References and Further Readings

- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. London, UK: McKinsey & Company.
- The Boston Consulting Group. (2014). *Teachers know best: Teachers' views on professional development*. Washington, DC: Bill and Melinda Gates Foundation.
- Brown, T. (2015). *Big idea 2015: The unexpected path to creative breakthroughs*. Retrieved from www.designthinking.ideo.com
- Bryk, A., Bender Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010). Organizing schools for improvement: Lessons from Chicago. Chicago, IL: University of Chicago Press.
- Bryk, A., Gomez, L., Grunow, A., & Le Mahieu, P. (2014). *Learning to improve: How America's schools can get better at getting better.* Cambridge, MA: Harvard Education Press.
- Brynjolfsson, E., & McAfee, A. (2014). The second machine age. New York: Norton. Callanan, L., Gardner, N., Mendonca, L., & Scott, D. (2014, November). What social-sector leaders need to succeed. *Insights & Publications*. London, UK: McKinsey & Company.
- City, E., Elmore, R., Fiarman, S., & Teitel, L. (2009). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.
- Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. New York, NY: HarperCollins.
- Cuban, L. (2014). *Inside the black box of classroom practice: Change without reform in American education*. Cambridge, MA: Harvard University Press.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: Solution Tree.
- DuFour, R., & Fullan, M. (2013). Built to last: Systemic PLCs at work. Bloomington, IN: Solution Tree.
- Edutopia. (n.d.). Lessons from a public school turnaround: Cochrane Collegiate Academy. Retrieved from http://www.edutopia.org/stw-school-turnaround
- Edwards, M. (2015). *Thank you for your leadership*. Hoboken, NJ: Pearson Education.
- Eells, R. (2011). Meta analysis of the relationship between collective efficacy and student achievement. Dissertation, Loyola University, Chicago, UMI No. 2469968.

- Elmore, R. (2004). School reform from the inside out: Policy, practice, and performance. Cambridge, MA: Harvard University Press.
- Ford, M. (2015). Rise of robots: Technology and the threat of a jobless future. New York, NY: Basic Books.
- Fullan, M. (2010). *All systems go: The change imperative for whole school reform*. Thousand Oaks, CA: Corwin.
- Fullan, M. (2011a). Choosing the wrong drivers for whole system reform. *Seminar Series 204*. Melbourne, Australia: Center for Strategic Education.
- Fullan, M. (2011b). The moral imperative realized. Thousand Oaks, CA: Corwin.
- Fullan, M. (2013a). *Great to excellent: Launching the next stage of Ontario's education agenda*. Retrieved from www.edu.gov.on.ca/eng/document/reports/FullanReport EN 07.pdf
- Fullan, M. (2013b). The new pedagogy: Students and teachers as learning partners. *LEARNing Landscapes*, *6*(2), 23–28.
- Fullan, M. (2013c). *Stratosphere: Integrating technology, pedagogy, and change knowledge*. Toronto, Canada: Pearson.
- Fullan, M. (2014a). *California's golden opportunity: A status note*. Retrieved from www.michaelfullan.ca
- Fullan, M. (2014b). *Motion leadership film series*. Retrieved from www.michael fullan.ca
- Fullan, M. (2014c). *The principal: Three keys for maximizing impact.* San Francisco, CA: Jossey-Bass.
- Fullan, M. (2015). Freedom to change: Four strategies to put your inner drive into overdrive. San Francisco, CA: Jossey-Bass.
- Fullan, M. (in press). *The new meaning of educational change* (5th ed.). New York, NY: Teachers College Press.
- Fullan, M., & Boyle, A. (2014). *Big-city school reforms: Lessons from New York, Toronto, and London*. New York, NY: Teachers College Press.
- Fullan, M., & Rincón-Gallardo, S. (in press). Developing high quality public education in Canada: The case of Ontario. In F. Adamson, B. Astrand, & L. Darling-Hammond (Eds.), Global education reform: Privatization vs. public investments in national education systems. New York, NY: Routledge.
- Fullan, M., Rincón-Gallardo, S., & Hargreaves, A. (2015). Professional capital as accountability. *Education Policy Analysis Archives*, 23(15), 1–18.
- Fullan, M., & Scott, G. (2014). *Education plus*. Seattle, WA: Collaborative Impact.
- Gallagher, M. J. (2014). *Ontario education improvement. Slide deck for international presentations.* Toronto, Canada: Ministry of Education.
- Gallup Poll. (2014). *Gallup student poll: Measuring student hope, engagement and well-being.* Washington, DC: Author.
- Glaze, A. E., Mattingley, R. E., & Andrews, R. (2013). *High school graduation: K–12 strategies that work.* Thousand Oaks, CA: Corwin.
- Hadfield, C. (2014). You are here: Around the world in 92 minutes: Photographs from the International Space Station. Toronto, Canada: Random House.
- Hargreaves, A., & Braun, H. (2012). Leading for all: A research report of the development, design, implementation and impact of Ontario's "Essential for Some, Good for All" initiative. Boston, MA: Boston College.

