FOCUS:

Reflections on the notions of innovation, change and being a leader
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Sabbatical Report

Gary Pasco
Roxburgh Area Scool

Executive Summary

I would like to make a comment about the value of this sabbatical. Having just read Fullan's latest book it makes sense that there is some opportunity built into our system that allows principals to move outside the school environment and recharge their energy levels.

I had some goals in mind when I applied for this sabbatical they included professional goals of educational readings, attending a conference, reflection on our school and it's practice especially in the management areas. However there were also personal goals of self-reflection, career planning and improving my fitness and health.
As the sabbatical time nears an end I feel that I have achieved most of the goals. I have been guided in my professional readings and study by my professional development facilitator from the University of Otago who has provided me with a framework of reading and questions and has also engaged in discussions with me at the start and end of the sabbatical period. I have summerised some of the readings solely for the purpose of clarifying my thoughts (the summaries are included in this report under findings). Generally I spent until 1.00-2.00 each day on the professional readings and reflections. I have also been doing some work on our management structure as I have been digesting the readings and will look at implementing these ideas early next term. They relate to a clarification of roles in the management structure and an understanding by everyone of what their roles are as there have been many changes over the last 8 years and some refocusing is necessary.
I have been running each day which amounts to about 30 km a week, this was one of my personal goals and I am pleased with how well I have stuck to it. I am much fitter that I was last term and I am pleased I have got to a stage where I can maintain my fitness next term back at school where there is much less time to exercise.

I have also realized that there are many other benefits of a principal being out of a school and these relate to the school and staff. It is an excellent opportunity to see how much leadership have been distributed in the school and how much capacity building has been happening while you as the Principal have been away. It is interesting to watch how staff pick up and run with different responsibilities, who are the present and potential leaders on the staff, watching from a distance has been one of the most valuable aspects of the sabbatical. It is also an opportunity for senior managers to experience the pleasures and frustrations of the position and hopefully develop an understanding of the role and pressures.

In our school when I was awarded the sabbatical we discussed who would replace me for the term. We discussed bringing someone from the outside verses an internal replacement. In the end we decided on the latter and this I think has been the right decision. Fullan argues that there is not enough thought given to leadership succession and that too often we are keen to bring in outsiders who have no knowledge of the school culture. Sustainability comes from internal appointments when possible and although in our case it was only for a short term it has had the result of building leadership capacity in our school.

I have still had to do some school related activities like accompanying the debating team which I coach, set and mark exams for my class, accompany my class on a field trip and accompany the Year 11 and 12 PE class on an outdoor education trip. I have also done some work on the curriculum stocktake like attending meetings and running staff meetings. I also wrote an application for support for a Principals/Deputy Principals cluster group I would like to set up among the other Area School principals/DP's in our area. Once again the readings on sustainability all point to the need for well established networks to be in place which support the leadership in schools and support other schools in your area.
Finally I have had time to do many of those family things that I do not often get involved with like running my daughter and friends to ballet lessons, the joys of grocery shopping, washing, getting the children of to school, getting homework done etc.

Purpose
The sabbatical was for Term 3 this year. Originally I had intended to look at how schools managed large numbers of senior students doing subjects by distance education. I was attending an innovative teacher's conference in Seattle during the term and hoped to make contact with some schools. Unfortunately it was the summer holidays and all of the schools were closed. However I was also intending to continue some professional development I had been doing on managing change and this related nicely with the theme of the conference which was to look at some innovative practices throughout the world and to discuss the conditions that were necessary for innovation to be nurtured in a school or other educational institution. So I decided to focus on the innovation because I believe that this is a real force for change but it also comes with risks and the need to accept that there will be failures and mistakes. It is how were respond to these failures that govern our ability to be a truly innovative institution.

Findings
My findings are more like a literature review and a review of the conference. I have included copies of the introductory slide of some of the presentations. I have more detailed information on these presentations if anyone is interested.

The Conference was held in Redmond which is on the outskirts of Seattle and the home to the main offices of the Microsoft Corporation. The conference was run by Microsoft and was the culmination of a number of regional conferences. At the regional conferences innovative teachers from various countries had been selected to present their projects to the conference and then one teacher from each country was chosen to attend the Seattle conference. My wife Lynda Walsh-Pasco was the teacher

selected from New Zealand and we decided to take to opportunity to take to family to the States and combine the conference with a bit of sightseeing. I was fortunate to be able to attend the conference as well although I had to combine this with looking after the children so while I attended all of the discussions and presentations I missed out on the food and entertainment.

