

## 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.

#	Quote	Quick Write
1	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)	
2	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)	
3	...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)	
4	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)	

**Jigsaw**

- All: Read 'A Framework for Leading Learning'
- A: Read 'Human Capital'
- B: Read 'Social Capital'
- C: Read 'Decisional Capital'

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**The Principal: Maximizing Impact**

Fullan, M. In press. Jossey-Bass.

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**A Framework for Leading Learning**

Let's begin with an example of aspects of the professional capital concept in action. We filmed Park Manor Public School in Elmira, Ontario because it was producing great results in student achievement using well-directed collaborative strategies that employed technology to go deeper. Below, principal, James Bond, describes how he supports innovation as he helps to develop focus across the school. I remind you to focus here on his approach with the teachers, which applies equally well to situations in which technology is not at issue:

You need to be willing to get messy [with technology], as every tool, program, application or website will not work perfectly every time and the beginning is inefficient.... I tried to make it easy for teachers [to use technology] by having it in their classrooms set up for them all the time, so they just have to turn it on.... Especially in the beginning when there wasn't much [technology] expertise in the school, I would showcase and model applications at staff meetings or professional development sessions. We used the gradual release model and differentiated the professional development each teacher needed based on their zone of proximal learning [with respect to technology].

I was also willing to help them when they had problems [using the technology], so they would be ok with not knowing how to use it in front of me and see that it was ok not to know how to use [the technology] perfectly....

As more [technology] expertise grew in the building, I encouraged the staff to learn from each other and then even from the students. I really tried to connect teachers who were learning how to use technology to those teachers who were reluctant.... I really tried to let

the staff find ways to use [technology] to help their students and let go of other uses [of technology] that they weren't ready for or didn't feel were value added, although I could see the benefits. (personal communication, May, 2013).

At the school we watched Bond being quite explicit about fostering learning among staff—learning that develops 'exemplary pedagogy' (the school's term) that promotes learning of deep goals (such as critical thinking, communication and problem solving). The teachers confirmed the daily presence of these strategies, For example, says one teacher, "James allowed collaboration time with other 'informed' staff members - shared apps, sites, and tips with us technologically inept individuals." Bond practiced and encouraged "'On the fly' sharing of 'how to' websites" and other suggestions. He emphasized "having the technology available to the students so we could learn alongside them."

Another teacher notes that "James allowed us to explore technology at our own pace...did not push it on us. He encouraged those who were comfortable with new uses and applications to share their successes with us, which in turn, made some of us try."

A third responded positively to principal Bond's 'adding a section to the learning cycle template that included how to use technology'. [It] got me thinking about how I was going to integrate technology from the beginning of the planning cycle." Bond pointed the teacher toward "asking students how they like to use different technologies and have them show me how to use it (if I did not already know)." He also got "other teachers to show me how they use technology (i.e. staff meetings when we went to everyone's room)."

As Bond's example should suggest, the actions of the principal are leading learning; the way in which he or she expects and enables staff to learn from each other in specific ways that develop their capacities and that enhance student learning are all manifestations of professional capital at work. Being a good change leader Bond creates a climate of non-judgmentalism (it's okay to make mistakes as you learn). The culture of the school is the focal point with all of its staff and students. As this culture becomes embedded it becomes less and less dependent on the actions of the principal and more a function of how staff carry on their day to day work, and how everyone learns from each other. Above all, the work is highly focused, precise and relentless, and embedded in the culture of the school. The end result is that the principal and the teachers, as a group, are in this together. It is no accident that students writing proficiency scores on the provinces high standard assessment increased from 69% to 87% in the first three years of this work.

Professional capital is a function of the interaction of three components—human capital, social capital, and decisional capital. In the principal’s case, *human capital* refers to the human resource or personnel dimension of the quality of teachers in the school—their basic teaching talents. Recruiting and cultivating the skills of individual teachers is one dimension of the principal’s role. *Social capital* concerns the level of quality and quantity of interactions and relationships among people. Social capital in a school affects teachers’ access to knowledge and information; their senses of expectation, obligation and trust; and their commitment to work together for a common cause. *Decisional (or decision-making) capital* refers to the sum of practice and expertise in making decisions that may be spread across many individuals or groups within a school and its community. Decisional capital is that which is required to make good decisions—in our case especially decisions about how to put human and social capital to work for achieving the goals of the school.