- Hargreaves, A., Boyle, A., & Harris, A. (2014). *Uplifting leadership: How organizations, teams and communities raise performance*. San Francisco, CA: Jossey-Bass.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York, NY: Teachers College Press.
- Hargreaves, A., & Shirley, D. (2009). *The fourth way: The inspiring future for educational change*. Thousand Oaks, CA: Corwin.
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. New York, NY: Routledge.
- Hattie, J. (2012). Visible learning for teachers. New York, NY: Routledge.
- Hattie, J. (2015). What works best in education: The politics of collaborative expertise. London, UK: Pearson.
- Herman, J. (2013). Canada's approach to school funding: The adoption of provincial control of education funding in three provinces. Washington, DC: Center for American Progress. Retrieved from http://www.americanprogress.org/wpcontent/uploads/2013/05/HermanCanadaReport.pdf
- Hill, M. L. (Host). (2015, April 8). *Atlanta teachers face 20 years in cheating scandal* [Video podcast]. Retrieved from live.huffingtonpost.com/r/segment/ 551ee2962b8c2afbd6000392
- Huffington, A. (2014). *Thrive: The third metric to redefining success and creating a life of well-being, wisdom and wonder.* New York, NY: Harmony Books.
- Jenkins, L. (2013). *Permission to forget*. Milwaukee, WI: American Society for Quality Press.
- Johnson, S. M. (2004). Finders and keepers: Helping new teachers thrive and survive in our schools. San Francisco, CA: Jossey-Bass.
- Johnson, S. M., Marietta, G., Higgins, M., Mapp, K., & Grossman, A. (2015). *Achieving coherence in district improvement*. Cambridge, MA: Harvard Education Press.
- Joyce, B., & Calhoun, E. (2010). *Models of professional development: A celebration of educators*. Thousand Oaks, CA: Corwin.
- Kirtman, L. (2013). *Leadership and teams: The missing piece of the education reform puzzle.* Upper Saddle River, NJ: Pearson Education.
- Kirtman, L., & Fullan, M. (2015). *Leadership: Key competencies for whole-system change*. Bloomington, IN: Solution Tree.
- Kluger, J. (2008). Simplexity. New York, NY: Hyperion Books.
- Knudson, J. (2013). You'll never be better than your teachers: The Garden Grove approach to human capital improvement, California Collaborative on District Reform. Washington, DC: American Institutes for Research.
- Leana, C. (2011). The missing link in school reform. *Stanford School Innovation Review*, *9*(4), 30–35.
- Leskiw-Janvary, K., Oakes, L., & Waler, C. (2013). Principal learning teams in the District School Board of Niagara. *OPC Register*, 15(2).
- Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.
- McKinsey & Company. (2015). A labor market that works: Connecting talent with opportunity in the digital age. McKinsey Global Institute.