The conference consisted of some Keynote addresses and discussions and also the presentations of about 35 projects that innovative teachers were involved in in their respective countries.
The Keynote speakers were Professor Eduardo Chaves from Universidade Estadual de Campinas, Campinas, SP, Brazil, Dr Yvonne Caamal Canul the Director of the Office of School Improvement, Michigan Department of Education and Michael Furdyk of TakingITGlobal.

Professor Charves
Professor Charves talked about the need for educational practice to undergo change as a result of a constantly changing society. He said that the changes must be radical innovations, a reconceptualisation of education of schooling. The main reasons for this are:
Universal availability of information and ease of access
Globalization of communication and ease of travel
Learning taking place anytime, anywhere, anyway.

Are There Limits to Innovation in Education?
Eduardo O C Chaves
eduardo@chaves.com.br

Microsoft
Your potential. Our passion.

With the globalization of information the teacher is no longer the only expert. Any place any time – learning need not and should not be concentrated in a given period of life should not be standardized no "one size fits all"

Changes can be incremental or radical and it is the radical changes that lead to transformation.

Technology can be used in 3 ways:

1) sustain what we already have
2) supplement
3) Subvert = radical change

As the quality of a school or system goes down the degree to which radical innovation is acceptable goes up and vice versa

Innovation is not improvement it is transformation and it needs an environment that has creative people, open environment, resources and tools is non bureaucratic, stimulating, risk taking, requires and promotes regular learning, views mistakes as a regular part of learning. There needs to be a culture of innovation as innovation is rare and difficult to sustain.

Education is the process where incompetence is translated into competence, dependence into autonomy and this process takes place through learning.

Living a life that is fulfilling and leads to personal realization is the most creative accomplishment anyone can achieve. Helping students to learn how to live this kind of life is the most challenging task of education. This type of learning requires rich and stimulating learning environments that are central to the interests and needs of the students.

Charves saw a learner-centered school as having the following:
1) learning related to life
2) centered on the learners needs and interests
3) driven by demand
4) problem solving, project based
5) building competence (autonomy)
6) active hands on
7) collaborative and yet individualized and personalized
8) Learning takes place when needed (just in time), in small modules (just enough)
9) Learning is life long and focused on the future

Innovative Teachers
a) Teachers should not be teaching unless students ask them
b) Teachers should listen and watch first and orient, advise, support, cheer, facilitate, instigate, ask questions (rather than give answers) open new horizons, gently provoke, give incentive and be coaches, mentors role models
c) Use their creativity to help students and build the school of the future
d) Empower students to use technology to learn not use technology well.

Dr Yvonne Caamal Canul

Dr Caamal Canul had been a Principal before she joined the Michigan Department of Education and she spoke on how to create an environment for innovation. She is also the daughter of a career diplomat in the US government and lived in a number of Central and South American countries and is fluent in a number of their languages. She brings a very multicultural perspective to her thinking.

Microsoft Worldwide
Innovative Teacher's Forum

*Innovative Leadership:
First, the Basics*

Redmond, Washington
July 19, 2005

Dr. Yvonne Caamal Canul, Director
Office of School Improvement
Michigan Department of Education

She was also the winner of a prestigious American award for excellence in teaching.

She said that there were 3 major considerations:
1) Relationships
2) Rituals
3) Research

Relationships
She referred here to the role of the sole – you need to find your authentic self to lead from within and to lead with light, friendliness and positivity and not lead with darkness i.e ego driven. Good leaders know their real self and are selfless in their relationships with others
Influence and Connections – Your sphere of influence is symbolic and only exists while you are leading positively – you get what you give – the type of relationships that you model will be how your staff respond to you and others. Understand the nature of connectivity nothing exists in isolation you should have an understanding of how the structures and relationships in your school are connected. Also be aware that power shifts and the young inexperienced teacher in your school could at sometime end up being your superior – don't burn your bridges they could be useful in the future.
Responsibility to others – relationships define areas of engagement and how these engagements will progress.
Mentorship – Everyone has a story – listen to it. Empower others and build an expansive constituency base
Rituals
Meaningful Relationships – set expectations, develop whole community routines and develop coherence and stability details and small things do matter (remembering employee's birthdays. Remain student focused and engage the students. Celebratory – implant the positive – transformation thinking.
Events – expected and unexpected event to recognize something to celebrate - relate them to instruction and attend to detail.
Activities – Must support the mission of the school and be congruent with stated values pedagogy v politics, be non negotiable and enhance instructional goals.
Product orientated – must be concrete tangible, must define and adhere to a standard of excellence let people know they are worth it and reward generosity.
Research
Know thyself – expand your personal curriculum know a lot and travel a lot read a lot.
Engage in self-discovery; who am I? Who are we? Identify a group of colleagues and talk regularly about your craft
Enquiry based environment- why are we doing this? Create opportunities and climate for discussions and find ways to engage in deeper thinking.
Inquiry + data = good decisions, broaden definition of information gathering textual, verbal, non-verbal, look for evidence patterns, match support with data identified needs.

