



2012 Brock International
Prize in Education Nominee

Michael Fullan

Nominated by Bruce Barnett

2012 Brock International Prize in Education

Nomination Materials for:

Dr. Michael Fullan

Professor Emeritus, University of Toronto, Canada



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Around the globe, teachers, school leaders, and policy makers are consumed with improving student performance. International comparisons of school systems, such as PISA and TIMMS, have captured the attention of the media, politicians, and school reformers. Pressure for reforming schools and improving student achievement also has come from the local level as states, provinces, and local authorities strive to raise accountability and implement high-stakes testing. As this pressure for accountability has increased, school systems are wrestling with how to implement reforms aimed at improving students' academic and social outcomes.

One of the 2012 nominees for the Brock Prize, Michael Fullan, has dedicated his career to understanding the change process and helping school organizations around the world implement system-wide changes intended to build long-term capacity to sustain change and develop professional learning communities. On one hand, Michael is a prolific writer and scholar about school change and reform, having published an astonishing number of books, chapters, and articles on these topics. On the other hand, his ideas are in high demand since he has "gotten in the trenches" with policy makers, school leaders, and teachers to help them formulate coherent strategies for reforming their systems while ensuring these reforms continue by building the capacity for long-term sustainability.

The Brock Prize is based on three major criteria, which Michael meets at an incredibly high standard. Listed below are these criteria and examples of how his life's work has addressed these ideals.

Criteria #1: This person will have made a specific discovery or development that has had a significant impact on the practice or understanding of education.

As demonstrated in the vita, publications, and letters of support included in this portfolio, Michael has dedicated his career to understanding the complexities of the change and reform processes experienced by school organizations. Few people in the world have written as much about school reform and have worked with so many school systems around the world to reculture their organizations to embrace a coherent, system-wide approach to reform. Rather than dealing with incremental pieces of reform, his expertise deals with understanding and shaping policies and practices to ensure system-wide change occurs. As acknowledged by his peers, Michael's work:

- Brings coherence, sequencing, and order to the complexities of the school improvement process
- Acknowledges the importance of capacity building for sustaining change
- Deepens our understanding of professional learning communities as a major school reform initiative
- Connects the moral purpose of schooling with school reform
- Helps systems improve student learning outcomes, systematically analyze data, and monitor student progress

Criteria #2: The idea or concept will have been proved successful by actual practice or at least will have been accepted as valid within the education community.

A testament to the veracity of Michael's ideas is how policy makers, school leaders, and teachers around the world have embraced them. Examples of the leaders and policy makers he has collaborated with include Dalton McGinty (Premier of the Canadian Province of Ontario), Arne Duncan (United States Secretary of Education), Avis Glaze (Secretariat of Literacy and Numeracy in the Canadian Province of Ontario), Mary Jean Gallagher (Chief Student Officer in the Canadian Province of Ontario), Jim Watterson (Director General of the Australian Capital Territory), Greg Whitby (Director of Catholic Schools in New South Wales, Australia), Jim Brandon (Head of School Superintendents in the Canadian Province of Alberta), and Michael Barber (McKinsey & Company, United Kingdom).

Michael has the gift of being able to apply his ideas on school reform and improvement to the workplace. The word "practical" comes up repeatedly in the letters of support provided by his colleagues. A sample of the scope of his influence includes his work with:

- 84 schools serving 39,000 students in the Australian Capital Territory
- 320 leaders in the Catholic school system in New South Wales, Australia
- 50 school leadership teams in Alberta, Canada
- 5000 schools in 72 districts in Ontario, Canada
- 20,000 primary schools in England as part of the National Literacy and Numeracy Strategy

Michael's ability to connect the theory and practice of school reform is noteworthy, demonstrating the success of his ideas and practices. The most prominent effects are mentioned by his peers:

- Significantly raising literacy and numeracy learning outcomes (Gallagher, Hogarth, Reeves, and DuFour letters)
- Developing a theory of change that affects student learning outcomes, which has impacted thinking and actions worldwide (Barber, Gallagher, and Mackay letters)
- Merging the theory and practice of system-wide reform (Gallagher and Mackay letters)
- Implementing strategies that accelerate the change process in a coherent fashion (Watterston and Whitby letters)
- Building the leadership capacity of schools redefining the role of principals (Gallagher and DuFour letters)
- Providing a coherent approach to reform which allows a common language and sense of efficacy to develop (Gallagher and Brandon letters)

Criteria #3: The award is to recognize an individual for exceptional national or international work in the field of education.

During his career, Michael has worked with school systems around the world to implement coherent, capacity-building reform. Over a four-year period, he evaluated the National Literacy and Numeracy Strategy being implemented in 20,000 primary schools in England. Building on this knowledge, he and his colleagues expanded their efforts to implement large-scale reform initiatives in Canada, England and Wales, Australia, and the Netherlands. His ideas also have been implemented in Latin America, Asia, and Europe through Microsoft's Partners in Learning initiative through courses designed to build system capacity for leaders at the school, regional, and state levels.

For these efforts, Michael has received numerous honors and recognitions. For instance, several of his books have been awarded the “Book of the Year” by the National Staff Development Council, American Association of College Teacher Educators, and American Community Colleges Association. In addition, he has received honorary doctoral degrees from Edinburgh University (Scotland), Nipissing University (Ontario, Canada), and University of Leicester (England). (For more examples of awards, see his vita).

Besides acknowledging his substantive contributions, many of the individuals who submitted a letter of support mention Michael’s personal qualities and demeanor. Beyond his vast knowledge of change and school reform, they appreciate his commitment and generosity as well as his ability to serve as a mentor, coach, and guide. They also recognize the importance he places on collegiality by providing networking opportunities with colleagues locally and internationally who are working to reform their school systems.

This portfolio provides evidence of Michael Fullan’s achievements as they pertain to the criteria for the Brock Prize. Besides the information included in this document, more details can be found at his website: www.michaelfullan.ca.

The following sections provide more detail about Michael’s accomplishments:

- Biography - brief overview of his scholarly works and practical applications
- Vita - detailed description of his education, work history, and scholarly products
- Publications - several articles highlighting his ideas related to change and whole-system reform
- Letters of support - insights from individuals who have worked with Michael regarding his impact on them and their school systems

Respectfully submitted,

Bruce Barnett, Professor
Educational Leadership and Policy Studies
University of Texas at San Antonio

Biography

Michael Fullan Biography

Michael Fullan was born in Toronto, Ontario. He earned his Ph.D. in Sociology at the University of Toronto in 1969. He is currently Professor Emeritus at the Ontario Institute for Studies in Education at the University of Toronto, and is Special Adviser on Education to Dalton McGuinty, the Premier of Ontario. He holds Honorary Doctorates from the University of Edinburgh, Scotland, Nipissing University in Canada, and University of Leicester, England. Michael served as dean of the faculty of education at the University of Toronto from 1988 to 2003, leading two major organizational transformations, including a merger of two large schools of education.

Michael is a prolific, award-winning author and his books have been translated into many languages. The close relationship between theory and practice makes his books highly popular with teachers and educational leaders. Much of his work is based on linking moral purpose, which he describes as a deep commitment to all students in raising the bar and closing the gap in student achievement, and capacity building which involves developing the knowledge, skills and competencies required to get better results. Michael's most recent books are: *The Moral Imperative Realized* (2011); *All Systems Go: The Change Imperative for Whole System Reform* (2010); *Motion Leadership: The Skinny on Becoming Change Savvy* (2010); *Change Wars* (2010, with Andy Hargreaves, NSDC book of the year award); and *Turnaround Leadership in Higher Education* (2009, with Geoff Scott, Bellwether book of the year award). Other prominent publications include: *The New Meaning of Educational Change* (2007, 4th edition); *Leading in a Culture of Change* (2002, NSDC book of the year award); *Breakthrough* (2006, with Peter Hill and Carmel Crevola, AACTE book of the year award); *The Challenge of Change: Start School Improvement Now* (2009); *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive* (2008); and *What's Worth Fighting for in the Principalship?* (2008). He and Andy Hargreaves are working on a new book, *Teaching like a Pro*.

Michael's work has influenced educators around the world. Working in partnership with individuals and systems around the world, Michael strives to bring about education reform across entire systems -- from schools and communities, to districts and regions, and government levels. He led the team that evaluated the National Literacy and Numeracy Strategy in England from 1998-2002. This highly successful reform was designed to improve literacy and numeracy across 20,000 primary schools in England. Building on this knowledge, Michael and his colleagues are working in several countries on large-scale reform initiatives, including Canada, England and Wales, Australia, and the Netherlands. He is also working in provinces in Canada and several states in the United States in applying policies and strategies in order to increase the learning and achievement of all students. His ideas also have been implemented in Latin America, Asia, and Europe through the Microsoft's Partners in Learning initiative where Michael has developed an elite course focusing on Learning to Lead Change. The course is designed to build system capacity for leaders at the school, region, and state levels. His new work involves helping achieve 'whole system reform' in Canada, the U.S. and across the world in helping countries learn from each other as they build new capacity within their systems.

Professional Vita

CURRICULUM VITAE

(1) Date of document preparation: JUNE, 2011

(2) **NAME:** Michael Gerald Fullan

Rank: Professor Emeritus

Date of Birth: November 1, 1940

Home Address: 498 St. Clair Avenue East
Toronto, Ontario
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Telephone (416) 481-5919

(3) **DEGREES:**

Ph.D. University of Toronto, Department of Sociology, 1969

M.A. University of Toronto, Department of Sociology, 1966

B.A. University of Toronto, General, 1963

Honorary Doctorates from Edinburgh University (Scotland), Nipissing University (Ontario), University of Leicester (England).

(4) **EMPLOYMENT HISTORY:**

2011 Audit for Director General, Education, Queensland, Australia

2010 Consultant to Secretary of Education U.S., Arne Duncan

2010-present Consultant to the Governor of Puerto Rico on System Reform

2004-present Special Education Adviser to the Premier of Ontario, and to the Minister of Education

2007-2010 Adviser to the Secretary of State, Education, The Netherlands

2007-present Advisor to the State Superintendent of Education, Louisiana

2003-present Founder and President, Michael Fullan Enterprises Inc.

