective use.  
| | It is basically the capacity to choose well and make good decisions.  
| Professional Capital | …is about cultivating human and social capital over time, deliberating identifying and spreading the instructional practices that are the most effective for meeting the learning goals of the school.  

Use the placemat to record your observations of James Bond, principal and lead learner at Park Manor School.

<table>
<thead>
<tr>
<th>Placemat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Capital…collaboration to improve student learning</td>
</tr>
<tr>
<td>Decisional Capital…how decisions are made</td>
</tr>
</tbody>
</table>
Principal as Lead Learner

"...the principal does not lead all instructional learning. The principal does work to ensure that intense instructional focus and continuous learning are the core work of the school and does this by being a talent scout and social engineer, building a culture for learning, tapping others to co-lead, and, well, basically being a learning leader for all."

Fullan pg. 90

The First Key: Leading Learning

The Principal’s New Role

“There has never been a time when the circumstances for the role of principal have been more volatile. Facing the unpredictable, principals must be able to handle a good deal of ambiguity while displaying strong lead learner qualities.”

Fullan p.145
# Learning Journal
The Principal: Three Keys to Maximizing Impact

<table>
<thead>
<tr>
<th>Keys:</th>
<th>Provide evidence of your current use:</th>
<th>Identify two ways to deepen use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leading Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Being a District and System Team Player</td>
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<td></td>
</tr>
<tr>
<td>3. Becoming a Change Agent</td>
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</tbody>
</table>
Push/Pull

- PUSH FACTOR: School is increasingly boring for students and alienating for teachers.

- PULL FACTOR: The ever alluring digital world.

Stratosphere Defined

New Learning—
Exciting innovative learning experiences for all students needs to be:

- Irresistibly engaging for both students and teachers
- Elegantly efficient and easy to use
- Technologically ubiquitous 24/7
- Steeped in real-life problem solving

Teachers and Students as Pedagogical Partners

Teacher as Facilitator .17

- (simulations and gaming; inquiry based; smaller class sizes; individualized instruction; problem-based learning; web-based; inductive teaching)

Teacher as Activator .60

- (reciprocal teaching; feedback; teacher-student self-verbalization; meta-cognition; goals-challenging; frequent effects of teaching)
Positive Contagion

- People take to change when:
  - It is intrinsically interesting,
  - They have some say in its evolution,
  - They are developing ownership with others, and
  - They enjoy doing something worthwhile with peers inside and outside their schools.

Video Case:
The New Leader in Action
Central Peel SS

Form a Trio

Record your observations of your assigned role.

Share your observations with the trio.

Elements of Success

- Leadership is the “glue” that pulls these elements together.
- Vision and goals
- Resources
- Exemplary pedagogy
- Data
- Digital citizenship
- Proliferation of leadership
- Unbounded learning
Creating Conditions for Success

- Remove obstacles
- Provide resources
- Support autonomy and group development
- Call attention to progress through celebration

<table>
<thead>
<tr>
<th>Anticipation Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before</strong></td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>Teachers are bored.</td>
</tr>
<tr>
<td>The principal’s most important role is that of instructional leader.</td>
</tr>
<tr>
<td>Schools function best as autonomous organizations.</td>
</tr>
<tr>
<td>Teacher appraisal systems will ensure better quality of teaching and student success.</td>
</tr>
<tr>
<td>Learning is the work.</td>
</tr>
<tr>
<td>Technology is the answer to improving student learning.</td>
</tr>
<tr>
<td>The principal’s role is too complex.</td>
</tr>
<tr>
<td>Having too much “moral imperative” (passion for the work) can be detrimental.</td>
</tr>
<tr>
<td>The boundary between the school and the outside is becoming more permeable. This has opened up an exciting new (and daunting) work for principals.</td>
</tr>
</tbody>
</table>

Anticipation Guide

- Complete the final column of the anticipation guide.
- Did your thinking change?
- Share your insights with a partner.
## Moving to Action

### Maximizing Impact Plan

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the PUSH- PULL dynamics in your situation?</td>
<td></td>
</tr>
<tr>
<td>What change are you willing to fight for?</td>
<td></td>
</tr>
<tr>
<td>What steps will you take to create conditions for success?</td>
<td></td>
</tr>
<tr>
<td>What have you learned from the 3 roles that will help you?</td>
<td></td>
</tr>
</tbody>
</table>
Sharing Protocol: The Consulting Line

- Describe your change issue or challenge.
- Collect suggestions from your partner.
- Reverse roles and repeat.

A critical role meets vibrant opportunity!

- If you are proactive, you will find the role deeply fulfilling, and you will be appreciated on many fronts.
- So, principals, you are needed more than ever—maximize your impact!
The Principal: Three Keys to Maximizing Impact


Michael Fullan, OC is the former Dean of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, he advises policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. Michael Fullan received the Order of Canada in December 2012. He holds honorary doctorates from Duquesne University, Pittsburgh, Pennsylvania; University of Edinburgh, Scotland; Newman University College, University of Leicester; and Nipissing University in Canada.

Fullan is a prolific, award-winning author whose books have been published in many languages. His book Leading in a Culture of Change was awarded the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council), Breakthrough (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education, Turnaround Leadership in Higher Education (with Geoff Scott) won the Bellwether Book Award in 2009, and Change Wars (with Andy Hargreaves) was awarded the 2009 Book of the Year Award by Learning Forward. His latest books are:

- All Systems Go, 2010
- The Moral Imperative Realized, 2010
- Change Leader: Learning to Do What Matters Most, 2011
- Professional Capital, Transforming Teaching in Every School (with Andy Hargreaves), 2012
- Motion Leadership In Action, 2013
- The Principal: Maximizing Impact, 2014

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