This three-part conception of professional capital can be used as a way of organizing one’s roles in leading learning. In effect, the role of school leaders is to build ‘professional capital’ across and beyond the school. All three must be addressed explicitly, and in combination.

Schools that invest in both human and social capital and make them interact build the resources required for school-wide success. They quite simply come to have the wherewithal to accomplish wider and deeper results. The principal’s role is to participate as a learner and leader in ensuring that the combined human and social capital forces are devoted in a targeted, continuous manner at outcomes.

### **Human Capital**

*Human capital* is essentially about the quality of individual teachers—the personnel dimension if you will. It is about attracting and then cultivating talent. Not all principals have the choice of who is on staff but the front-end task is to hire teachers who have at least four core qualities: high moral imperative relative to the learning of *all students* regardless of background; strong instructional practice; desire to work collaboratively; and commitment to continuous learning.

Further development on the job is the key. We know that most teachers do not get ongoing feedback about the quality of their teaching. The question then is what conditions or processes best serve that purpose. I have already observed that formal appraisal schemes represent a crude and ineffective method as *the main mechanism* for giving constructive feedback. How many professions do you know in which formal appraisal looms as the major instrument of improvement? There are better ways of improving all teachers, or of getting rid of the bottom 5%—one of them being strong collaborative cultures (i.e. social capital). If you make culture the main strategy, formal feedback becomes a lot easier. Thus much of the effective feedback becomes built into the day-to-day purposeful interactions of the culture at work. And recall the effective principal participates in shaping the culture of learning. It is more natural, organic and by definition persistent so that it is more effective. Most teachers want constructive feedback to get better, and most find it lacking in the culture of the profession.

In my experience, formal appraisal schemes always become counterproductive when people bend over backwards to separate coaching from 'evaluation', for example by specifying that instructional coaches should give only non-evaluative feedback or by making principals responsible only for formal, consequential evaluation. This separation is typically associated with *low trust cultures*. It's there to protect. But put all the protective mechanisms you want in a low trust culture, and you will still never get motivated development. All feedback in a sense is evaluative and when carried out *primarily for growth* it results in improvement. If feedback that is acted on is the main point, and surely it should be, then let's see how that can be accomplished best, and not make formal appraisal an end in itself.

In all of the literature about principals who lead successful schools, one factor comes up time and again: *relational trust*. Principals who help build collaborative cultures do so by establishing conditions of non-judgmentalism (feedback primarily for growth) and transparency (openness about results and about practice). Most teachers grow under these conditions, and indeed, in a culture of healthy pressure (high expectations), and support (technical and emotional) peers help each other grow. Under these conditions principals have no problem getting rid of persistently ineffective teachers (who indeed become few in number). In fact, Bryk and Schneider (2002) found that principals who had high relational trust with teachers as a group were more likely to act to dismiss incompetent teachers.

Systems can and should 'get evaluation right' in the formal sense. The Organisation for Economic Co-operation and Development (2013) has well summarized the key issues concerning 'Using evaluation to improve teaching'. Its TALIS survey of teachers in 25 countries strikes all-too-familiar notes: 22% of the teachers have *never* had any feedback from their principals (not to mention whether the feedback was valuable from any of those who did get appraised); over 50% have never received feedback from external source; yet 79% of teachers would find constructive feedback helpful. And as OECD also found, there are increasingly good formal appraisal frameworks around the world that contain valuable components, and standards therein.