1998-present Management Consultant, various groups in US, Australia and United Kingdom

1996- 2003 Dean, Ontario Institute for Studies in Education
University of Toronto

1995 Policy Implementation Advisor to the Minister of Education and Training (Ontario) on the Report of the Royal Commission on Learning (part-time)

1988-1996	Dean, Faculty of Education, University of Toronto
1981-1987	Assistant Director (Academic), Professor of Sociology, Ontario Institute for Studies in Education
1976-1981	Chairperson and Professor (1980), Department of Sociology, Ontario Institute for Studies in Education
1973-1976	Associate Professor, Sociology, Ontario Institute for Studies in Education
1968-1972	Lecturer, Assistant Professor in Sociology, Ontario Institute for Studies in Education

(5) **SCHOLARLY AND PROFESSIONAL ACTIVITIES:**

a) Awards:

- Ontario Principals Council, Award for Outstanding Educator , 2004
- Elected Member of National Academy of Education, U.S.
- Laureate Chapter Member, Kappa Delta Pi, 1998
- Whitworth Award for Educational Research, Canadian Education Association, 1997
- Contribution to Staff Development Award,
National Staff Development Council, 1995
- Ontario Association of Curriculum Development
- Colonel Watson Award, 1993
- Canadian Association of Teacher Educators Award of
Excellence, 1990

Four book of the year awards: *Leading in a Culture of Change* (National Staff Development Council); *Breakthrough* (American Association of College Teacher Educators); *Change Wars* (with Andy Hargreaves) (National Staff Development Council); and *Turnaround Leadership in Higher Education* (with Geoff Scott) (Bellweather Award , American Community Colleges Association).

b) Executive and Editorial Positions:

Current member of the editorial group on the journals:
American Journal of Education, *Canadian Journal of Education*, *Curriculum Inquiry*,
The Alberta Journal of Education, *School Effectiveness and School Improvement*,
Education Administration Quarterly, *Journal of Education Policy*, *The Chinese University of Hong Journal of Primary Education*, *American Educational Research Journal*, *Teaching Education*

2000	Member of Advisory Board, Journal of Educational Policy, Boston
1999	Co-Chair, Curriculum Implementation

1999	Strategy Committee, Ontario Ministry of Education	Partnership
1999	Faculty Board, University of Melbourne	
1997	Advisory Committee, Soros Foundation, Budapest	
1997	Advisory Board of Advanced Studies Program, Institute of Education, Kiel University	
1994	Member of Advisory Board of the Hong Kong Institute of Educational Research of the Chinese University of Hong Kong	
1993	Chair, Education Committee, The Walter and Duncan Gordon Charitable Foundation	
1993-1994	Member of the External Review Committee to Review Teacher Education in Nova Scotia	
1993-1995	Member of Board of Directors, The Learning Partnership	
1988	Founding and Continuing Member of the Learning Consortium, Toronto	
1982-1986	Member of International Steering Group, School Improvement Project, Organization for Economic Cooperation and Development (OECD)	
1983-1985	Member of National Advisory Board, Research and Development Center for Teacher Education, University of Texas, Austin, Texas	

c) Memberships:

- Canadian Society for the Study of Education
- American Educational Research Association

(6) **CAREER NUMBER OF SUPERVISORSHIPS:**

<u>Completed</u>	
Master's	5
Ed.D.	8
Ph.D.	11
Total # of Ph.D. Committees served on:	82

(7) **GRADUATE COURSES TAUGHT:**

Joint Centre for Teacher Development (FEUT/OISE)
 1324 Teacher Development and School Improvement

The Ontario Institute for Studies in Education

- 1909 Practical Problems in Educational Innovation
3911 Planned Educational Change: Intervention Theories and Methodologies
1929 The School and the Community
1990 Applied Sociological Field Research in Education

(8)

PUBLICATIONS:

a) Doctoral thesis:

"Workers' Receptivity to Industrial Change in Different Technological Settings", 1969.

b) Books or chapters in books, review articles:

Change Leader. Jossey-Bass (2011).

The Moral Imperative Realized. Corwin Press (2011).

All Systems Go. Corwin Press (2010).

Motion Leadership: The Skinny on Becoming Change Savvy. Corwin Press (2010).

Motion Leadership: The Movie. Corwin-Sinet (2010).

Realization: Deepening District-Wide Reform. Corwin Press (2009).

The Six Secrets of Change. Jossey-Bass.(2008).

What's Worth Fighting for in the Principalship (2nd Edition). Teachers College Press.

The New Meaning of Educational Change. Teachers College Press (2007).

Change theory as a force for school improvement. In J. Burger and K. Leithwood (eds.), *A General Theory of Everything in Education* (2007).

Sustaining leadership in complex times: An individual and system solution (with Lyn Sharratt). In B. Davies (ed.), *Sustaining and Developing Leaders* (2007).

Turnaround Leadership. Jossey-Bass (2006).

Breakthrough. (with Peter Hill and Carmel Crevola). Corwin Press; Toronto, Ontario Principals Council (2006).

Learning Places. (with Clif St Germain). Corwin Press; Toronto: Ontario Principals Council (2005).

Leadership and Sustainability. Corwin Press; Toronto, Ontario Principals Council (2005).

Beyond islands of exemplary cases. In G. Ponder and D. Strachan (eds), *Deep Change*. Information Age Publishing (2005).

Professional learning communities writ large. In R. Dufour, R. Eaker and R. DuFour (eds.), *On Common Ground*. National Education Service (2005).

Turnaround leadership. *Education Forum*. V.69,N.2, pp. 174-181. 2005.

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2005.
Tri-level development: It's the system. (with M. Barber). *Education Week*, March 2, 2005.
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Keys for effective schools: Educational reforms as continuous improvement. In W. Hawley (ed.), *Educational Reform as Continuous Improvement*. Corwin Press (2001).
Change Forces: The Sequel. Falmer, Press, Taylor & Francis Inc (1999).
Quatre décennies de réformes de l'éducation (Education Reform on the Move). OPTIONS CEQ, Number 18, pp. 27-40, published by la Centrale de l'enseignement du Québec, Montréal, Québec. Spring, 1999.
Education reform: Are we on the right track? Education Canada, Vol. 38 No. 3, pp. 4-7. Published by Canadian Education Association/ Association canadienne d'éducation (1998).

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Mobilizing change efforts at the school level. In L. Darling-Hammond & G. Sykes, (eds.), *The Heart of the Matter: Teaching as a Learning Profession*. Jossey-Bass (Forthcoming).
Linking change and assessment. In P. Rea-Dickins and K. Germaine (eds.), *Managing Evaluation and Innovation: Building Bridges*. Addison-Wesley Longman (1998).
Agents, provocateurs: Reform-minded leaders for schools of education. In D. Thiessen and K. Howey, (eds.), *Leadership for Change in Faculties of Education*. American Association of Colleges for Teacher Education (1998).
What's Worth Fighting for in the Principalship. Teachers College Press (1997).
Emotion and hope: Constructive concepts for complex times. In A. Hargreaves (ed.), *Rethinking Educational Change with Heart and Mind*. ASCD Yearbook (1997).
Leadership for change in colleges of education. In D. Thiessen (ed.), *Leadership for Change*. Ohio State University (1996)
Broadening the concept of teacher leadership. *New Directions*. National Staff Development Council (1995).

- The evolution of change and the new work of the educational leader. In W. Kam-Cheung and C. Kai-Ming (eds.), *Educational Leadership and Change: An International Perspective*. Hong Kong University Press (1995).
- Leadership for change. In K. Leithwood (ed.), *International Handbook of Educational Leadership*. Kluwer Press (1995).
- Teacher education in Canada: A case study of British Columbia and Ontario. In M. Wideen and P. Grimmett (eds.), *Changing Times in Teacher Education: Restructuring or Reconceptualization?* Falmer Press (1995).
- Change Forces: Probing the Depths of Educational Reform*. Falmer Press (1993). Translated into Finnish, *Muutosvoimat: Koulunuudistuksen Perusteiden Pohdintaa*. Helsinki, Finland: Painatuskeskus Oy (1994).
- Coordinating top-down and bottom-up strategies for educational reform. In S. Fuhrman & D. Elmore (eds.), *Governing Curriculum*. ASCD (1994).
- The evolution of change and the new work of the educational leader. In A. Wong (ed.), *Educational Leadership and Change: International Perspectives*. Hong Kong University Press (1994).
- Innovation, reform, and restructuring strategies. In G. Cawelti, (ed.), *Challenges and Achievements of American Education: 1993 ASCD Yearbook*. (Also published in P. Ruohotie and P. Grimmett (eds.), *New Themes for Education*. Finland Ky (1994).)
- The limits and the potential of professional development. In T. Guskey, (ed.), *New Paradigms and Practices in Professional Development*. Teachers College Press (1995).
- Teacher leadership: A failure to conceptualize. In D. Walling (ed.), *Teachers as Leaders*. Phi Delta Kappan (1994).
- Coordinating school and district development in restructuring. In J. Murphy and P. Hallinger (eds.), *Restructuring Schooling: Learning from Ongoing Efforts*. Sage (1993).
- Successful School Improvement*. Open University Press (1992).
- What's Worth Fighting for in the Principalship?* Ontario Public School Teachers' Federation (1988); The Regional Laboratory (1992). (Also published as *What's Worth Fighting for in the Headship?* Open University Press (1992).)
- (with N. Watson) Beyond school district-university partnerships. In M. Fullan and A. Hargreaves (eds.), *Teacher Development and Educational Change*. Falmer Press (1992).
- (with A. Hargreaves, Eds.) *Understanding Teacher Development*. Cassell (1992).