- Mehta, J., Schwartz, R. B., & Hess, F. M. (2012). *The futures of school reform*. Cambridge, MA: Harvard Education Press.
- Michael Fullan Enterprises & California Forward. (2015). *Golden opportunity: The California collaborative for education excellence as a force for positive change.* Authors.
- Mourshed, M., Chijioke, C., & Barber, M. (2010). *How the world's most improved school systems keep getting better.* London, UK: McKinsey & Company.
- New Hampshire Department of Education. (2013, Summer). *The New Hampshire Network Strategy*. Concord, NH: Department of Education.
- New Pedagogies for Deep Learning (NPDL). (2014). Retrieved from www .NPDL.global
- November, A. (2012). Who owns the learning? Bloomington, IN: Solution Tree.
- Ontario Ministry of Education. (2007a). *Ontario focused intervention partnership*. Toronto, Canada: Queen's Printer for Ontario. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/ofip.html
- Ontario Ministry of Education. (2007b). Teacher moderation: Collaborative assessment of student work. *Capacity Building Series*. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/capacityBuilding.html
- Ontario Ministry of Education. (2009). *Schools on the move (Lighthouse Program)*. Toronto, Canada: Queen's Printer for Ontario. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/onthemove.pdf
- Ontario Ministry of Education. (2012). *Ontario leadership strategy and framework*. Retrieved from http://www.edu.gov.on.ca/eng/policyfunding/leadership/framework.html
- Ontario Ministry of Education. (2014). *Achieving excellence: A renewed vision for education in Ontario*. Toronto, Canada: Ministry of Education. Retrieved from http://www.edu.gov.on.ca/eng/about/renewedVision.pdf
- Organisation for Economic Cooperation and Development. (2011). Ontario, Canada: Reform to support high achievement in a diverse context. In *Strong performers and successful reformers in education: Lessons from PISA for the United States*. Retrieved from http://www.oecd.org/pisa/pisaproducts/46580959.pdf
- Organisation for Economic Cooperation and Development. (2013). *Teachers for the 21st century: Using evaluation to improve teaching.* Paris, France: Author.
- Park, S., & Takahashi, S. (2013). *90-day cycle handbook*. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.
- Pil, F., & Leana, C. (2006). Applying organizational research in public school reform. *Academy of Management Journal*, 52(6), 1101–1124.
- Pink, D. (2009). *Drive: The surprising truth about what motivates us.* New York, NY: Penguin Books.
- Quaglia, R., & Corso, M. (2014). *Student voice: The instrument of change.* Thousand Oaks, CA: Corwin.
- Ries, E. (2011). The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. New York, NY: Crown Publishing.

- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes. *Education Administration Quarterly*, 44, 635–674.
- Sattler, P. (2012). Education governance reform in Ontario: Neoliberalism in context. *Canadian Journal of Educational Administration and Policy, 128.*
- Schmidt, E., & Cohen, J. (2013). The new digital age: Reshaping the future of people, nations and business. New York, NY: Knopf.
- Sunstein, C., & Hastie, R. (2014). Wiser: Getting beyond groupthink to make groups smarter. Boston, MA: Harvard Business Review Press.
- Timperley, H. (2011). *Realizing the power of professional learning*. London, UK: McGraw-Hill.
- Tucker, M. (2011). Standing on the shoulders of giants: An American agenda for education reform. Washington, DC: National Center on Education and the Economy.
- Zavadsky, H. (2009). *Bringing school reform to scale: Five award-winning urban districts*. Cambridge, MA: Harvard Education Press.

Index

| Accelerated learning framework, | Capital, development of, 6, 54–56 |
|---------------------------------------|--|
| 103–105, 104 (figure) | Change process |
| Accountability | capacity building, 6, 34–35 |
| case examples of, 40-42, 121-124 | collaborative effort, 68–73 |
| and coherence, 4, 13–14, 126 (figure) | diffusion phase, 30–32 |
| external, 118–124 | directional vision, 29-30 |
| internal, 110-118 | flow, 26–27 |
| and performance, 11 | inertia, 25–26 |
| Achievement, student. See Student | innovation and, 30, 32-33 |
| achievement | mind-set, 14, 78 |
| Achieving Coherence in District | resistance, 26 |
| Improvement (Johnson et al.), 14 | superficiality in, 25 |
| Allensworth, E., 56 | technology and, 81–82 |
| Anderson, Liz, 103 | "Choosing the Wrong Drivers |
| | for Whole System Reform" |
| Bender Sebring, P. B., 56 | (Fullan), ix, 3 |
| Bond, James, xi, 103 | City, E., 110 |
| Boston Consulting Group, 63 | Classroom environments, 96–97 |
| Boyle, Alan, 15, 18 | See also Learning culture |
| Braun, H., 9 | Cochrane Collegiate Academy, 101–102 |
| Bring your own device (BYOD) | Cohen, Jared, 81 |
| policy, 93 | Coherence, definitions of, 1–3 |
| Brown, Jerry, 7 | Coherence Framework, overview of |
| Brown, Tim, 87 | assessment tool, 131–132 (figure) |
| Bryk, Anthony, 56, 67 | key elements of, 5, 12–13, 12 (figure) |
| | leadership, 14, 127–135, 138 (figure) |
| California Office of Reform in | overview of, ix-x, 2-3 |
| Education (CORE), 7 | pedagogical considerations, 13 |
| California's Golden Opportunity | See also Accountability; Collaborative |
| (Fullan), 7 | practice; Focused direction |
| Campbell, Davis, 9–10 | Collaborative practice |
| Capacity building | capacity building and, 56-60 |
| assessment of, 99-101 | goal setting and, 22 |
| collaborative process and, 56-60 | growth mind-set, 49-53 |
| leadership and, 6, 9, 49-53, 58-60 | leadership and, 68–70 |
| pedagogical, 6 | learning partnerships, 61-64 |
| strategy development, 24-27, 34-35 | for organizational change, |
| teacher development, 50–53, 57–60 | 30–32, 60–64, 60 (figure) |