Innovative leadership

- be prepared to know your self
- know a lot
- travel a lot
- believe
- dream think and do
- take risks
- everyday tell everyone they are the greatest
- be selfless
- set the expectation for excellence
- understand and believe that obstacles are just simple reminders
- build equity in your position this will allow you to make mistakes to change your working hours with the support of your staff – building equity takes time and commitment to the job.
- Negotiate
- Practice Action, reflect and achieve
- Use your intuition
- Gossip is dangerous
- No-one is golden – power shifts
- Everything happens for a reason
- Be empathic
- Build bridges
- What goes around comes around
- Mentor people
- Develop projects around peoples strengths
- Say please and thank you a lot to everyone – she watches how people treat waiters at tables as this say a lot about how they value human relationships.
- Smile and enjoy life

Michael Furdyk

Michael started his presentation with the quote from Thomas Edison

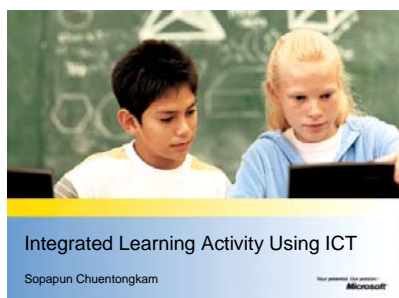"I haven't failed I've just found 10,000 ways that don't work"

Michael is the founder of TakingITGlobal which is a web site that allows young people who are doing innovative things to share these with each other and with the world. He is also an advisor to Microsoft in their partners in learning project. He talked about how he got started in IT at the age of about 6 and sold his first company while he was still at school. He saw a need to bring together other innovative young people and so he started TakingITGlobal as a way of doing this. He shared with us some stories about the young people he has met. He said that young people were leading the way in IT related technology because they are digital natives and related easily with todays technology.

www.takingitglobal.org/studentvoices

Presentations

Most of the conference was dedicated to teachers from different parts of the world speaking about their projects these included:

Guy Shearer	UK	Cross Curricular – Literacy and or Citizenship bias
Sherlita Lariosa Daguisonan	Philippines	Mathematics
Brent Karkov	Denmark	Collaborative web based projects
Dan Isele	Australia	Online Learning and Multi Media
Lina Zajanckauskiene	Lithuania	Innovative use of information technology
Chua Guat Kheng	Singapore	Inquiry based maths
Michelle Ravnikar	USA	Evaluate accuracy of electronic information sources
Heather Naughten Lois McGill-Horn	Canada	English/Social Studies
Rubem Saldanah	Brazil	Improve students understanding of daily Routine
Kate Norman	UK	Animation (Year 1-3)
Song Pengjun	China	Chinese Language
Niels Westergard	Denmark	Creating a digital culture
Eric Langhorst	USA	Geography – using NASA photos
Joan Badger.Ben Hazzard	Canada	Language/ on line between two schools
Lynda Walsh-Pasco	NZ	Video Conferencing Learning fellowship
Sopapan Chuentongkam	Thailand	Integrated Learning Activity
Kyle Burgess	USA	English/Language Arts
Kirsten Born Rasmussen	Denmark	Literary analysis through digital Technology

Animation Antics
Kate Norman, St Illtyd's Primary, Wales, UK
katenorman@btinternet.com

MATHEMATICS POWER AND FUEL PATROL
Sherlita L. Daguisonan
Iligan City East High School-Hinaplanon
PHILIPPINES

Boldy Going
Stuart Ball – Usk Church in Wales Primary School - UK
stuartball@btinternet.com

Integrated Learning Activity Using ICT
Sopapun Chuentongkam

Digital Storytelling
Heather Naughten / Lois McGill-Horn
Balmoral Hall School, Winnipeg, Manitoba

Danish Literature and Literary Analysis
Kirsten Born Rasmussen

Study on Children's Ability to Read and Write Using ICT

Song Pengjun
Shenzhen Nanshan Experimental School China
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Precision Land Management

Cam Mateika
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Learning Engagement Online