- (with A. Hargreaves) *What's Worth Fighting for in the School?* Ontario Public School Teachers' Federation (1991); The Regional Laboratory (1992); Open University Press (1992).
- (with A. Hargreaves, Eds.) *Teacher Development and Educational Change*. Falmer Press (1991).
- (with S. Stiegelbauer) *The New Meaning of Educational Change*. Teachers College Press; OISE Press; Cassell (1991).
- Change processes in secondary schools: Towards a more fundamental agenda. In M. McLaughlin, J. Talbot and N. Bascia (eds.), *The Contexts of Teaching in Secondary Schools: Teachers' Realities*, New York: Teachers College Press. 1990.
- Staff development, innovation and institutional development. In B. Joyce, (ed.), *Changing School Culture Through Staff Development: 1990 ASCD Yearbook* (1990).
- Implementing the implementation plan. In M. Wideen and I. Andrews (eds.), *Alternative Perspectives on Staff Development*, Falmer Press (1987).
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- School focused in-service education. In D. Hopkins (ed.), *Inservice Training and Educational Development*. Croom Helm (1986).
- The principal as an agent of knowledge utilization (KU) for school improvement. In D. Hopkins and M. Wideen (eds.), *Alternative Perspectives on School Improvement*. Falmer Press (1984).
- Implementation und evaluation von curricula: USA and Kanada. In U. Hameyer, K. Frey, Haft (Hrsg.), *Handbuch der Curriculum forschung*, Beltz Verlag Weinheim und Basel (1983).
- The Meaning of Educational Change*. Teachers College Press and OISE Press (1982).
- Research into educational innovation. In H. Gray (ed.), *Research and Consultancy in the Management of Educational Institutions*. Falmer Press (1982).
- School district and school personnel in knowledge utilization. In R. Lehming and M. Kane (eds.), *Improving Schools: What We Know*. Sage Publications (1982).
- Research on the implementation of educational change. In R. Corwin (ed.), *Research in Sociology of Education and Socialization*. JAI Press (1981).
- The relationship between evaluation and implementation in curriculum. In A. Lewy (ed.), *Evaluation Roles*. Gordon and Breach Publications (1980).
- (with M. Miles) The nature and impact of OD in school districts. In M. Milstein (ed.), *Schools, Change and Conflict*. Teachers College Press (1980).

- (with M. Miles) Organization development in schools. In P. Smith (ed.), *Small Groups and Personal Change*. Methuen Publications (1980).
- (with M. Miles) The state of the art of OD in education: An empirical assessment. In W. Burke (ed.), *The Cutting Edge: Current Theory and Practice in Organization Development*. University Associates (1978).
- (with G. Eastabrook and J. Biss) Action research in the school: Involving students and teachers in classroom change. In R. Carlton, L. Colley and N. Mackinnon (eds.), *Education, Change and Society*. Gag (1977).
- An overview and critique of OD in schools. *Open University Course E283, Management of Education*. Open University Press (1976).
- The problems of school change and implications for organization futures. In T. Morrison and A. Burton (eds.), *Reforms and Alternatives in Canadian Education*. Holt, Rinehart and Winston (1973).
- (with G. Eastabrook and P. Hewson) A new look at school innovativeness. In T. Morrison and A. Burton (eds.), *Reforms and Alternatives in Canadian Education*. Holt, Rinehart and Winston (1973).

c) Papers in refereed journals:

- Choosing the wrong drivers for whole system reform. Center for Strategic Education, Melbourne, Australia, 2011
- The future of educational change: system thinkers in action. *Journal of Educational Change*, V.7, No. 3, pp.113-122, 2006.
- Leading professional learning. *The School Administrator*, pp. 10-14, Nov. 2006.
- Accomplishing district wide reform (Sharratt and Fullan). *Journal of School Leadership*, V.16,, pp. 583-595, 2006.
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- (with A. Hargreaves) New visions of mentoring. In C. Mullen and W. Kealy (eds.), *Mentoring in the New Millennium. Theory Into Practice*. Columbus, Ohio. Winter, 2000.
- Schulentwicklung im Jahr 2000, *Journal Für Schulentwicklung: Theorie Und Forschung In Der Schulentwicklung.*, Studien Verlag: Innsbruck-Wien-München, 4. Jahrgang, 4/2000.
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- Breaking the bonds of dependency: Leadership for the 21st century. *Educational Leadership*, (55)7, 6-10. 1998.

- Professional culture and educational change. *School Psychology Review*, (25)4, 496-500. 1996.
- Turning systemic Thinking on its head. *Phi Delta Kappan*, (77)6, 420-423. 1996.
- The school as a learning organization: Distant dreams. *Theory Into Practice*, (34)4, 230-235. 1995.
- La gestión basada en el centro: El ovido de lo fundamental. (Site Based Management: A Failure to Focus on the Fundamentals) *Revista de Educacion*, (304), 147-161. May-August, 1994.
- Why teachers must become change agents. *Educational Leadership*, (50)6, 12-17. 1993.
- Getting educational reform right: What works, and what doesn't. *Phi Delta Kappan*, (73)10, 744-752. 1992.
- Fullan, M., Bennett, B., and Rolheiser-Bennett, C. Linking classroom and school improvement. *Educational Leadership*, (47)8, 13-19. 1990.
- Visions that blind. *Educational Leadership*, (49)5, 19-22. 1992.
- (with B. Bennett and C. Rolheiser-Bennett) Linking classroom and school improvement. *Educational Leadership*, (47)8, 13-19. 1990.
- Conservatism: The impact of policy on practice. Special issue of *The Ontario Journal of Educational Administration*, (1)2, 21-25. 1986.
- Change processes and strategies at the school level. *The Elementary School Journal*, (85)3, 391-421. 1985.
- (with D. Hopkins and M. Wideen) Organization development in faculties of education. *Group and Organization Studies*, (9)3, 378-398. 1984.
- The meaning of educational change: A synopsis. In *Pedagogisch Tijdschrift Forum voor Opvoedkunde*, Leuven, Belgium, (9)8, 454-464. 1983.
- Evaluating program implementation: What can be learned from follow through? *Curriculum Inquiry*, (13)2, 121-184. 1983.
- (with M. Miles and G. Taylor) Research on OD in schools: The state of the art. *Review of Educational Research*, (50)1, 121-184. 1980.
- (with A. Pomfret) Research on curriculum and instruction implementation. *Review of Educational Research*, (47) 2, 335-397. 1977.
- (with J. Loubser) Education and adaptive capacity. *Sociology in Education*, (45)3, 271-287. 1972.
- Overview of the innovative processes and the user. *Interchange*, (3), 1-46. 1972.
- Industrial technology and worker integration in the organization. *American Sociological Review*, (35), 1028-1039. December 1970.
Reprinted in W. Mann (ed.), *Canada: A Sociological Profile*, Copp-Clark, 1971. Also reprinted in J. Hage and K. Azumi (eds.), *Sociological Study of Organizations*. D.C. Heath and Col., 1972.

Publications

(for more publications, see www.michaelfullan.ca)

MICHAEL FULLAN

The BIG Ideas Behind

WHOLE SYSTEM REFORM

I HAD BEEN WRITING IN THE 1990s ABOUT “TRI-LEVEL reform” – how schools/communities, districts, and governments could align their efforts for more comprehensive reform – but I had not had a chance “to do it or help do it” until Tony Blair’s literacy/numeracy large-scale reform initiative in 1997, when a team of us at the Ontario Institute for Studies in Education (OISE) of the University of Toronto won the contract to evaluate England’s bold effort. The term “whole system reform” seems a better fit for this work, conveying the message that it is both comprehensive and cohesive. When Blair and his chief strategist, Michael Barber, set out to improve literacy and numeracy in Britain’s 20,000 primary schools, they focused their efforts on capacity building (professional development, leadership development, curriculum, and instructional resources) and reinforced the whole thing with interventionist accountability schemes.

In our evaluation, we reported two main outcomes: good news and bad news, so to speak. Student achievement did rise, by some 13 percent over a five-year period. Although there is some debate over the actual numbers, we considered the strategy to be a success in getting substantial improvement over a fairly brief period of time. The bad news was that this success came with a price – it was too top-down, too target driven, and too punitive. It was not a sustainable strategy, and indeed England’s gains leveled off.

Right on the heels of our final report in 2002 came the Ontario election. Dalton McGuinty was elected in October 2003 with a strong “improve education” platform. He appointed me his adviser, and we immediately implemented a strategy to transform the public system in Ontario, a system that had been stagnant in terms of student achievement for the previous five years. We took the best of the English strategy, jettisoned the weak parts (heavy targets, prescription from the top, and punitive accountability), and built our own brand of partnerships with the 4,000 elementary and 900 secondary schools in the province’s 72 school districts.


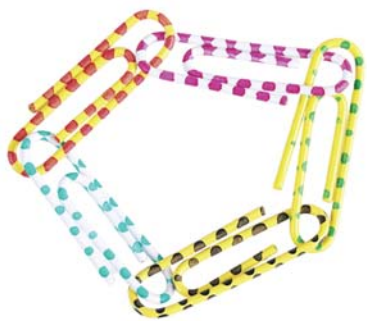


EXHIBIT 1: Big Ideas for Whole-System Reform

- 1 All children can learn
- 2 A small number of key priorities
- 3 Resolute leadership/stay on message
- 4 Collective capacity
- 5 Strategies with precision
- 6 Intelligent accountability
- 7 All means all

EN BREF Par réforme globale du système, on entend que chaque élément vital – école, collectivité, conseil ou commission scolaire, gouvernement – contribue individuellement et ensemble au progrès et au succès, en utilisant les pratiques, plutôt que la recherche, comme locomotive de la réforme. Ainsi, plusieurs « grandes idées » fondées sur une mise en application réussie ont contribué à la stratégie de réforme ontarienne :

- Tous les enfants sont capables d'apprendre.
- Il ne manque pas d'innovation et d'initiatives, mais il y a trop de priorités fragmentées qui changent rapidement.
- Le succès de la réforme dépend d'un *leadership résolu*.
- Les *capacités collectives* constituent la ressource cachée que nous n'arrivons pas à comprendre ni à cultiver.
- Le succès dépend de l'aptitude à constamment dégager, maintenir et étendre des pratiques pédagogiques efficaces et précises.
- Il faut combler le besoin de responsabilisation par la transparence et en mesurant ouvertement les réalisations.
- *Tout signifie vraiment tout*. On ne peut résoudre le problème de la réforme globale au moyen d'efforts hétéroclites.



Focusing on improving practice uncovers the best specific ideas. What you learn along the way can be tested in the light of broader research, but practice – not research – should be the driver.