| overview of, x, 12–13, 47–49, | Hadfield, Chris, 73 |
|--|---|
| 48 (figure), 75 (figure) | Hargreaves, Andy, 9, 15, 18 |
| personal learning networks, 70–71 | Harris, Alma, 15, 18 |
| social capital, 6, 13 | Hastie, R., 74 |
| system transformation, 68–69 | Hattie, John, xii, 57, 78, 89, 91, 96 |
| Teaching-Learning Critical Pathway | Higgins, Monica, 14 |
| model, 64–66, 65 (figure) | Huffington, Ariana, 86 |
| Collective efficacy, 57, 61, 69, 91 | Human capital, 54 |
| Common Core State Standards, 55, 79, 87 | |
| D ' W C 04 | Improvement science, 67 |
| Davis, W. G., 94 | Instructional guidance systems, |
| Decisional capital, 54 | 88–90, 102 |
| Deep learning. See Learning culture | See also Learning culture |
| DeMaeyer, Lawrence, 32 | |
| Dewey, John, 87 | Jenkins, L., 77 |
| Digital integration. See Technology | Johnson, Susan Moore, 14, 106 |
| integration | |
| | Kirtman, L., 23, 133 |
| Easton, J. Q., 56 | |
| Edwards, Mark, 105 | Leadership |
| Elmore, Richard, 110, 111, 112, 113, 114 | capacity building, 6, 9, 34–35, 50 |
| Engagement, student. See Student | change process, 27–33 |
| achievement | in Coherence Framework, |
| Ethics, 86–87 | 14, 127–135, 138 (figure) |
| | collaborative practice, 68–70 |
| Fiarman, S., 110 | directional vision, 29–30 |
| Flow, creation of, 26–27 | effective characteristics of, |
| Focused direction | 14–15, 133 (figure) |
| case examples of, 35–45 | growth mind-set, 49–53 |
| change leadership, 27–35 | lead learners, 53–56 |
| goal setting, 19–24 | from the middle (LFTM), 9, 35–42 |
| learning focus, 79–80 | purpose development, 18-19 |
| overview, x, 3, 12, 18 (figure), | push and pull strategies, 33-34 |
| 46 (figure) | See also Accountability |
| purpose driven, 17–19 | Leana, Carrie, 6 |
| strategy development, 24-27, 37-41, | Learning culture |
| 43–45 | accelerated learning framework, 103-105 |
| Freedom to Change (Fullan), 74 | classroom environments, 96-97 |
| Fullan, Michael, ix, 3, 23, 41, 53, | deep learning competencies, 79–81, |
| 77, 86, 133 | 80 (figure), 83–88, 84 (figure), |
| , , , | 108 (figure) |
| Garden Grove Unified School District, | goal clarity, 83–88 |
| 8-9, 33, 43-45, 121-124 | instructional guidance systems, 88–90 |
| Goal setting | modeling, 54–55 |
| clarity in, 83–88 | student learning model, |
| collaborative approach, 22 | 94–96, 94 (figure) |
| engagement and commitment, 24 | technology integration, 81–83 |
| strategy development, 22–23 | Lewin, Kurt, 14 |
| transparency, 21–22 | LFTM (leadership from the middle), |
| Grossman Allen 14 | 9 35–42 |