Dan Isele
Australia
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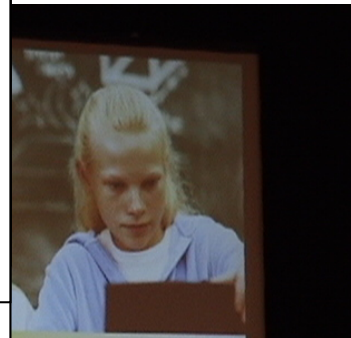
e-learning fellowships

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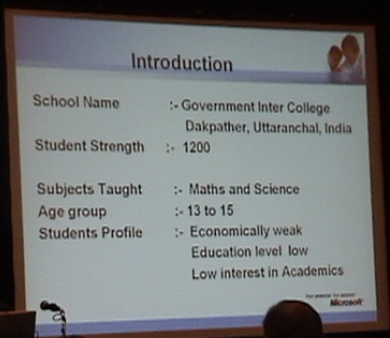
Introduction

School Name   :- Government Inter College
                       Dakpather, Uttaranchal, India
Student Strength   :- 1200

Subjects Taught   :- Maths and Science
Age group   :- 13 to 15
Students Profile   :- Economically weak
                       Education level low
                       Low interest in Academics

Activities undertaken

Week 2
On my return from the United States I spent the next week writing a proposal for cluster funding for an Area School's administrative cluster which involved senior managers and Boards of Trustees. I also prepared to present some seminars on the curriculum stocktake and I spent a lot of time on organizing our senior school formal which was held at the end of the week.

Week 3
This week was spent catching up on a number of readings based around "change" in preparation for a meeting with my professional development facilitator. I read articles from Thomas Sergiovanni, Beare, Caldwell, Millikan, Deal. These articles continue with a theme I have been working on for the last year. They are based on how leaders can manage change in their organizations, the causes of change, the process of change and the effects of change. I am interested in change management because it is something that we have to deal with constantly in education. Roxburgh Area School as with most other schools has been through enormous change over the last few years brought on mainly by external forces, like the changes in qualifications and the development of technology. We have tried to manage these changes by keeping a clear idea of what we want for our students and then trying to use these changes to improve the learning conditions of our students and the working conditions of our staff. Most of the changes have been successful on the superficial level and have resulted in positive outcomes for the students and the school but I have some doubts about how deep these changes go. One of my goals as part of this sabbatical is to look at how change in our school can be more than just superficial and structural and how do you know when change has become really deep seated. It is also a good opportunity to step outside the process and reflect on what is happening as I have been immersed in the school management for so long that my frame of reference is very narrow. Time to read and reflect away for the demands of the school will be very valuable. Next week I will continue this work but look especially at innovation. According to speakers at the conference innovation is radical change and so while it desirable for an institution to be seen as innovative it needs to be managed carefully otherwise it will exacerbate some of the negative effects of change.

Change is a constant in education and I believe that the process of change can lead to a strengthening of an organization as it requires the personal to be constantly thinking about what they are doing and why. I also believe that an organization must always be moving forward, to sit back and be satisfied with where you are at is to stagnate. Successful change encourages people to constantly reflect on their own practice and this reflection I believe is one of the major forces that leads to improvement. Successful change is difficult to manage, superficial change is relatively easy to achieve but much less successful in terms of its impact on the school and thus its sustainability. Superficial change usually results when changes are forced on a school from the outside and there is no real by-in from the staff and students. Structures might change but peoples thinking will not and they will continue to do basically what they were always doing within the new structure. Quartz (1995) believes that existing patterns of teaching and learning endure because schools are characterized by a "dominant culture of stabilizing reform" that refines existing teaching practice but does not allow radical change to occur. " Deep change involves changes in fundamental relationships, in understandings of subject matter, pedagogy and how students learn, in teachers skills and behaviour, and in students performance. " (Sergiovanni The Life world of Leadership)

Week 4
I helped run a staff meeting on the curriculum stocktake and also rewrote some assessments for my Geography class and organized a field trip for the class the following week. I also drove a number of students to their work placements for Gateway to relieve some of the workload of the Gateway coordinator.
On the Monday of this week I met with my professional development facilitator who is a lecturer at the University. We discussed the readings I had done so far on change and innovation and then looked at the next few weeks and decided on a focus. He gave me some more reading – more substantial than usual and arranged to meet before the end of the term to reflect on these readings and how they might apply to the school.

Week 5:
Took the year 11 Geography class on a field trip. Was a driver for the Gateway students and presented a submission on behalf of the Board of Trustees to the Roxburgh District Council. Prepared exams for the Geography class and also an internal assessment. Also continued with readings and my fitness goals.

