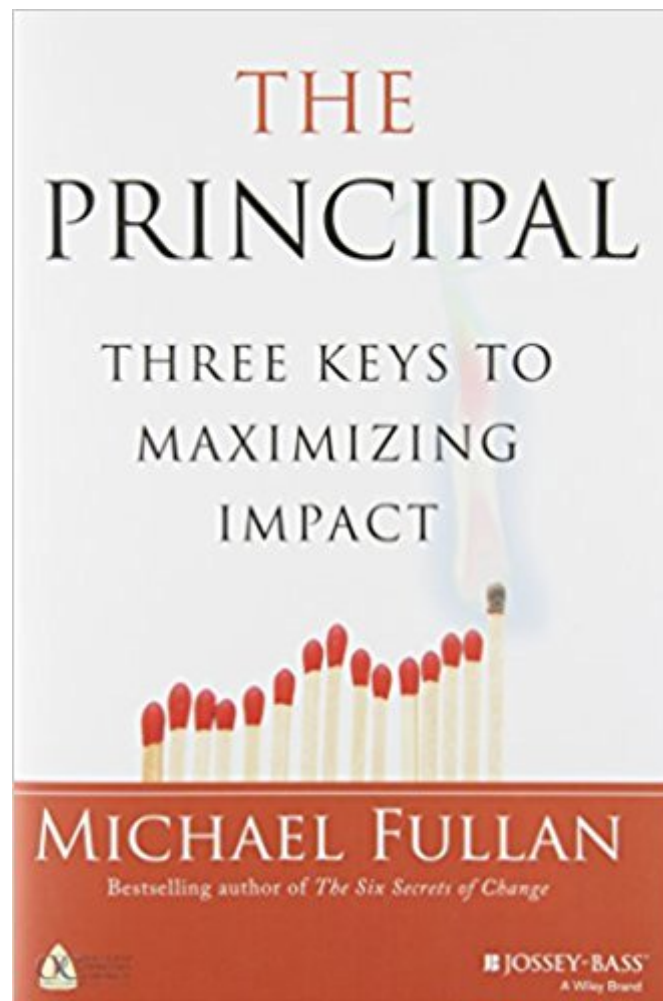




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The Principal: Three Keys To Maximizing Impact



Synopsis

The author of *Six Secrets of Change* describes how and why the principal's role must change to maximize student achievement *** FREE Professional Development Guide Included *** Principals are often called the second most crucial in-school influencers (after teachers) of student learning. But what should the principal do in order to maximize student achievement? One of the best-known leadership authors in education, Fullan explains why the answer lies neither in micro-managing instruction nor in autonomous entrepreneurialism. He shows systematically how the principal's role should change, demonstrating how it can be done in short order, at scale. Reveals the three key roles that administrators must play in today's schools Explains how to choose the right versus wrong drivers of school success Filled with "action items" to help implement Fullan's program effectively Includes strategies that have been successfully field-tested in schools across the United States and Canada

Book Information

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Customer Reviews

“This revealing and powerful book comes just in time, as we launch the biggest education reform in the past fifty years. It should be required reading not only for principals, but perhaps even more importantly for those who support and lead them.” —Laura Schwalm, CaEdPartners; former superintendent, Garden Grove, California “After decades of studying, working with, and enhancing the lot of principals . . . Fullan’s conclusion? Principals are needed now more than ever, and he’s smack on target. He doesn’t mince words, yet instills hope and confidence. Simply great . . . this book should be on every leader’s desk. Another bull’s-eye!” —William Parrett, director, Center for

School Improvement and Policy Studies, Boise State University, Idaho ?I just read The Principal and I am on fire and in love. I couldn't put it down! Fullan's uniquely succinct brilliance for soaring above the noise and clutter that bogs us down is incredibly energizing and inspiring.? ?Alice Thomas, president and CEO, Center for Development and Learning, Metairie, Louisiana

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The author contends that an early focus on accountability, individual teacher and leadership quality, and technology are the wrong drivers of school system improvement. They're more a part of the problem than a solution. This approach assumes professional capacity is already there - not always the case. Instead, we should 'reposition the role of principal as overall instructional leader so that it maximizes the learning of all teachers and in turn all students.' The current problem in education is that the 'conditions for mutual learning have been seriously eroding' - students are increasingly bored and disengaged from schooling - indicated by the fact that 'schooling alienates two-thirds of kindergarten students by the time they reach ninth grade.' At the same time, teacher satisfaction in their work declines, as well as that of principals. Fullan instead suggests that principals focus on building the professional capacity of the whole teaching staff, rather than that of individual teachers, while learning alongside them about what works and what doesn't. Another recommendation is that principals foster network connections outside the school but within the district to access new ideas, fostering intra-district development. Principals also should connect to external sources for innovative ideas. His third key for principals is that of 'Becoming a Change Agent' - starting with 'Challenging

the Status Quo' (questioning common practices, taking risks, exploring innovations. The puzzling part in all this is that it seems to suggest that colleges of education have little to offer, and that educators are thereby condemned to playing out the role of trying to feel their way forward. That may be true, but it certainly undercuts that role of teacher certification and paying extra for coursework beyond one's original B.A. degree, as well as additional years of experience. Worse yet, given the variability in pupils and teachers, the trying to make sense out of the resulting variation in pupil performance within any reasonable class size would be impossible, and create endless racing down blind alleys. Fullan's recommendations are drawn from the experience of Canada's Ontario province. When Dalton McGuinty became premier in 2003, the government encouraged schools to set their own targets and sent experienced teams to help them get there. Schools with large numbers of immigrant children could apply for special help. Every school had to improve - showing in regular inspections that it was making progress. Since 2004, funding increased by 30%. Early on, the government moved to ensure smaller classes - a strategy that has repeatedly been demonstrated as ineffectual throughout the world. Another strategy - secondary schools established success teams that provided particular attention to students who may be at risk. Ontario's graduation rate increased from 68% in 2003-04 to 79% in 2008-09, while the number of students meeting/exceeding the provincial standards has increased from 54% in 2003 to 67% in 2009; however, there has been no improvement in Grade 3 reading since 2006, only a 2% increase in Grade 3 mathematics and a 4% increase in Grade 3 writing. (Perhaps manipulation of cut scores?) Yet, Canadian pupils far outperform their U.S. counterparts, especially in math. Another source of puzzlement - Fullan's prescriptions (light on having the principal serve as the 'education leader') is contradicted by practices and results in leading charter schools.

Excellent book for making a difference in any school. This book is an easy read with realistic information about leadership and building culture.

I really liked this audiobook/book. It validated a lot of the things that I've done in the past, and set me back on a more effective and true course from some things that I do now. In my next assignment, I hope to strengthen my leadership using Michael Fullan's work here.--Dr. Nick A. Vasquez.

Great book all leaders in education should read! Fullan always makes great points.

This is a very helpful book. I have bought a copy for all of my senior staff to read. It gives a clear critique of some current government educational policies and proposes an alternative approach for principals to maximise student learning outcomes in their school. I highly recommend this book to any school leader who is seeking to continually improve.

Fullan is a wonderful researcher and tremendous voice in education. This book is not one of the best. Much of the book speaks generally to school culture and leaves few new ideas for those familiar with the past 10 years of school research.

Fullan provides an insightful, reasoned, and measured mode of thinking on issues of educational leadership. If district leaders and school heads all read this book, perhaps the educational system could take a few steps forward instead of spinning its wheels in exhausting, outmoded processes that do little to improve schools.

Best book I have read regarding principal leadership. Highly recommended.

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