IDEAS BEHIND THE REFORM

Whole system reform means that every vital part of the system – school, community, district, and government – contributes individually and in concert to forward movement and success. The big ideas underlying the Ontario reform strategy are contained in Exhibit 1.

I have come to the conclusion that *practice drives theory*.¹ That is, focusing on improving practice uncovers the best specific ideas. What you learn along the way can be tested in the light of broader research, but practice – not research – should be the driver. With this in mind, the elements and insights discussed below were uncovered through implementation of these “big ideas”.

1 All children can learn

A lot of people pay lip service to the notion that all children can learn, but the breakthrough comes when children actually achieve gains that hitherto many did not think possible. Take, for example, Armadale and Crosby Heights elementary schools in York Region District School Board that Lyn Sharratt and I wrote about in *Realization*.² By implementing the seven big ideas in Exhibit 1, these two schools went from low morale and terrible performance to impressive success. Crosby Heights increased its reading, writing, and math proficiency scores – as assessed by the provinces' Education Quality and Accountability Office (EQAO) – from 40 percent to 85 percent. Using the same strategies even more intensely, Armadale went from around 60 percent to 80 percent in a single year.

The main point here is that significant results can be obtained when the specific strategies are applied. But here is the change process insight: It is the actual experience and corresponding results that convince teachers that it can be done, not moral exhortation or mounds of evidence from other situations. The best energizer is actually accomplishing something significant and then building on it – what I call *realized moral purpose*.

2 A small number of core priorities

The problem in education is not the lack of innovation and initiatives but rather the presence of too many fragmented, piecemeal, rapidly changing priorities. This lesson is backed up by many examples, both negative and positive.

The objective of the entire Ontario strategy can be stated in a few words: broadly and deeply defined literacy and numeracy, and high school graduation, pursued through capacity building, with a focus on results. We could take a more specific example. Seven years ago the Ottawa Catholic District School Board announced “annual thrusts” which amounted to a dozen or so priorities that were altered every year. In 2003, the new Director, Jamie McCracken, reviewed the situation and announced that from that point on there would be three focuses – student success, staff development, and stewardship of resources; and that these goals would remain the same year after year. Today Ottawa Catholic is one of the top performing districts in the province.³ They accomplished this by following the set of strategies that I am describing here.

3 Resolute leadership

Third, we are beginning to appreciate that successful schools, districts, and larger systems have *resolute leadership* that stays with the focus, especially during rough periods, and that these leaders cause others around them to be resolute as well. It is so easy to go off message; but if you do, you lose whole-system-reform possibilities. This is hard, persistent work, but it is not overly complex. Resolute leadership is critical at first, when new ideas encounter serious difficulty, but it is also required to sustain and build on success. All the situations of success that we know of were a result of leaders staying on message and problem-solving as they go.

Another insight that comes from this work: Successful leaders combine resolute leadership with impressive empathy. Again, good leaders persist, but they try to identify and understand what hesitations or objections people might have. This is impressive because their preference would be to get on with action, but they know that there might be legitimate issues to address. In other words, they pay attention to building relationships – even with those who are not so enthusiastic.

4 Collective capacity

Fourth, another big idea – which is not new but is very much underappreciated – is that *collective capacity* is the hidden resource we fail to understand and cultivate. Collective capacity building is at the heart of our strategies, and both our own evidence and that of the research literature confirm the power of this multifaceted strategy. Let's take the main components.

Whole district reform depends on resolute leadership at the district level, which in turn develops collaborative capacity within and across schools.

The practice and research on collaborative school cultures and professional learning communities is very convincing. When teachers work together, led by an instructionally-focused principal, they are much more successful than when they work alone. We have already seen Armadale and Crosby Heights. Another convincing example comes from the longitudinal research on Chicago schools just reported by Tony Bryk and his colleagues.⁴ They compared 100 elementary schools that had substantial success over the years with a matched sample of 100 schools that had stagnated or declined. The difference between the two groups boiled down to five factors: i) an instructionally focused principal, who in turn developed ii) strong parent and community ties, iii) professional capacity of teachers, iv) a student-centered learning climate, and v) instructional alignment and corresponding resources.

But there is more to collective capacity than intra-school collaboration. Whole district reform depends on resolute leadership at the district level, which in turn develops collaborative capacity within and across schools by helping schools learn in small clusters and networks. I have described four such examples in *All Systems Go* – Long Beach Unified District (California), Ottawa Catholic and York Region in Ontario, Tower Hamlets in London.⁵ Rick Dufour documented a further ten examples,⁶ and in *Motion Leadership the Movie* (in preparation) we have filmed nine examples in Canada, the UK, and the U.S.



Beyond the district level, we have invested in spreading practices across districts. One example is Ontario's "Schools on the Move" initiative, in which 150 successful schools have been identified and resources made available for others to learn from their experiences. In all of this, two strong change forces are unleashed. First and most obvious, by casting a wide net we increase access to effective practices. The second force is even more powerful; as schools learn from each other, their sense of identity and allegiance expands, spurring an even greater commitment to improvement. Along the way we have discovered an interesting twist, which we call "collaborative competition", in which networks of schools compete with each other to do better – all in a spirit of pursuing important moral goals.

5 Strategies with precision

Because the work is so grounded, and because the only route to success is to be more specific about the instructional practices that are most effective, the overall strategy is to continually identify, retain, and spread practices that are precise (i.e. effective teaching practices that can be specifically described and demonstrated.) (Ontario's Literacy, Numeracy and Student Success Secretariat's website is loaded with resources – print and video – that are proven to work.⁷) With precision, the *speed of quality change* can be greatly accelerated. Working on capacity building with specificity, within and across schools, is essential for whole system reform.

This is also a good place to spell out the high school reform strategy. Although it cuts across all categories, it is an initiative with great specificity in a field (high school reform) that has not demonstrated precision but has rather gone for broader structural innovations. The strategy, in brief, involves creating a new role called Student Success Teacher (SST) that has been funded centrally to all schools and districts. The work of the SSTs, with the principal and other school leaders and teachers, is to identify at-risk students prior to their arrival at the school and to provide individual support for every student.



In the first two years of high school, the support focuses on individual students' personal needs, the compulsory Grade 10 literacy test, and achieving the 16 credits that are expected by the end of Grade 10. In Grades 11 and 12, the emphasis is on program innovation to make the educational experiences more relevant and community/business-based. One of the most successful innovations has been the High School Majors (HSM) program, which began in 2006/07 and is based on forming packages of courses and internships in partnership with businesses and community groups in designated specialties (e.g., transportation, finance, health, tourism). Today more than 20,000 students are enrolled in over 740 HSM programs across all districts.

6 Intelligent accountability

The failure to get accountability right plagues all reform efforts. Andy Hargreaves unlocked the door to *intelligent accountability* when he observed that "accountability is the remainder that is left when . . . responsibility has been subtracted".⁸ Intelligent accountability involves a set of policies and practices that 1) actually increases individual, and especially collective, capacity so that shared responsibility carries most of the weight of effective accountability; 2) makes internal and external accountability almost seamless; and 3) leaves external accountability to do its remaining, more-manageable task of necessary intervention.

Our Ontario Focused Intervention Partnership (OFIP) is a good case in point. The strategy consists of identifying poor performing and coasting schools and providing them with targeted support, all with a non-punitive, transparent, non-stigmatizing attitude. The 1,000 schools in OFIP (one-quarter of all schools) have improved at a faster rate than other schools. The key here is to focus transparently on what needs to be improved and to do so in a way that motivates and helps schools to improve. Most of the needs of accountability are addressed through the transparency and open measurement of achievement. Overt means of intervention are confined to more extreme cases.

7 All means all

Finally, *all* really does mean *all*. You can't solve the problem of whole-system reform through piecemeal efforts that try to get parts of the system improving in order to show the way. There must be constant reminders that all schools, and all districts, are part of the everyday focus of improvement.

These seven ideas represent the fundamentals of the Ontario strategy.⁹

THE RESULTS

To get to the point quickly, since 2003 literacy and numeracy achievement results in Ontario have increased some 10-13 percent in the English school boards, and some 18 percent in francophone boards (EQAO provincial results). It is interesting to speculate that the francophone boards may have done better because there is more cross-district joint work (i.e. more collective capacity building). The strategy includes a focus on raising the bar and closing the gap for all significant subgroups, and a commitment to higher order problem solving and critical thinking skills. The work is not done, but the commitment to going deeper with even more precision is evident.

At the secondary level, the double focus on “personal care and connection” and on more relevant educational programs through the Student Success strategy is also paying off. High school graduation rates have steadily climbed since 2003 at about 2 percent a year and show no sign of abating, having gone from 68 percent to 79 percent.

Recently we have added early learning strategies, including full day integrated services for four- and five-year olds (7:30 a.m. to 6:00 p.m., and continuity in the summer). The program is being phased in with the first group of 600 schools (35,000 students) already selected to begin in September 2010.

In short, the goal is whole system reform, whereby learning is cumulative (ages 4-18), and comprehensive, covering all 4,900 schools and districts in the province. There is a very strong emphasis on instruction and personalized learning and on developing the individual and collective capacity among teachers and administrators at all levels to get the job done.

IMPLICATIONS

Interest in strategies for whole system reform is growing and widespread, across Canada and throughout the world. I have been in most provinces in the past year discussing the topic at local and provincial levels. Ben Levin, Ken Leithwood, and I have an ongoing involvement in Alberta (which has led Canada in international achievement results over the past years). We are working with the College of Alberta School Superintendents (CASS) in which some 30 districts (almost half of the total) are working on “Moving and Improving” the whole district, and with the Department of Education as it prepares its next phase of reform.