Week 6
Looked at the changes in the school since I started and sorted them into positive and negative based on the research about what conditions are necessary for sustainable change – as a result started looking at the job description of the management team and wondering if we need to be a little clearer here in order to make sure that change in the school is sustainable. Perhaps there is a little confusion over job responsibilities and this is one area that research suggests needs to be clear.

Week 7
Spent this week organizing, doing and writing up a principals appraisal for a nearby school. Then attended a Year 12 and 13 Outdoor education trip as part of their assessment for their outdoor education courses. This lasted from Thursday to Sunday and so I did not get a lot of my readings done this week.

Week 8
Spent the first part of the week on exam marking and report writing for my Year 11 Geography class. I then attended a seminar of the curriculum project which related to the work I had done in Wellington with the Ministry of Education. I had some work to do as a result of this seminar as some of the principals wanted a copy of the Power Point presentation I have shown my staff earlier in the term.

The seminar was very worthwhile and questions were discussed around what is knowledge and who decides what knowledge gets taught in schools. There was some concern expressed about the role that our schools were increasingly taking on that as social agencies for our communities. There are a huge number of programmes in schools today that deal with social issues like drugs, drinking, driving etc and contribute to crowding our timetables and giving less time to teach the traditional subjects. There was also some concern about the different messages we get about the purpose of education. Is it to encourage our students to be prepared to go onto higher learning or is it to prepare them for the workforce? Different governments have varying agendas. The curriculum is developed from a opposing forces which are contrary to each other. Those who see a prescribed curriculum as the best way to educate our young people – low trust model where teacher, boards and communities are not trusted to make these important decisions, and those who prefer a much less prescribe curriculum where local communities are trusted to make the best decisions for their local young people. The purpose of the national curriculum is to set direction for learning how much of the document is mandated depends on the governments of the days policy direction.

Parallel leadership: a clue to the contents of the "black box" of school reform

Dorothy Andrews – Leadership Research Institute, University of Southern Queensland.
Frank Crowther - Leadership Research Institute, University of Southern Queensland.
(From "The International Journal of Educational Management" Vol. 16 No.4, 2002)

This reading dealt with 3 issues:
1) A conceptualization of teacher leadership looking at a rethinking of the existing educational leadership paradigm.
2) A new concept called parallelism – defined as a process whereby teacher leaders and their principals engage in collective action to build capacity. It embodies mutual respect, shared purpose and allowance for mutual expression. It asserts that the leadership functions of teacher leaders are equivalent in value to those of principals.
3) How parallel leadership can influence the nature of school outcomes.

Rethinking of educational leadership
The traditional way of looking at school leadership as the principalship is changing and we are now looking at more inclusive concepts like 'distributed leadership', 'community of leaders' and 'co-leadership'.

Also looking at the relationship between professional learning communities and sustained school improvement.

Four criteria for sustained high levels of student achievement:
1) teaching and learning assessment is the centre of the innovation
2) the approach to innovation is holistic
3) a vibrant professional learning community is in evidence
4) leadership functions and responsibilities are distributed, with teachers exercising pedagogical leadership and principals exercising strategic leadership.

The role of classroom teachers as leaders can not be overlooked and also the total amount of leadership found in school correlates positively with school performance.

Teachers as Leaders Framework
Teacher leaders:……

Convey convictions about a better world by, for example:
- articulating a positive future for the students
- showing a genuine interest in students lives
- contributing to an image of teachers as professionals who make a difference
- gaining respect and trust in the wider community
- demonstrating tolerance and reasonableness in difficult situations

Strive for authenticity in their teaching, learning and assessment practices, by, for example:
- creating learning experiences related to student needs
- connecting teaching, learning and assessment to student futures
- seeking deep understanding of tacit teaching and learning processes
- valuing teaching as a key profession in shaping meaning systems

Facilitate communities of learning through organization-wide processes, by, for example:
- encouraging a shared, school wide approach to teaching, learning and assessment
- approaching professional learning as consciousness-raising about complex issues
- facilitating understanding across diverse groups while also respecting individual differences
- synthesizing new ideas out of colleagues dialogue and activities

Confront barriers in the schools culture and structures, by, for example:
- 'testing the boundaries' rather than accepting the status quo
- engaging administrators as potential sources of assistance and advocacy
- accessing political processes in and out of the school
- standing up for children, especially marginalized or disadvantaged individuals or groups

Translate ideas into systems of action, by, for example:

- organizing complex tasks effectively
- maintaining focus on issues of importance
- being perceived as going beyond ideals, as being action orientated
- nurturing networks of support
- managing issues of time and pressure through priority-setting

Nurture a culture of success, by for example:
- acting on opportunities for others to gain success and recognition
- adopting a "no blame' attitude when things go wrong
- creating a sense of community identity and pride

Balanced Leadership:
'What 30 years of research tells us about the effect of leadership on students achievenment.' Tim Walters Ed.D Robert J Marzano Ph.D, Brian McNulty, Ph.D (2003 McRel)

This paper is a result of a research meta-analysis which analysed studies conducted over a 30 year period. The group identified 21 leadership responsibilities that they felt were significantly associated with student achievement.