Formal teacher appraisal can never be the main driver to improve the profession. But since most jurisdictions are developing and requiring formal appraisal let's position it effectively:

1. Make the appraisal framework sound (based on best standards and efficient ways of assessing them).
2. Underpin its use with a development/improvement philosophy vs an evaluative punitive stance.
3. Make the learning culture of schools and districts the main event and integrate any performance appraisal in the service of this shared work.
4. Ensure that professional development/learning is a fundamental ongoing feature of the entire process.
5. Realize that by far the most effective/telling feedback that teachers will get is that which is built into the purposeful, interaction between and among teachers and the principal. Such interaction is specific to the task of learning. For example, collective analysis of evidence of student learning and the practices that lead to greater learning is at the heart of continuous improvement.

In short, use formal appraisal of your human capital to buttress.

### **Social capital**

Social capital is expressed in the interactions and relationships among the staff of any school that support a common cause. There is no question that a group with plenty of social culture is able to accomplish much more than a group with little—not a correlation but cause and effect.

Interpersonal trust and individual expertise work hand in hand toward better results. Social capital increases your knowledge because it gives you access to other people's human capital.

Thus a principal's main role is to build the professional capital of teachers working together—and this is quite precise work that requires specific attention to personalized learning, diagnosis of learning needs, instruction that suits the purpose, and teachers learning from each other what works best. It is also crucial to build the social capital of the broader community. Especially in those schools situated in communities with severely deprived conditions, it is essential for the school to reach out and develop ties with parents and community leaders. Bryk, et al put it this way:

“Herbie Hancock Elementary School succeeded despite its location in a high-crime neighborhood with weak social resources. It is a story of exceptional leadership that created strong links with organizations both inside and outside the community, and built relational trust among school community members, while pursuing a program of improvement” (2010: 195).

When schools work on their own social capital they are more likely to see parents and the community as part of the solution; when they remain as isolated individualistic cultures they can easily treat parents as part of the problem thereby reinforcing a downward spiral.

## Decisional Capital

“Decisional capital” refers to resources of knowledge, intelligence and energy that are required to put human and social capital to effective use. It is, basically, the capacity to choose well and make good decisions. It is best thought of as expertise that grows over time. It should be thought of at both the individual (i.e. a given teacher’s expertise), and the group levels (the collective judgment of two or more teachers). Like decision-making itself, the process of accumulating decisional capital should also be deliberate. In schools, principals must have great decisional capital of their own, but even more of it should reside in the many other individuals and the groups of which schools are comprised. When human and social capital merge over time, based on the expertise of the people learning through deliberate practice, their professional judgment becomes more powerful.

This decisional form of professional capital can be easily taken for granted, yet it is at the heart of any profession. Working in isolation does not usually increase this type of expertise. Nor does working together autonomously increase it. Beware of schools where teachers appear to be working together but mainly run on ‘contrived collegiality’ where administrators have mandated PLCs, or ‘cosy collaboration’, in which there is little focus and intensity of effort, as was the case in District A of our PLC example above.

Instead, decisional capital is developed through deep learning cultures. Consider this example from outside the field of education per se. When Liker and Meier (2007), who have studied Toyota over the years, found that Toyota’s culture was so effective at continuous learning linked to top performance, they traced this strength to “the depth of understanding among Toyota’s employees regarding their work’ (p. 112). I prefer to say *shared depth*. You don’t get depth at a workshop; you don’t get it just by hiring great individuals. And you don’t get it through congenial relationships. You develop shared depth through continuous learning, solving problems and by getting better and better at what you do. Developing expertise day after day by making learning and its impact the focus of the work is what pays off. Expertise, individual and collective, on a wide basis is what counts.

In schools and educational systems, decision-making capital is about cultivating human and social capital over time, deliberately identifying and spreading the instructional practices that are most effective for the learning goals of the school. People don’t learn these once and for all (and in some cases if at all) in pre-service teacher education programs. They learn them best by practicing on the job having access to coaches and skilled peers. In education, as in any profession, there are discretionary decisions to make to determine the most effective response to the situation at hand.