Internationally, interest is growing rapidly. Even the U.S., which historically has not been very interested in international student achievement results, appears to have become alert to the need to compete globally, as it contemplates the reality of having fallen from number one spot in the world in 1980 to its current position of number 24 or so. The international comparisons generated by studies like Organization for Economic Cooperation and Development’s (OECD) Programme for International Student Assessment (PISA) have led to an examination of how top performing countries achieve their results. The McKinsey group, led by Michael Barber and his team, will soon report on its analysis of how the “top 20 and most promising countries” get strong results. This study is distinctive because it looks beneath the results to examine the policies, practices, and strategies that are characteristic of the highest-performing jurisdictions.¹⁰

We can expect, then, an increased interest and focus on “whole system reform”. It is especially encouraging that the interest has moved beyond achievement results to policy and strategy questions. Learning how to bring about whole system reform – including “raising the bar and closing the gap” – is the practical, albeit big, question before us right now. Debating policy and strategy together represents a significant advance. The race now is to figure out how to get major improvements across the system by mobilizing educators, parents, students, and communities to engage in the collective efforts necessary for success. The next few years could represent a quantum jump in whole system reform initiatives as we all build on the most recent successes. **I**

MICHAEL FULLAN is Professor Emeritus at OISE/University of Toronto and Special Adviser on Education to Ontario’s Premier, Dalton McGuinty. See his website, www.michaelfullan.ca

Notes

- 1 M. Fullan, *The Change Leader* (San Francisco: JosseyBass, in press).
- 2 L. Sharratt and M. Fullan, *Realization: The Change Imperative for Deepening District Wide Reform* (Thousand Oaks, CA: Corwin, 2009).
- 3 M. Fullan, *All Systems Go* (Thousand Oaks, CA: Corwin Press; and Ontario Principals Council, 2010).
- 4 A. Bryk, P. Bender-Sebring, E. Allensworth, S. Luppescu, and J. Esaton, *Organizing for School Improvement* (Chicago: University of Chicago Press, 2010).
- 5 Fullan, *All Systems Go*.
- 6 R. Dufour, R. Dufour, R. Eaker, and G. Karhanek, *Raising the Bar: Closing the Gap* (Bloomington, IN.: Solution Tree Press, 2010).
- 7 See also Sharratt and Fullan, 2009.
- 8 A. Hargreaves and D. Shirley, *The Fourth Way* (Thousand Oaks, CA: Corwin, 2009).
- 9 For a full discussion of the strategy see B. Levin, *How to Change 5,000 Schools* (Cambridge, MA: Harvard Education Press, 2008) and Fullan, *All Systems Go*.
- 10 The McKinsey report is not yet titled.




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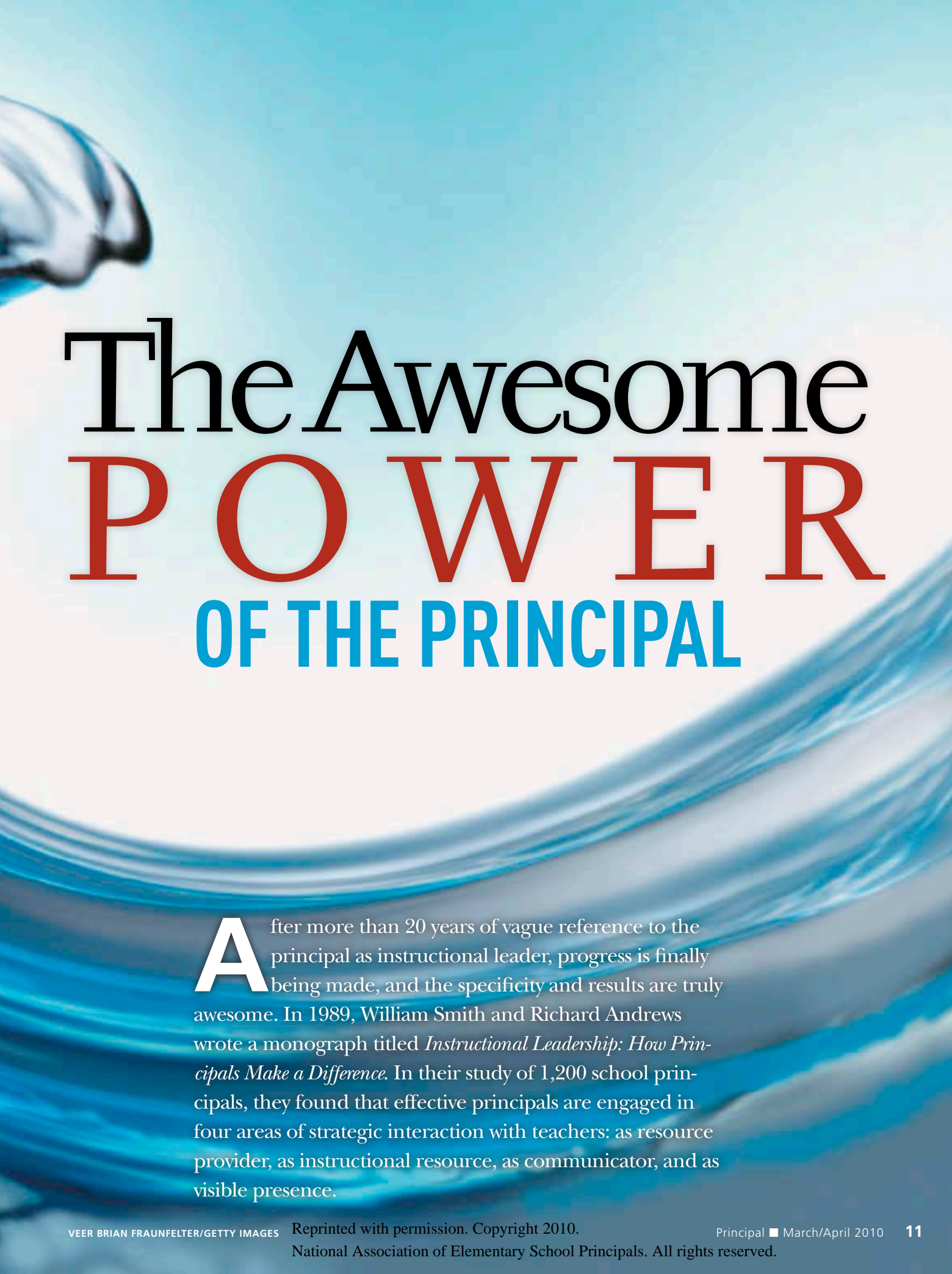
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The key to the speed of quality change
is embedded in the power of the
principal helping to lead organization
and system transformation.

Michael Fullan

The background of the page is a dynamic, high-speed photograph of water splashing, creating a sense of movement and energy. The water is captured in various shades of blue and white, with sharp highlights and soft shadows. The splash appears to be coming from the top left and moving towards the bottom right, framing the central text.

The Awesome POWER OF THE PRINCIPAL

After more than 20 years of vague reference to the principal as instructional leader, progress is finally being made, and the specificity and results are truly awesome. In 1989, William Smith and Richard Andrews wrote a monograph titled *Instructional Leadership: How Principals Make a Difference*. In their study of 1,200 school principals, they found that effective principals are engaged in four areas of strategic interaction with teachers: as resource provider, as instructional resource, as communicator, and as visible presence.

As valid as these findings still are, they had no sticking power because they failed to lead to practical action on any scale. But now we know specifically what being an instructional leader looks like. My colleagues and I in Ontario, Canada, and elsewhere have been working with various systems, bringing about impressive reforms on an ever larger scale and with ever greater precision and practicality. The two case examples below demonstrate clearly what this new work looks like and reveal six features that stand out as essential to principals in their efforts toward school reform.

Two Schools, Two Approaches

I use only two examples but could have selected hundreds out of the 4,000 elementary schools with which I am working in Ontario. (Since 2003, I have worked with the premier and minister of education to transform the entire public system in Ontario.)

Crosby Heights is a K-8 school of 662 students in a low-income neighborhood in a growing York Region community just north of Toronto. As a new principal in 2004, Ryan Friedman faced demoralized unionized staff, unsafe and shabby facilities, critical parents wanting to get their children out, and low achievement on provincial tests in reading, writing, and math.

Three years later, the school's third-grade reading, writing, and math proficiency scores had jumped from 44 percent, 40 percent, and 50 percent, respectively, to an astounding 90 percent, 87 percent, and 83 percent, respectively. Ryan had instilled in the staff a strong moral imperative (learning for all, whatever it takes, all equals all, excellence in all that we do), but—and this is crucial—he also enabled staff to enact their moral purpose when many doubted that success was possible. He did the latter with what I am increasingly calling “the skinny of change”—a small number of key things done with relentless consistency, namely:

- Establishing job-embedded learning;
- Building relationships with teacher support staff and parents;

“Powerful principals are obsessed with the instructional core of personalizing learning and getting results for each and every student.”

- Modeling hope and optimism, life-long learning, and caring;
- Providing needed resources;
- Seizing opportunities to consistently communicate and stay the course;
- Investing in and participating in capacity-building in relation to literacy and numeracy; and
- Celebrating and building on success.

Also in York Region is Armadale Public School, the region's largest elementary school with more than 900 students, more than 80 percent of

whom are immigrants. When principal Jill Marr arrived at the school in 2008, she faced a demoralized staff, terrible physical facilities, alienated students and parents, and one of the lowest performing schools among the district's 150 elementary schools. Twelve months later, Jill and the staff had reduced the number of at-risk kids from 378 to 233, mostly concentrated in kindergarten to grade 3. Their achievement scores on the six provincial tests (reading, writing, and math in grades 3 and 6) for 2008-2009 climbed by 20 to 25 percentage points in all six areas. Attendance at school council sessions that involve meetings with parents and the community has grown by more than 200 percent.

Jill and her staff did this through a similarly focused set of strategies that was seen at Crosby Heights:

- Improved physical building facilities;
- Reorganizing and increasing access to



instructional resources;

- Capacity-building in which teachers and students clearly articulate their learning targets, success criteria, and instructional actions;
- Job-embedded professional learning in which teachers model lessons in one another's classrooms;
- Teachers enabled to build class and student profiles and participate in case management sessions to identify and implement high-yield strategies; and
- Greater two-way interaction with district consultants and resources.

The day that Jill informed the leadership team of the achievement results for 2008-2009, the team of 12 teachers went wild with celebration. I asked the group how they could possibly get such results in such a brief period in a very large school. One teacher said they did a small number of key things with relentless consistency within and across classrooms. Seen here is the speed of quality change—amazing results accomplished by well-led teachers.