Effective leadership is more than knowing what to do it is also about knowing when, how and why. They know:
- which policies, practices, resources and insensitive to align
- how to gauge the magnitude of change and tailor their leadership accordingly
- and understand the people in the organization, know how and why to create learning environments that support people, connect them with one another and provide the knowledge, skills and resources they need to succeed.

The group found that there was a significant improvement in student achievement when there was an improvement in the 21 identified leadership responsibilities. The student achievement improvement was all based on standardized test data.

The 21 leadership responsibilities:

Culture – fosters shared beliefs and a sense of community and cooperation
Order - establishes a set of standards operating procedures and routines
Discipline – protects teachers from issues and influences that would detract from their teaching time or focus
Resources – provides teachers with materials and professional development necessary for the successful completion of their jobs
Curriculum, instruction, assessment – is directly involved in the design and implementation of curriculum instruction and assessment
Focus – establishes clear goals and keeps those goals in the forefront of the schools attention
Knowledge of curriculum instruction assessment – fosters shared beliefs and a sense of community and cooperation
Visibility – has quality contact and interaction with teachers and students

Contingent rewards – recognizes and rewards individual accomplishments
Communication – establishes strong lines of communication with teachers and among students
Outreach – is an advocate and spokesperson for the school to all stakeholders.
Input – involves teachers in the design and implementation of important decisions and policies
Affirmation – recognizes and celebrates school accomplishments and acknowledges failure
Relationship – demonstrates an awareness of the personal aspects of teachers and staff
Change Agent – is wiling to and actively challenges the status quo
Optimizer – inspires and leads new and challenging innovations
Ideals / beliefs – communicates and operates from strong ideals and beliefs about schooling
Monitors / evaluates – monitors the effectiveness of school practices and their impact on student learning
Flexibility – adapts his or her leadership behaviour to the needs of the current situation and is comfortable with dissent
Situational awareness – is aware of the details of the undercurrents running in the school, uses this information to address current and potential problems
Intellectual stimulation – ensures that staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the schools culture.

I quite like this list as it gives a basis for reflection on my own performance.

'**The New Leaders - Transforming the Art of Leadership into the Science of Results'** Daniel Goleman, Richard Boyatzis and Annie McKee (timewarner 2002)
This reading looked at leadership groups and how they can be more effective than individuals in directing change as long as the group and individual member have a grasp of the 'Emotional Intelligence' (EI) of the group. It is the leader's job to help to create the emotional reality of a group that will allow them to function effectively. The EI of a group is the silent language of norms and emotions that operate in any team. Every team has a set of norms that dictate how they operate and relate to each other eg a commitment to consensus in the decision making process. Members relate emotionally to each other in particular way as a result of their personalities. New leaders need to be aware of these underlying 'conventions' and take them into consideration when making changes.

A groups EI requires self-awareness, self-management, social awareness, and relationship management.

Self-Aware – member of the team are attuned to the emotional undercurrents of individuals and the group as a whole. They have empathy for each other. They can acknowledge angry team members and can support others when necessary. The can gauge their body language and the clues they are giving others in the group.

Self-Managed – Everyone, not just the leader should take responsibility for the running of meetings. Practice positive norms and hold one another responsible for accountable for sticking to them. Self management is everyone's responsibility – leaders job to hold everyone to the practice of self management.

Empathic Team – empathy is the basis of all relationships. Empathic team will tack action to work with all members – take time to predict and understand their reactions to changes. Understand the way team members are feeling.

The team leader has the power to establish norms, maximize harmony and collaboration to ensure that the team benefits from the best talents of each member.

Leaders can not lead if their teams norms hold them captive and they can not change the teams norms unless they are willing to work with peoples emotions and with the teams emotional reality.

Change can be sustained over time if the entire fabric of the organization is interwoven with EI leadership. Change works against a paradox, organizations thrive on routine and the status quo. Established systems allows all people to carry out their jobs with minimal interference. Change will disrupt this. Even the best development process will fail if the EI and culture of an institution are not clearly understood.