**Australian Professional Standards for Principals**

1. Leading teaching and learning
2. Developing self and others
3. Leading improvement, innovation and change
4. Leading the management of the school
5. Engaging and working with the community

**Australian Professional Standards for Teachers**

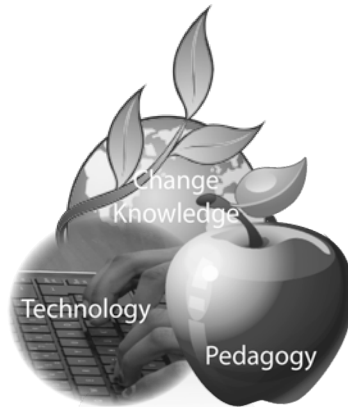
1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents, community

- Examine the Five Australian Professional Standards for Principals.
- How do they compare to the PC article?



Activity




**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)



- Divide table in two groups, A and B.
- All read article in 'LEARNing Landscapes'
- Group A: What is the role of the teacher in the new pedagogy? Summarise the new role of the student with a slogan.
- Group B: What is the role of the student in the new pedagogy? Summarise the new role of the student with a slogan.



## Commentary

# The New Pedagogy: Students and Teachers as Learning Partners

Michael Fullan, University of Toronto

### ABSTRACT

There is currently a powerful push-pull factor in schooling. The push factor is that school is increasingly boring for students and alienating for teachers. The pull factor is that the exploding and alluring digital world is irresistible, but not necessarily productive in its raw form. The push-pull dynamic makes it inevitable that disruptive changes will occur. I have been part of a group that has been developing innovative responses to the current challenges. This response consists of integrating three components: deep learning goals, new pedagogies, and technology. The result will be more radical change in the next five years than has occurred in the past 50 years.

There is currently a volatile push-pull dynamic intensifying in public schools. The push factor is that students are increasingly bored in school and ever more so as they go from grade to grade. My colleague, Lee Jenkins, has been asking thousands of teachers across grade levels how enthusiastic their students are about school. In kindergarten the figure is about 95% satisfaction; and then it goes steadily down until it bottoms out in grade nine at 37%. This represents a tremendous amount of bored students. For teachers one could say that there is only one thing worse than being bored and that is “having to teach the bored.” Moreover, the last two Met-Life surveys (2008 and 2010) have shown a dramatic decline in teacher satisfaction, plummeting from some 54% to 40% or less. Thus, school, as it is currently organized and experienced, is psychologically and literally “pushing” students and teachers out of school.

Michael Fullan

At the same time the digital world of learning and entertainment is exploding, most of it outside schooling. Explosion is the word. What is becoming available is enormous, and easy to access. The pull here is incredibly irresistible, but not necessarily productive in the sense that it is largely ungoverned. Given the push-pull tension we need to avoid either of two extreme reactions. One counterproductive move is to try to rein in students—not a chance against the allure of technology. Another is to marginalize teachers on the grounds that technology can replace them. This too would be a mistake, as mere immersion in the land of information does not make one smarter.

So we are left with a fundamental problem: the dynamic push-pull phenomenon is rapidly reaching a breaking point. Enter the “new pedagogy.” In my book, *Stratosphere* I suggested that the learning solution would have to meet four criteria. They must be:

- i) Irresistibly engaging for both students and teachers
- ii) Elegantly efficient and easy to access and use
- iii) Technologically ubiquitous 24/7
- iv) Steeped in real-life problem solving (Fullan, 2013a)

This new engagement is in pursuit of “deep learning goals,” which we have referred to as the 6cs: critical thinking and problem solving; communication; collaboration; creative thinking and imagination; character education; and citizenship (Fullan, 2013b). It is clear that schooling would have to be radically overhauled to meet the four criteria above and to enable learning to flourish.

## The New Pedagogy

There are fundamental structural and policy matters to be considered in relation to standards, assessment, governance, and organization of schooling. In this brief paper I want to indicate the starting point—what we call “the new pedagogy.” By definition we only have a preliminary directional notion of what it might look like. In fact I am working with a group of partners to help map out this task.<sup>1</sup> Here we just see the beginning point that can be stated in the following paragraphs.