Ryan and Jill illustrate two types of instructionally focused principals at the elementary school level, each of which is highly effective. Jill is an instructional expert (the best instructor in the building); Ryan is not. With her expertise, Jill must make sure she doesn't dominate; however, with her knowledge and expertise she can move faster in organizing and getting resources, demonstrating and coaching, and developing other instructional leaders. Ryan is strong on focus, building relationships, shaping the process, and developing individual and shared responsibility. Both principals are deeply and actively immersed in the daily improvement of the school. As Lyn Sharratt and I described in *Realization: The Change Imperative for Deepening District-wide Reform*, both principals are engaged in vibrant learning networks of schools within the district, and in the overall change of improving the culture of the district and its 190 schools.

The Essence of a Principal's Power

It has been observed that the principal is second only to the teacher in his

“Successful principals develop others in a way that is integrated into the work of the school.”

or her impact on the student. There is a way in which this underestimates the true impact of the principal. For example, there is clearly a multiplier effect if the principal helps, directly and indirectly, 30 or more teachers become dramatically more effective in their teaching. Here are six steps to take to move theory to practice in organizational change.

Ready-fire-aim change savvy. Awesome principals have a fierce bias for action, but they are impressively careful in tending to relationships. They display what I have called in *Motion Leadership: The Skinny on Becoming Change Savvy* a “ready-fire-aim change savvy” in which nine interrelated action behaviors and skills have been identified such as build relationships as you go; beware of fat plans (as Doug Reeves has put it, the size and the prettiness of the planning document is inversely related to the quality of action); and communication during implementation is paramount.

Participate as a learner. In the recent best-evidence synthesis of research on the impact of the principal on student outcomes, Viviane Robinson and her colleagues in *School Leadership and Student Outcomes* found one factor that was twice as powerful as any other factor with respect to the principal's role in effecting student outcomes. It was “the degree to which the principal participates as a learner” in helping teachers figure out how to make progress. Ryan and Jill are lead learners. They don't dominate; they are fully engaged.

Instructional focus. Powerful principals are obsessed with the instructional core of personalizing learning and getting results for each and every student. They make instruction a priority. They deal effectively with distracters. They create a culture of job-embedded learning. They

help the school focus on a small number of core priorities they resolutely pursue while avoiding innovation overload.

Develop others. Successful principals develop others in a way that is integrated into the work of the school. These collaborative cultures have two powerful features: They are collectively effective at solving problems and making progress on an ongoing basis, and they generate a pipeline of leaders for the next phase. Succession is less of a problem in these school systems because they are constantly cultivating kindred spirits and future leaders who can go even further.


Network and system engaged. Awesome principals are not only intra-school leaders; they actively participate in district networks of peers and have a strong sense of two-way partnership with the district. Through peer and vertical bonds with the district, they also develop extremely powerful mutual allegiances that strengthen the district culture and beyond.

It is interesting to see how highly effective principals relate to research. They don't implement research. Rather, they are proactive practitioners who critically consume research as they go. For example, Jill and Ryan know the research on change and instructional improvement, but they know this by pursuing a path of learning for all, and then seeing how research can help them. The sequence is crucial here.

The key concerns are not how do we put research into practice or how can we go from theory to practice. Practitioners don't think that way. Instead, they set out to solve particular problems and, in a natural way, they see how research might help them. They know an insightful idea when they see one because they are steeped in trying to solve specific problems. They and their staffs are clearly in the driver's seat. How do we put research into practice puts the question the wrong way around. Rather, the key question is: How can research (which is really other practitioners' effective practice) help solve the problems that I am facing? Effective principals are always learning inside and outside their buildings.

Realizing moral purpose. A curious thing is happening on the way to moral purpose. Nearly all schools, districts, and states embrace the mission that all kids can learn. But some teachers in some situations deep down do not believe or have doubts as to whether “these particular students” can learn. In this respect there is a powerful breakthrough in the new work of the principal. They do not try to convince ambivalent or reluctant teachers through moral exhortation and research evidence. Instead, they prove that these hitherto unsuccessful kids can learn by helping teachers actually do it. This is where the awesome power of principals lies. It is after it is accomplished that teachers’ moral purpose shines and becomes a huge energizing resource for subsequent phases. And for the first time this is now happening on a very large scale.

How to get policymakers to realize the underlying power of the new theo-

ry of action associated with this work is still a perplexing problem. The answer is not in producing more individuals with quality characteristics, but rather it is to develop the collective capacities of whole schools and whole school systems to become effective in their day-to-day work. We have implemented successful examples of school and system reform on a large scale that are documented in my publications *Motion Leadership* and *All Systems Go*. From practice to theory, from doubt to conviction, the key to the speed of quality change is embedded in the power of the principal helping to lead organization and system transformation. 

Michael Fullan is professor emeritus at the University of Toronto’s Ontario Institute for Studies in Education and a special adviser to the premier and minister of education in Ontario, Canada. His e-mail address is mfullan@oise.utoronto.ca.

WEB RESOURCES

School Leadership and Student Outcomes explains that when school leaders promote and/or participate in effective teacher professional learning it has twice the impact on student outcomes across a school than any other leadership activity. www.educationcounts.govt.nz/publications/series/2515/60169/60170

Read additional articles by Michael Fullan about school leadership and school improvement at www.michaelfullan.ca.



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**Mary Jean Gallagher, Ontario Ministry of Education,
Canada**

**Jim Brandon, College of Alberta Superintendents,
Canada**

**Bill Hogarth, York Region District School Board,
Canada**

Rick DuFour, Author and Consultant, USA

**Douglas Reeves, The Leadership and Learning Center,
USA**

**Anthony Mackay, Australian Institute for Teaching and
School Leadership**

Professor Bruce Barnett
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University of Texas at San Antonio
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San Antonio TX 78249
UNITED STATES OF AMERICA

Dear Professor Barnett

Thank you for your email of 13 May 2011. I am very pleased to support Professor Michael Fullan's nomination for the 2012 Brock International Prize in Education.

Professor Fullan's research is highly influential and has contributed significantly to the science and understanding of school improvement across a multitude of countries. His research findings on characteristics of successful school leadership and effective change processes are valuable at a number of different levels. For school leaders, his research contains practical strategies for implementing whole-school improvement. For government and policy-makers, his findings are valuable for implementing reform and improvement across entire school systems.

The Australian Capital Territory (ACT) Education and Training Directorate (formerly the ACT Department of Education and Training) is the part of the ACT Government responsible for administering public (government) schools across the ACT. The Directorate has found Professor Fullan's work to be very powerful in achieving improvement across our school system as well as within individual schools.

My Directorate is responsible for administering 84 public schools with over 39 000 students. While ACT public schools are high performing as a system within Australia and internationally, analysis of school performance has highlighted significant variation in student outcomes within and across schools. Since August 2009 the Directorate has focussed on building a more strategic and targeted approach to school and system improvement, based on the principle that the core work of all school leaders is to improve student learning outcomes. This work has been developed and guided through Professor Fullan's research.

Professor Fullan has provided advice and consultancy to the Directorate since November 2009. Based on his research findings on school reform, leadership and system improvement, in 2010 the Directorate developed a school improvement strategy that provides a clear and unified approach to school performance and improvement. Through the strategy, all principals and their leadership teams are focussing strongly on student learning outcomes. They are strengthening their data analysis capabilities to inform school

improvement practices and monitor the progress of each student. Through the school improvement framework and other initiatives we are also strengthening teacher capacity, particularly in literacy and numeracy teaching.

The Directorate is monitoring progress at system level by benchmarking improvement against other high performing systems and seeking opportunities to share our practices and learn from others. Professor Fullan's knowledge of, and involvement with, school systems across the world that are making significant and sustained improvement in student performance provides the evidence base for such benchmarking.

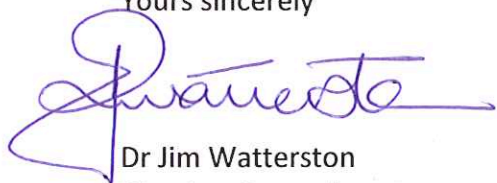
Over the past 18 months Professor Fullan has developed an understanding of the ACT context. He has been in regular interaction with the Directorate's senior executive and school leaders including spending a day in November 2010 with system leaders analysing our progress and providing advice on our next steps, as well as a full day facilitating a workshop with school teams to focus on moral leadership. He also provided timely and powerful keynote addresses to our 2010 and 2011 Leadership Conferences, speaking to school leadership teams from all ACT public schools. Our Directorate's senior executive and school network leaders are in regular dialogue with him to discuss progress, identify strategies to address emerging problems and reflect on lessons learnt as we progress our school improvement strategy.

Throughout his career, Professor Fullan has made significant contributions to educational theory and practice through his research into the role of leadership in developing and sustaining effective schools, and through identifying the critical factors for supporting school improvement. The ACT has drawn on his research findings on essential conditions for whole system change, and has been guided by his compelling findings that focus is needed at school, district and system levels in order to ensure every school is focussed on continuous capacity building and improvement for students and school communities. His work with us in the ACT has helped us to maintain and build our focus on a number of critical factors that have proven successful in school and system improvement, and these factors are reflected in the six core principles for school improvement that our Directorate developed in 2010.

Through his capacity to engage with teachers, principals and system and political leaders, Professor Fullan's direct involvement in our schools and system has accelerated the change process. He is helping us to build a clear, shared understanding of the goal – our moral imperative – and confidence in the strategies we are using to achieve this goal. Through his input, our principals and teachers are developing an appreciation of the ACT's progress relative to other systems and our capacity to make a contribution on a global level.

I fully support Professor Fullan's nomination for the Brock International Prize in Education and wish him all the best in the selection process.

Yours sincerely



Dr Jim Watterston
Director-General

14 June 2011



GBW:gp

20 June 2011

Professor Bruce Barnett
Educational Leadership and Policy Studies
University of Texas
San Antonio TX 78249
USA

Dear Professor Barnett

It is with great pleasure that I write this letter in support of Michael Fullan's nomination for the 2012 Brock International Prize in Education.