| Lloyd, C., 54 | professional learning networks |
|---|---|
| Luppescu, S., 56 | (PLNs), 68–73 |
| | Teaching-Learning Critical Pathway |
| Mafi, Gabriela, 8, 9 | model, 64–66 |
| Mapp, Karen, 14 | Professional learning community, 61–64 |
| Marietta, Geoff, 14 | Purpose, development of, 17–19 |
| Mayer, Andreas, 30 | |
| McGuinty, Dalton, 114 | Realizing the Power of Professional |
| Mooresville School District, 105 | Learning (Timperley), 55 |
| | Rincón-Gallardo, S., 41 |
| Napa Valley Unified School District, 99 | Rise of Robots (Ford) |
| Networked improvement communities | Robinson, V., 54 |
| (NICs), 67 | Rowe, K., 54 |
| Networked learning communities, 69–70 | Rubik, Erno, 97 |
| Networks. See Collaborative practice; | , ., ., ., ., |
| Professional development | Schmidt, Eric, 81 |
| The New Digital Age (Schmidt & | School culture, 49–53, 56 |
| Cohen), 81 | See also Collaborative practice |
| New Pedagogies for Deep Learning, | Schwalm, Laura, 8, 121–124 |
| overview, 81–83 | Scott, G., 86 |
| See also Learning culture; Pedagogical | The Second Machine Age (Brynjolfsson & |
| partnerships | McAfee), 136 |
| November, Alan, 98 | Shackleton, Ernest, 47 |
| November, Alan, 98 | Simplexity, definition of, xi, 89–90, 127 |
| Ontario Escapad Intervention Douteoushin | 6Cs of deep learning competencies, |
| Ontario Focused Intervention Partnership, | 83–88, 84 (figure), 92 |
| 40–42, 65–66, 114–115 | Smarter Balanced Assessment Curriculum |
| D 1 M C ' D 11' C 1 1 | |
| Park Manor Senior Public School, | (SBAC), 124 |
| 102–105 | Social capital, 6, 54 |
| Pedagogical partnerships | St. Aloysius Elementary School, 113 |
| collective efficacy in, 91 | Stratosphere (Fullan), 103 |
| giving feedback, 91–92 | Stratosphere agenda, 78 |
| student learning model, 94–96, | Student achievement |
| 94 (figure) | assessment of, 92–93 |
| Pedagogy, capacity building in, 6 | deep learning competencies, |
| Peel District School Board, 32 | 83–88, 84 (figure) |
| Personal learning networks (PLNs), | engagement and, 77, 93–94 |
| 70–71 | feedback, importance of, 91–92, 95 |
| Pinchot, Michelle, 33 | learning models and, 94–96, 94 |
| Pink, Daniel, 4, 109 | (figure), 102–105 |
| Pittsburg Unified School District, 31 | principal's role in, 54–55 |
| Policy making, coherence in, 6–7 | See also Learning culture |
| The Principal (Fullan), 53 | Student learning model, |
| Problem solving and ad hoc | 94–96, 94 (figure) |
| policies, 5 | Sunstein, C., 74 |
| Professional development | Sweeney, Patrick, 69 |
| capacity building, 50-60 | |
| capital framework, 54-56 | Teachers. See Professional development |
| collaborative process in, 61–64 | Teaching-Learning Critical Pathway |
| improvement science, 67 | (TLCP) model, 64–66, 65 (figure) |

Technology integration, 4–5
effectiveness of, 81–83, 97–99
student engagement and, 93–94
Teitel, L., 110 *Thrive* (Huffington), 86
Timperley, Helen, 55
Transparency, 21–22
21st century education, plan
development for, 51–53

The Unexpected Path to Creative Breakthroughs (Brown), 87

Visible Learning (Hattie), 57 Visible Learning for Teachers (Hattie), 57, 78

Who Owns the Learning? (November), 98 Wiser (Sunstein & Hastie), 74

York Region District School Board, 20–21, 34–35

Zavadsky, H., 115

Acknowledgments

e are engaged in exciting change projects around the world and privileged to learn from effective leaders who are taking their organizations on the journey toward coherence. This book is the product of many influences, and we are indebted to the growing community who willingly share their journeys toward coherence, including all the Ontario educators; the Idaho Leads team; and the California crowd, including a host of leaders at all levels of the state, from schools and districts to nonprofit organizations, professional associations, including unions, administrator and school board associations, the state superintendent, and the governor. And our thanks go to the many countries around the world with whom we are working on the coherence agenda. Thanks especially to the Stuart Foundation who supports much of our work in California.