The basic notion is teachers and students as learning partners. We get an inkling of this in one of the clusters that John Hattie (2012) compared from his

### The New Pedagogy: Students and Teachers as Learning Partners

meta-analysis of over 1000 research studies. At one point he combines certain instructional practices as “teacher as facilitator,” and as “teacher as activator,” and shows their “effect sizes.” He suggests that effect sizes less than .40 are not worth considering, and those above .40 are of increasing interest. This is what he found:

**Teacher as Facilitator** (.17 effect): simulations and gaming; inquiry based; smaller class sizes; individualized instruction; problem-based learning; web-bases; inductive teaching

**Teacher as Activator** (.60 effect size): reciprocal teaching; feedback; teacher-student self-verbalization; meta-cognition; goals challenging; frequent checks on effects of teaching

These findings are provocative and raise several critical questions concerning the new pedagogy. First, they say to me that the reason that the first cluster had such a weak impact is that they were used so to speak “poorly pedagogically.” Put another way, the guide on the side is a poor pedagogue; or we don’t want “a guide on the side” anymore than we need a “sage on the stage.” More proactive partnership will be required.

Second, it is not clear exactly what the new pedagogy would look like. In general terms I would take it as teacher as “change agent or activator,” and student as proactive partner in learning. Not only would this require radically new learning relationships between students and teachers, but also *among* them. The next step, and that is what we are working on, is to map out what this new learning relationship would look like—what it is, and why it would be good for learning.

Third, how can this new learning relationship be developed in a way that it positively affects deep learning goals, such as the 6Cs cited above.

Fourth, Hattie did not even examine the possible role of technology. Two items on his list are simulations/gaming and web-based. They were both in the weak impact category. I would surmise that the main reason is that they were used passively as the teacher as guide on the side. The new question by contrast is, with a strong teacher-learner partnership, how could technology be used to deepen and accelerate learning.

Fifth, and finally, what about the implications for costs. The per-pupil cost of education in the current model is breaking the bank; and when you look closely

Michael Fullan

it is inefficient as well as ineffective. I had a throwaway line in my book that said, “welcome to the stratosphere where you get twice the learning for half the cost.” This now seems to be an underestimation of the cost of running the new pedagogy. Take three obvious time and cost savers that could come together. One, to put it crassly, is *student labor*—in the new system students help teachers with technology; they help other students as tutors and co-learners; and they help themselves through taking on a greater share of learning as partners. None of this costs a single penny. Also, because the new pedagogy harnesses learning resources 24/7, the *learning day* is effectively doubled or more. Lastly, technology can achieve new efficiencies as it reaches more learners, more easily just as the MOOCs<sup>2</sup> are doing in higher education. All in all the new system will be cheaper, easier, deeper, and more engaging.

Taken together these five implications represent a new learning agenda that is as exciting as it is daunting. This work will draw new energy that will expand geometrically as it feeds on itself. This is what Clayton Christensen means by “disruptive innovations.”<sup>3</sup> The scenario is this: the status quo is beginning to reach the limits of its yield (the push factor above); people still are committed to continuous improvement of the existing system (albeit with marginal results); along comes disruptive innovations (e.g., digital product); these early versions, to use Christensen’s critical observation, are “inferior products” (compared at this early stage to existing versions); and what ensues is a “rapid learning cycle” where innovations are tried, discarded, refined, and ever improving.

### Future Directions and Considerations

The question for the field of education is how it can best participate in this rapid learning cycle while working in an otherwise less and less functional system. The general conclusion for me is that this will be a messy period in which the best stance is to become a reflective doer and learner. One way of cutting this is to think of working simultaneously on continuous improvement and on innovation. In the “Great to Excellent” paper (Fullan, 2013b), I recommended that Ontario “continue” to go deeper in improving literacy, mathematics, and high school graduation, while it simultaneously engaged in “focused innovation” in relation to the 6Cs, and to early learning.