Our involvement with Michael Fullan began in 2006 when I took on the role of Executive Director of Schools. After several external reviews, the system was deemed to be in crisis and I sought guidance from someone with significant expertise in educational change. I looked no further than Michael Fullan whose body of work is a reference point for many school leaders across the world.

Michael has been a critical friend for five years, providing sound advice and guidance on the nature and direction of the system's agenda to improve literacy and numeracy. He has worked closely with the senior Catholic Education Diocese of Parramatta leadership team to clarify the nature of their roles in supporting schools. His understanding of the link between data, instruction and improvement as well as how professional learning communities across networks supports the work of schools has been key to our strategic model of improvement.

Michael's in depth knowledge of change management (Motion Leadership, Six Secrets of Change) and the 'implementation dip' that follows has led to a greater understanding of the nature of change within schools and systems. Our 320 system leaders have been motivated and inspired by Michael's work in this area.

Michael has been able to unpack the complex nature of educational leadership and make it accessible to all members within school communities. His practical workshops provide contemporary examples and experiences to illustrate key messages. One of the successful techniques Michael employs is modelling strategies that leaders can use with their own staff. He is accomplished at using technology but it is never the focal point of his workshops. Technology is used as a tool to enhance the understanding and learning of leaders.

He is a visionary thinker and strategist - providing the where to and the how to for school systems. He is adept at helping leaders and systems develop their own understanding and design strategies for improving learning outcomes. Michael brings clarity of purpose and a precision to the work.

Perhaps most importantly, Michael recognises the importance of relationships in sustaining change. It is his understanding of the relationships between leaders, teachers and students that has influenced current and aspiring leaders.

Despite his international profile, Michael continues to maintain contact with school systems and leaders on their progress. This is always beyond the brief specifically in relation to the three criteria: 1, 2 and 3.

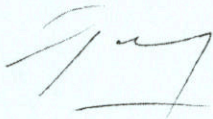
Michael's work on precision, focus and teacher collaboration in celebration of learning has been a key initiative he has brought into our system.

He has worked closely with our system service leaders, school principals and emerging leaders bringing together both sound thinking and practical reference in international settings that delivers systemic change. His work has been integrated into our planning and has helped drive a strategic agenda that has institutionalised and sustained change at system level. He has brought this system and change to scale.

As an individual educator he has had a profound effect on our leadership and its understanding of driving and sustaining change. His incredible network links an ongoing international dialogue that adds value at every level.

I fully support the nomination of Michael Fullan for the Brock International Prize in Education. He is a leader in the field and most worthy of the recognition.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Gregory B Whitby', written in a cursive style.

Gregory B Whitby
Executive Director of Schools
Catholic Education
Diocese of Parramatta

Ministry of Education

Ministère de l'Éducation

Student Achievement Division

Division du rendement des élèves

10th Floor
Mowat Block
Queen's Park
Toronto ON M7A 1L2

10^e étage
Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



July 20, 2011

Selection Committee of the Brock International Prize in Education 2012
The College of Liberal Studies
University of Oklahoma
1610 Asp Avenue, Suite 108, Norman, Oklahoma 73072-6405

Dear Jurors;

Re: Nomination of Dr. Michael Fullan for 2012 Brock International Prize

It gives me a great deal of pleasure to endorse the nomination of Dr. Michael Fullan for the prestigious Brock International Prize for 2012. From my personal experience and knowledge, I believe Michael is one of the world's most innovative and holistic thinkers about education and system reform, and his work undoubtedly has far reaching impact.

I am the Chief Student Achievement Officer for the Province of Ontario, Canada. It has been my responsibility to lead the implementation of education reform in our province and it has been my great privilege to see our province gain success by implementing the research and advice of Dr. Fullan. Michael is the education advisor to our Premier, Dalton McGuinty. Premier McGuinty came to lead our province 8 years ago with a platform of educational improvement. With Michael Fullan as a senior architect of both the education platform and our subsequent 8 years of reform, we have seen results in our 5000 schools rise significantly at the same time that respect for the teaching profession and engagement of teachers has also improved. Literacy and numeracy results have moved from 54% to 68% of our students meeting a high provincial standard, our graduation rate from secondary school has moved from 68% to 81% of our students graduating, and our international results have led the McKinsey Foundation to identify us as one of the world's most improving school systems, continuing on a journey from good to great and now excellent. Michael has provided wise advice and counsel to the Premier, to myself, and to several of our most successful school boards throughout this time.

Michael has a deep understanding of the levers of organizational change based on his research and practical experience in the field. His identification of the major contributors to successful change in educational systems has provided the change model for our approach: a small number of goals as a focus over several years, a strong key leadership team at the top, an emphasis on capacity building for teachers and leaders, a balance of support and pressure in the pursuit of results without rancour, and the removal of distracters. But Michael's impact in Ontario has gone beyond the theoretical framework as well. I have found his advice invaluable as I lead the Literacy and Numeracy Secretariat and the Student Achievement Division of the Ministry of Education. We are responsible for the development and practical implementation in our province of a number of strategies and programs which together make real the reforms in

classrooms, schools and school districts. We work to engage every teacher in every school in improving teaching and learning on a continuous basis. As we design our initiatives we rely on Michael's research and thinking and we share our learnings with him to further his work.

Ontario's track record has resulted in considerable international attention, we have hosted 84 international delegations of educators and government leaders in the last 12 months alone. Michael's work is shared widely with these delegations and I know he personally interacts with a wide number of international jurisdictions.

For all of these reasons I believe Michael Fullan is truly deserving of this award. His work has provided innovative and successful direction which has resulted in a better education and better future for hundreds of thousands of students worldwide.

Respectfully,

A handwritten signature in black ink that reads "Mary Jean Gallagher". The signature is written in a cursive style with a large initial 'M' and 'J'.

Dr. Mary Jean Gallagher
Chief Student Achievement Officer
Assistant Deputy Minister – Student Achievement Division
Ontario Ministry of Education



CASS

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July 1, 2011

Dr. Bruce Barnett, Professor
Educational Leadership and Policy Studies
University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249

Dear Dr. Barnett:

Re: Dr. Michael Fullan's Nomination for the 2012 Brock International Prize in Education

On behalf of the College of Alberta School Superintendents (CASS), I am pleased to provide this letter in support of Dr. Michael Fullan's nomination for the *2012 Brock International Prize in Education*. School district leaders across our province have benefitted significantly from the research informed insights of this internationally renowned educational scholar. As a former CASS President and the organization's current Director of Leadership Capacity Building, I will briefly describe Dr. Fullan's insights before commenting on how these discoveries have served to enhance leadership practice over the past three years.

Our organization views Dr. Fullan as the world's foremost authority on organizational change and educational reform. His numerous scholarly publications, face to face and video-conference presentations have helped CASS members to more fully understand the dynamics of educational change within the current global and local contexts. My colleagues have been particularly inspired by his conceptualization of the big ideas behind whole system reform. Michael's discoveries provide a framework to help us do the right things well by involving everyone in the reform process, sustaining momentum and avoiding burnout by ensuring that the change agenda is manageable and coherent.

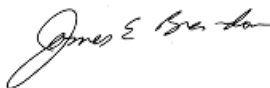
Dr. Fullan has worked closely with CASS since the spring of 2008 to help our district leaders translate these ideas into ongoing improvement efforts. During the 2008-2009 school year, he worked intensively with nine pilot school districts. In the following two years, the initiative has expanded to the point where 50 of the province's 62 school jurisdictions are engaged. With support from Dr. Fullan, these CASS lateral learning networks focus on district implementation of core instructional priorities and their links to student engagement and learning. Participating district leadership teams come together three to four times over the year to work toward their own goals, while benefiting from sustained coaching support. In keeping with Fullan's discoveries, teams learn with and from other Alberta school districts about strategies to better meet current and future system leadership challenges and to foster the

continuing development and application of evidence-informed leadership and educational reform strategies.

Program evaluations indicate that this Fullan led initiative has provided a coherent, unprecedented province wide focus on building school system level leadership capacity for educational reform. A significant majority of respondents agree that this initiative has helped them understand that leadership practices can affect student learning (95 per cent) and has helped them identify leadership behaviors and practices that positively impact student learning (95 per cent). More importantly, the majority of respondents believe that the initiative has helped them implement leadership practices that positively influence student learning (95 per cent).

CASS is striving to build school system level leadership capacity with attention to research and a bias for action. Alberta superintendents and other stakeholders indicate that the initiative is providing a structure, a common language and a sense of efficacy upon which to focus system level leadership work to improve student learning and engagement. There is no question that Dr. Michael Fullan's exceptional insights and leadership abilities are having an incredibly positive impact on education in Alberta. The College of Alberta Superintendents is pleased to highly recommend Dr. Fullan for the *2012 Brock International Prize in Education*.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Jim Brandon". The signature is fluid and cursive, written in a professional style.

Jim Brandon, PhD
Director of Leadership Capacity Development
College of Alberta School Superintendents

June 10, 2011

To: Nomination Board

Brock International Prize in Education 2012

It is a distinct pleasure and honour to provide evidence that Michael Fullan is an outstanding candidate for the 2012 Brock International Prize in Education.

I have been an educator for 40 years, 16 of those as the Director of Education for the York Region District School Board. In each of those 40 years Michael Fullan has introduced the concept of change. Particularly, during my time as Director, Michael had a direct impact on Leadership Development and Student Achievement in our board. As well, I have worked with Michael provincially, nationally, and internationally. In all four of these domains he has had a profound impact on education.

Specifically in York Region his research and insights as an external consultant, and critical friend moved the board to new heights in Student Achievement. Michael recognized that you had to alter from what would be considered a "loose" focus to one that was clear and direct. He punctuated that capacity building is the key to successful school improvement.

He defined capacity building as investment and the development of knowledge, skills, and competencies of individuals and groups to focus on assessment literacy and instructional effectiveness that leads to school improvement. These are the three pillars of an effective school board, effective school and effective classroom. His books and research emphasizes such.

But Michael through his work with York Region taught us that capacity building is only a good start. Through his years of research he forced us to realize that the real goal is converting capacity building into full implementation. Capacity building as we all began to experience is a highly complex, dynamic, knowledge based process that is intended to lead to increased achievement in every school.