Action Learning is a good way to sustain change – it gives the participants the means to practice what they are learning.

The best leadership programmes are designed for culture, competence and culture and adhere to the principles of self-directed change.

Emotions matter enormously for leadership. Primal leadership is a critical dimension (discussing and dealing with emotions). Resonant leadership –understanding and working with emotions can be distributed throughout an entire organization by modeling and a well directed leadership team under an emotionally intelligent leader.

It is important that leaders manage their own emotions when things get tough.   EI leaders know how to manage their disruptive emotions in the face of drastic change. They do not wait for a crisis but remain flexible, adapting to the new realities. Even in the midst of vast changes, they can see their way to a brighter future, communicate that vision and lead the way. Need now for continuous improvement in the whole organization.

"What's up with our schools?" – Allan Peachey 2005

I wasn't sure if I wanted to read this book as I have listened to Allan when he was President of SPANZ and I do not agree with some of his ideas however I was glad I did.

While I have still got issues with his stand on unionism I couldn't help but agree with his basic argument – that every student in New Zealand needs the opportunity to attend a quality school and quality schools are developed by quality teachers and lead and mentored by quality principals – every student should be able to attend their local school wherever that is a and expect to receive a quality education. ERO gets a bit of a pasting for its perceived lack of rigor as does the Ministry of Education for its size. Peachey is not in flavour of centralization and sees Tomorrow's schools (in which he saw great potential) as being dismantled as we return more to a centralized based education system with all of its regulations and mandates (Junkman)

Quality teachers and teaching is vitally important and has seen Peachey travel to Britain to recruit the best teachers to counter what he sees as the falling standard of our teacher graduates. The size of his school allows him to do much of his own PD and teacher development which I can see as being a huge advantage to the school.

He spends a lot of time praising his own school of which he is justifiably proud – and criticizing others (not named) as not being up to standard.

He sees the size of the school as irrelevant when looking at student achievement but does say that the structures need to be in place to support students learning and achievement.

He it an advocate of 0 tolerance for drugs etc and bemoans the fact that parents are often too keen to blame the school for the behaviour of their children.

Creating an Excellent School – Hedley Beare, Brian Caldwell and Ross H. Millikan (1989)

This article was a summary of the findings of the 'Project On Improving Urban High Schools' (Miles 1987)

Miles identified sixteen factors which seem to account for successful implementation:

Leadership
School autonomy
Staff cohesiveness
Good programme / fit
Power-sharing

Rewards for staff
Vision
Control over staffing
Control over resources
Staff willingness / initiative
Evolutionary programme development
External networks
Coping
'Good inplementation'
Institutionalisation
Organisational Change

The first four factors were described a preconditions because they can only partly be influenced by people at the school level. From observations a number of relationships were observed:
- Power sharing occurred after major decisions about programmes were made – but was critical in securing staff willingness to participate
- Programme development was evolutionary
- The shared vision included a vision of the process of change as well as a preferred and possible future for the school
- Empowerment of staff was important with a critical mass of engaged people.

Reframing Organisations Artistry, Choice and Leadership (Bolman LG and Deal TE (1997)

This article was based on a number of stories about leaders trying to implement change and their successes and failures.
I like his quote from The Prince by Machiavelli
'It must be realized that their is nothing more difficult to plan, more uncertain of success, or more dangerous to manage then the establishment of a new order of things, for he who introduces change makes enemies of all those who derived advantage from the old order and find only lukewarm defenders from those who stand to gain from the new one.'

Change alters power relationships and undermines existing agreements and pacts. It intrudes on deeply rooted symbolic agreements and ritual behaviour.

Four frames were identified as major issues in change:

Human resources – anxiety, uncertainty, feelings of incompetence, neediness, Ability to feel in control and valued lost. Support and training needed
Structural – Loss of clarity and stability, confusion, chaos. Change disrupts existing relationships producing confusion and uncertainty. Structural patterns need to be revised.
Political – Disempowerment, conflict between winner and losers. Requires the creation of arenas where issues can be negotiated
Symbolic – Loss of meaning and purpose, clinging to the past. Transition rituals, morning the past and celebrating the future help people let go of old attachments and embrace new ones.

The need for training to follow changes. Time and money need to be spent on developing the necessary skills. But individual skills and confidence can not guarantee success unless structure is also realigned.