Relative to the 6Cs we need to shift from the perennial superficial homage to the 21st century learning skills, that has been going on for at least a quarter of a

### The New Pedagogy: Students and Teachers as Learning Partners

century, to the development of what it means to actually implement them in practice. This will entail the hard operational work of defining what each of the skills actually means (and their interrelationships), identifying and developing what learning would actually look like, and assessing the learning outcomes therein. This is of course the new pedagogy agenda.

Similar detailed work will have to be carried out relative to early learning. The critical importance of early learning—prenatal to age five—has also been known for a long time. For more than a quarter of century we have known that careful attention to the early years will pay off economically at least seven times the investment, not to mention the myriad benefits for individuals and society that will accrue. In Ontario we are implementing full-day kindergarten (FDK) for all four and five year olds in the province. There are some 250,000 children in question. Half of them are being currently served with the remaining 50% to be incorporated in 2013 and 2014. Focused innovation does not just pertain to structure and capital, or to getting the education force in place (early childhood staff and teachers), but also to the everyday learning curriculum and assessment. In operational terms, what does “play-based inquiry look like,” what does it accomplish, and how does it feed forward to grades one and beyond. This is of course part and parcel of the evolution of the 6Cs curriculum.

From a change perspective we have to work at both the micro and macro levels and their interconnections. At the micro level the watchwords for the new pedagogy are precision, specificity, and clarity. We have to develop in practice what this new work looks like, not in order to prescribe it, but to know what it means and to be clearer about how to do it, assess it, and learn from it.

The macro level involves what we have been working on since 1997—what can be called “whole system change” (WSC). The content of WSC is beyond the terms of reference of this paper. Two things can be said briefly here. One is that we know a good deal about how to improve the whole system in terms of raising the bar and reducing the gap for *all* students, which includes factors such as: a relentless focus on a small number of ambitious goals; a positive non-punitive stance toward the sector that places accountability more in the position of being a motivator; transparency of results and practice including the use of data for improvement, and for public accountability; ongoing investment in capacity building (professional learning); learning from implementation across the system; the development of an infrastructure and related fostering of leadership on all levels; and a general sense of vertical and horizontal partnership committed to immediate and continuous improvement.



Michael Fullan

The second thing that can be said is that no system in the world has developed such an infrastructure as we have just described that was developed to stimulate and serve the kind of innovative teaching and learning that I am portraying in this paper.

In short, we have our work cut out for ourselves. At the same time the direction and nature of the change is reasonably clear, while the development and implementation of solutions is as exciting as it is daunting. What could be a better learning proposition—high risk, high yield in the context of an unavoidable challenge.

### Notes

1. See *Partnership for New Pedagogies for Deep Learning*, including the M. Fullan and M. Langworthy White Paper, <http://www.newpedagogies.org/>, as well as M. Fullan and K. Donnelly, *Alive in the Swamp, Assessing Digital Innovations in Education*. London: NESTA; and Oakland, CA: NewSchools Venture Fund.
2. Massive Open Online Courses
3. Please see: <http://www.claytonchristensen.com/key-concepts/>

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**William G. Davis**  
**Middle School**

- What is the role of the principal in the new pedagogy?






### Consulting Line

1. Identify an issue or challenge you face in developing professional capital and record on the organizer.
2. Record suggestions from your consulting partner. Select the most promising for action.

### My Greatest Challenge



### Solutions/Suggestions

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### Action Note to Self

- What is the most interesting thing I learned today?
- What action am I going to take as a result of the workshop?



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MOTION  
LEADERSHIP

[MICHAELFULLAN.CA](http://MICHAELFULLAN.CA)

Michael Fullan, OC is the former Dean of the Ontario Institute for Studies in Education at 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. From 2004-2013 Michael Fullan served as Special Adviser in Education to the Premier of Ontario. He received the Order of Canada in December 2012 and 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

*Stratosphere: Integrating Technology, Pedagogy, and Change Knowledge*, 2013

*Motion Leadership In Action*, 2013

*The Principal: Maximizing Impact* (in press)

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