First, we are deeply grateful to colleagues with whom we began the journey to crystallize the ideas of whole system change in the field: Eleanor Adam, Al Bertani, Gayle Gregory, Bill Hogarth, Carol Rolheiser, and Nancy Watson. As well, our thanks go to the world of colleagues and thought leaders who challenge and deepen the thinking: Kathleen Budge, the late Greg Butler, Davis Campbell, MaryJean Gallagher, Andy Hargreaves, Lisa Kinnamon, Ken Leithwood, John Malloy, Gabriella Mafi, Joanne McEachen, Bill Parrett, Christy Pitchel, and Laura Schwalm. Next, we wish to thank our global partners in the New Pedagogies for Deep Learning: A Global Partnership (NPDL) who contribute to the evolution of our thinking as they create a social movement to transform learning in Australia, Canada, Finland, Netherlands, New Zealand, United States, and Uruguay. A special acknowledgment goes to Eleanor Adam for her insights and contribution to the concepts, her valuable feedback on the manuscript, and to being a key capacity builder on our team.

This book would not be possible without our professional support team: Claudia Cuttress, who guides the infrastructure and attended to the coherence of the book; to Taryn Hauritz for her inspired infographic summaries that capture the essence of the concepts; and to Arnis Burvikovs, Melanie Birdsall, Megan Markanich, and the rest of the great publishing team at Corwin who combine quality with innovation.

Finally, thank you to our families who provide the support and inspiration in all of our endeavors.

There are many Irish expressions we like, and one of our favorites is "if you are not confused, you probably don't understand the situation." In this book, we hope we have contributed to a degree of growing coherence on your part for the critical societal agenda before us. This book is dedicated to all the coherence makers who inspired this work and the leaders who will guide the future. It's time to make a difference!

About the Authors



Michael Fullan, Order of Canada, is professor emeritus at the Ontario Institute for Studies in Education, University of Toronto. He served as special adviser in education to former premier of Ontario Dalton McGuinty from 2003 to 2013 and now serves as one of four advisers to Premier Kathleen Wynne. Michael has been awarded honorary doctorates from the University of Edinburgh, University of

Leicester, Nipissing University, Duquesne University, and the Hong Kong Institute of Education. He consults with governments and school systems in several countries.

Fullan has won numerous awards for his more than 30 books, including the 2015 Grawemeyer Award in Education with Andy Hargreaves for *Professional Capital*. His books include the best sellers *Leading in a Culture of Change, The Six Secrets of Change, Change Leader, All Systems Go, Motion Leadership,* and *The Principal: Three Keys to Maximizing Impact*. His latest books are *Evaluating and Assessing Tools in the Digital Swamp* (with Katelyn Donnelly), *Leadership: Key Competencies for Whole-System Change* (with Lyle Kirtman), *The New Meaning of Educational Change* (5th edition), and *Freedom to Change*. To learn more, visit his website at www.michaelfullan.ca.



Joanne Quinn is the director of whole system change and capacity building at Michael Fullan Enterprises, where she leads the design of strategic whole system capacity building at the global, national, and district levels. She also serves as the director of global capacity building for New Pedagogies for Deep Learning: A Global Partnership (NPDL), focused on

transforming learning. Previously, she provided leadership at all levels of education as a superintendent, implementation adviser to the Ontario Ministry of Education, director of continuing education at the University of Toronto, and special adviser on international projects. She consults internationally on whole system change, capacity building, leadership, and professional learning and is sought by professional organizations and institutions as a consultant, adviser, and speaker. These diverse leadership roles and her passion to improve learning for all give her a unique perspective on influencing positive change.



Helping educators make the greatest impact

CORWIN HAS ONE MISSION: to enhance education through intentional professional learning.

We build long-term relationships with our authors, educators, clients, and associations who partner with us to develop and continuously improve the best evidence-based practices that establish and support lifelong learning.



The Ontario Principals' Council (OPC) is a voluntary association for principals and vice-principals in Ontario's public school system. We believe that exemplary leadership results in outstanding schools and improved student achievement. To this end, we foster quality leadership through world-class professional services and supports. As an ISO 9001 registered organization, we are committed to "quality leadership—our principal product."