Partners in Learning
International Workshop Series with Michael Fullan

Short Course
Module VII — Moral Imperative and Closing

June 2006
Learning to Lead Change: Building System Capacity is a series of publications developed for Microsoft’s Partners in Learning initiative. The documents are:

- Core Concepts
- A Short Course
- Case Studies
- Facilitator Guide
- Annotated descriptions of the 20 best books on leading change (see www.michaelfullan.ca)
- Links to ten best online resources for ideas and tools for developing effective leadership for change

Microsoft describes the purpose of the Partners in Learning initiative as “part of Microsoft’s comprehensive commitment to promoting digital inclusion and to partnering with governments to bring the benefits of technology to communities and classrooms around the world. Microsoft believes that through our collaboration, we can empower schools, strengthen teacher leadership and increase student achievement throughout the world.”

In our publications the emphasis is not on technology, per se. In studies of successful organizations and school systems, time and again it has been found that technology must be conceptualised in the context of change in the culture of the system, and in schoolwide and systemwide purposes. The goal of the training modules is to provide awareness and understanding of key ideas for leading change.
For those wanting to delve deeper into the ideas, we have captured this growing knowledge base in several recent publications:

*The New Meaning of Educational Change, 3rd Ed. (2001)*
- This is the basic textbook and covers all phases of the change process and all roles

*Leading in a Culture of Change (2001)*
- Focuses on what successful education and business leaders have in common

*Change Forces with a Vengeance (2003)*
- The third in the *Change Forces* trilogy examines both how to understand complex systems and how to transform systems for the better

*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 (turning around individual failing schools), and instead make the case for transforming all schools. Based on closing the income and education gap in societies, the book first demonstrates the social consequences of not focusing on closing the gap of high and low achievement, and then 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.
Participants in the training sessions are asked to identify a specific change initiative or project in which they are currently engaged. There will be an opportunity throughout the modules to apply ideas and concepts to the selected project.

The main objectives are:

(i) To deepen your understanding of educational change;

(ii) To extend your knowledge of cutting edge research and practices of educational reform;

(iii) To show what capacities are needed to bring about effective school/community, district and system reform;

(iv) To provide you with an opportunity to apply these learnings to your own projects.

There are seven main modules:

Module I  The Change Process
Module II  Leadership for Change
Module III  Learning Communities at the Local Level
Module IV  Role of the District
Module V  Case Studies
Module VI  Sustaining Reform
Module VII  Moral Imperative/Closing
Tri-Level Reform

Enlarging Your World

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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
## Module vii

### The Moral Imperative of School Leadership

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<td>3</td>
<td>Making a Difference Beyond the School</td>
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<td>2</td>
<td>Making a Difference in the School</td>
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<td>Making a Difference to Individuals</td>
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— Fullan, 2003

### The Moral Advantage

1. Find a larger purpose that inspires your work.
2. It is never too early to find a noble purpose in your business career — and it is never too late.
4. Find mentors who represent models of success and integrity.
5. Use your moral imagination to generate creative business solutions.
6. Use your moral imagination to transport yourself into the thoughts and feelings of everyone in your business world.
7. Stay humble, especially after gaining financial power and influence over others.
8. Find and sustain your ethical bearings by paying attention to both the ends that you seek and the means by which you seek them.
9. Resist the cynicism and discouragement that may arise with the realization of how far from perfect you really are.
10. When you attain a leadership position, consider it a service rather than a privilege, and use it to pass your purpose on to others.

— Damon, 2004

### Hope

Hope is definitely not the same thing as optimism. It is not the conviction that something will turn out well, but the certainty that something makes sense, regardless of how it turns out. It is hope, above all, that gives us strength to live and to continually try new things, even in conditions that seem hopeless.

— Havel, 1990
Personal Notes/Freewrite

List in point form what follow-up actions you will take as a result of the Learning to Lead Change modules.
Michael Fullan is Professor of Education at the Ontario Institute for Studies in Education of the University of Toronto. He has developed a number of partnerships designed to bring about major school improvement and educational reform. He participates as researcher, consultant, trainer and policy advisor on a wide range of educational change projects with school systems, teachers' federations, research and development institutes and government agencies in Canada and internationally. He has published widely on the topic of educational change. His books have been translated into many languages. In April 2004, Michael Fullan was appointed Special Adviser to the Premier and the Minister of Education in Ontario.

Michael Fullan’s books include:

- The What’s Worth Fighting For trilogy (with Andy Hargreaves)
- The Change Forces trilogy
- The New Meaning of Educational Change (2001)
- Leading in a Culture of Change (2001)
- Breakthrough (2006)
- Turnaround Leadership (2006)

Ann Kilcher is an independent consultant based in Halifax, Nova Scotia. The focus of her work is educational change and leadership development. Ann has worked with schools, districts, departments of education, and teachers' organizations over the last two decades helping them to plan and implement various reform initiatives. She has developed the facilitators guide in the Microsoft PIL project, and provided corresponding training for facilitators.

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Our thanks to Microsoft for funding this project through Partners in Learning.

June 2006