As a result of Michael's work, this was achieved to the point that the York Region District School Board has achieved the highest scores on provincial tests (E.Q.A.O). This measures literacy including mathematics. It would not have happened without Michael's taking us on a journey of a deepening discovery of system change, implementation, and leadership capacity building.

Michael as well expanded his specific work in York Region across other boards and internationally. As a result he was invited by the Premier Dalton McGuinty to be his Education Advisor for the province. As well, he was invited to help design and implement a system-wide reform that focused on all five thousand schools in all seven-two districts in the province. Working with the Deputy Ben Levin and the Head of Literacy and Numeracy Secretariat Avis Glaze, a partnership evolved among

districts, schools, administrators, teacher unions, trustees, parent groups and other agencies. The capacity building evidenced in York Region was now province wide.

The results are in: Ontario now ranks with the top O.E.C.D. countries partaking in P.I.S.A. tests. The principals of capacity building espoused by Michael have resonated province-wide in addressing student achievement.

Michael shares his knowledge and expertise nationally in all ten provinces and internationally across too many countries to mention. I have observed him in all these locals and he is recognized by educators, the business community and politicians as the expert on education reform and change. But it is not just reform; it is large scale reform. As such he is recognized as an international authority. He advises and evaluates large projects across the world. He is driven by a moral purpose of raising the bar and closing the gap for all children. He has done that in York Region; he has done that nationally; and he has done that internationally.

Michael Fullan would bring honour to the 2012 Brock International Educational.

Without reservation, I add my name to his nomination.

Sincerely,

Dr. Bill Hogarth

May 23, 2011

To: The Brock Award Selection Committee
From: Dr. Rick DuFour
Re: Dr. Michael Fullan

I am very familiar with the Brock International Prize in Education, and I feel privileged to count three former recipients of this prestigious award – Doug Reeves, Larry Lezotte, and Robert Marzano – as colleagues and friends. Each of them is extremely worthy of the honor of being selected for the Brock Prize. When I first heard of the award, however, my immediate thought was that it should be presented to Dr. Michael Fullan. I am convinced that no one has had a greater impact on the school improvement process worldwide.

Fullan's work on the change process over three decades has helped educators throughout the world develop a more realistic approach to the challenge of substantive school reform. Prior to his work, school reform was presented as a relatively smooth, linear process. Complaints, concerns, and criticism were regarded as evidence of an ineffective implementation process. Fullan has helped educators understand that substantive change is inherently messy and non-linear and almost certain to create anxiety and opposition. His insights as to how to respond to that challenge have helped educators approach the task of substantive school reform with a deeper understanding of what must be done to sustain an improvement process.

Principals have benefitted greatly from Fullan's examination of effective leadership in general and the challenges of the principalship in particular. He has urged principals to recognize the moral imperative of their work; to acknowledge that while structural changes may be easier to implement, meaningful change will require reculturing; and that the ultimate test of their effectiveness will be the number of leaders they develop throughout the school to carry on the work of school improvement after the principal has left the position. He has helped to re-define the role of the principal.

Fullan's impact and influence have extended far beyond the individual school site. He is one of the world's leading authorities on system-wide school improvement. He has made a compelling case that school systems must focus on building the collective capacity of people throughout the system to develop a culture of continuous improvement. More importantly, he has worked with school districts throughout the world as they have successfully demonstrated the power of his ideas to make higher levels of student learning a system-wide initiative.

More recently, Fullan has turned his attention to the even more complex challenge of improving student achievement throughout an entire province, state, or nation. As Special Advisor to the Premier and Minister of Education of Ontario, he has been instrumental in raising student achievement in language arts and mathematics

throughout the province. He has advised key policy makers in England, the United States, and Australia regarding their efforts to improve education in their countries.

Fullan is a voracious reader in wide-ranging fields and is certainly one of the most prolific writers in our profession. His work is exceptional not only for its volume but also for its quality. Several of his books have been named for prestigious awards by different professional associations. I am among the many people in our profession who eagerly reads every book Michael writes, and there is no one in education who has had a greater impact on my own thinking. I am the author of twelve books, and I have cited him in every one of those books. In fact, I cannot imagine ever writing a book where I did not credit Michael for helping to shape the ideas it presents.

Michael Fullan personifies what the Brock International Prize was intended to represent. He has bridged the gap between theory and practice, between higher education and K-12 education, between administrators and teachers, between the central office and school sites, and even between education and the private sector. I can think of no one who has had a similar impact in so many different milieus of education, nor can I imagine anyone who could ever be more deserving of the Brock Award.

Sincerely,

Richard P. DuFour
Former Superintendent of Adlai Stevenson School District 125
Educational Author and Consultant

May 12, 2011

Dear Professor Barnett,

I am deeply honored to give **Michael Fullan** my highest recommendation to receive the 2012 Brock International Prize in Education. Dr. Fullan is one of the most influential educators in the world and his research, teaching, and personal modeling of effective practice are in the best traditions of the Brock International Prize. In support of Dr. Fullan's nomination, I would offer the following observations:

- Research in the field of change leadership has frequently been marked by speculation and anecdotes. By contrast, the systematic large-scale research and application pioneered by Dr. Fullan provides not only intellectual rigor but also demonstrable impact in thousands of schools around the world. While he was instrumental in improving educational equity and excellence in more than 5,000 schools in Ontario, Canada, the impact of Dr. Fullan's work is apparent wherever I travel, from Lusaka to Bangkok to Sydney to Oklahoma City. If ever there were a model of "theory into practice," it is Dr. Fullan's work in change leadership.
- Transformations in educational theory are rare, but surely Dr. Fullan's work in systemic alignment meets that criteria. While educational literature is laden with anecdotal evidence of improvement, often associated with an exemplary teacher or extraordinary principal, large-scale systemic reform is rare. Observation and documentation at the systems level is painstaking and difficult work and, frankly, many consumers of research, including policymakers and practitioners, are too impatient to consider the practical, professional, and political challenges of alignment. Undeterred by these challenges, Dr. Fullan sets an international standard in challenging systems at the district, state, provincial, and national levels to provide consistency of opportunity for students. Rural, urban, and suburban students benefit from this work, and I have personally witnessed the impact of his research on the essentials of change leadership in some of the world's most challenging educational environments.
- Dr. Fullan's personal commitment, collegiality, and generosity are legendary. This scholar who could long ago have rested on his laurels, regularly makes time to support and encourage teachers, school administrators, researchers, and educational advocates. In a field in which some people elevate personality, pride, or price above service, Dr. Fullan is known to contribute his time, energy, and service at no cost. While he has selflessly served students and educators in his native Canada, he has made similar contributions to students and teachers around the globe. Even in matters where he disagrees with others, he is a model of civility, decency, respect, and humility.

There is a personal reason that I take this nomination so seriously. I was fortunate enough to receive the Brock International Prize and Mr. and Mrs. Brock's generosity led to the creation of a school in one of the poorest and most rural parts of Zambia. From that humble beginning four years ago, Mr. and Mrs. Brock's original gift has been leveraged into a ten-year project involving every Teacher's College in the country, the Ministry of Education, and public and community

schools for a nation in which education is literally a matter of life and death. The Brock International Prize should be associated with exceptional scholarship and international impact. Dr. Michael Fullan would represent the very best traditions of the Brock International Prize and set a very high bar for future recipients.

Sincerely,

Douglas B. Reeves, Ph.D.
The Leadership and Learning Center
225 Derby Street, Suite 503
Salem, Massachusetts 01970

Bruce Barnett, Professor
Educational Leadership and Policy Studies
University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249

Thursday 30 June 2011

Dear Bruce

I am delighted to provide the following letter of support for the nomination of Michael Fullan for the 2012 Brock International Prize in Education. In providing this statement I have taken as my guide the three criteria that you have provided. However rather than address each in turn I will provide what I hope will be a single, coherent statement – modelling one of Michael Fullan’s defining qualities, namely his capacity to bring coherence to the most complex of phenomena.

I have the good fortune of both a ‘balcony and dance floor view’ of outstanding educators across jurisdictions. None stand taller than Michael Fullan. Often we talk about the seminal work of an individual – in Michael’s case it is truly remarkable how many seminal works he has produced in the area of educational change encompassing every dimension and level of education systems.

No contemporary educator has had a greater influence on bringing together policy, research and practice to advance the effectiveness, improvement and wide scale reform of schooling systems around the world.

No other educator is so consummately and simultaneously academic, researcher, writer, policy advisor, consultant and trainer - operating at the highest levels of Government and at the deepest levels of practice.

Michael Fullan is without peer in advancing theories of change and action that have shaped national reform agendas, implementation strategies, changes in professional practice and capacity building at every level of the system - with demonstrable impact achieving remarkable outcomes in ambitious timeframes.

I will not rehearse here the many countries and contexts in which Michael is committing time, energy and expertise – they are well documented along with a body of published work most recently brought alive through outstanding on-line resources, and interactive digitally based materials.

However, there is no greater accolade than to be a prophet in your own land – it is surely the toughest challenge. Ontario stands amongst the most outstanding school systems in the world and that achievement is a reflection of the design and development work of Michael Fullan that has resulted in dramatic improvements in the life chances of all young people in the Province.

Michael is committed to the endeavour of achieving excellence and guiding struggling systems to accelerate their progress.

Most recently Michael has identified the right drivers to achieve rapid and sustainable system wide reform and improvement. He draws on decades of deep knowledge but most importantly knowledge that comes from his unique capacity to capture and share professional practice- refreshed by continuous development and research. Michael informs and shapes a policy agenda that enables and activates powerful learning systems.

Michael Fullan is a truly exceptional educator and he is a truly outstanding mentor, coach, guide and friend to educators in every part of the globe.

With kind regards

Tony

Anthony Mackay

Chair, Australian Institute for Teaching and School Leadership

Deputy Chair, Australian Curriculum, Assessment and Reporting Authority

Co- Director, Global Education Leaders Program

Immediate Past President, International Congress for School Effectiveness and Improvement

Consultant Advisor, OECD/CERI

Senior Fellow, Melbourne Graduate School of Education, The University of Melbourne

CEO, Centre for Strategic Education