Story examples came from Coca Cola (introducing a new product). The Experimental Schools Project in the US (a government initiative to improve rural schools), KodaK's Film division (renamed Team Zebra), and the account of David Kings work at Robert F Kennedy High School. (took over a new failing school with many problems follows through his first few weeks in identifying and dealing with the issues.). I really enjoyed reading this and while not directly relevant to my situation presented me with some good challenging ideas.

The Lifeworld of Leadership Creating Culture, Community, and Personal Meaning in Our Schools Thomas J.Sergiovanni (2000)

There have been many changes in our schools over the last 20 years – there are many new structures as a result, schools look a little different and people talk a different language. But deep change has been slow in coming. Deep change involves changes in fundamental relationships, in understanding of subject matter, pedagogy and how students learn, in teachers skills and behaviour and in student performance. It is suggested that deep change is slow in coming because schools are characterized by a 'dominant culture of stabilizing reform' that refines teaching practice but does not allow for radical change to occur. Many experts believe that schools absorb changes without altering underlying forms and assumptions.

Schools remain stable because the existing culture contains norms the define and then provide, meaning for parents, teachers and other locals.
Changing school culture for this reason is very difficult.

Change that counts is change that affects teaching and learning, help students developmentally, helps teachers be more effective and improves the life of students at school. We do not think enough about the ways we should work to bring about the changes that will help schools be more effective.

People's ideas about change are based to a large extent on their understanding of how schools operate and also on human nature. Deep changes results from approaches and match the unique cultural requirements of schools including their lifeworlds and match the operational requirements of their systemsworlds.

There is a difference between formal organizations and social organsations based on the how human conduct is socially organized. What works for one organization may not work for another.

Six change forces:
- Bureaucratic – rules, mandates and other requirements intended to provide direct supervision, standardized outcomes used to prescribe change
- Personal – personalities, leadership styles, interpersonal skills of change agents that are used to motivate change

- Market – competition, incentives, and individual choice theories used to motivate change
- Professional – standards of expertise, codes of conduct, collegiality, felt obligations and other professional norms intended to build a professional community used to compel change
- Cultural - shared values, goals, ideas about pedagogy, relationships and politics all intended to build covenantal community that is used to compel change
- Democratic – social contacts and shared commitments to the common good intended to build a democratic community that is used to compel change

View school as a formal organization = bureaucratic, personal forces
View school as a social organization = professional, cultural and democratic forces

Bureaucratic, personal and market forces generally result in changes in school structure. Professional, cultural and democratic more likely to result in deep changes.

Human Nature –
- Constrained – believes that principals, teachers and other locals will act selfishly if given the chance. Their primary concern is to maxamise their self-interest. Constraints in the form of incentives and penalties must be provided to force them to do the right things
- Unconstrained – believes that that principals, teachers and other locals can be trusted to act morally and their fore must be given the freedom to do what they see and right. Teachers for example are thought capable of behaving as professionals who willingly accept responsibilities for their own practice and who commit themselves to the learning needs of the students.

Constrained = bureaucratic, personal change forces. Bureaucratic forces seek to motivate by relying on penalties for teachers who will not implement change. Personal forces seek to motivate by relying on rewards for teachers who will implement changes.
Market forces based on self interest that individuals will maximize their gains and cut their losses in an open market place.
Unconstrained – professional, cultural and democratic forces. Personal forces rely on professional training, standards of practice, and norms for behaviour that once internalised are thought to compel change.. Cultural change argues that schools can become communities in their own right. Schools can become covenantal learning communities with cultures that compel change among teachers and students that result in better learning. Democratic forces rely on commitment to democratic social contracts that function to guide schools decision making and to provide for patterns of obligations and duties that compel change.

Change that is based on the view of schools as communities will work best for implementing deep sustainable changes in schools. These are changes based on

schools as social organizations where change forces like cultural and democratic forces prevail.

Unlocking Formative Assesment Shirely Clarke (2001)

This reading was related to the ATOL contract that our school in involved in this year. It covered much of the material we had been presented but I was especially interested in the Learning Intentions the Success Criteria and the feedback especially the 'Closing the Gaps' statements used when marking work. It is something I want to focus on more in our school.

Leadership and Sustainability Systems Thinkers in Action – Michael Fullan 2005

I found this book to be very enlightening and easy to read. Fullan talks about the sustainability of change and how this can be embedded into a system. He refers to examples in England where the literacy and numeracy projects have resulted in short term improvements but these improvements have leveled off and are not resulting in long term sustainable, continuous improvement. What is need here he argues is a new idea that will take the students to the next plateau of learning and achievement. He says that this issue is present in all educational systems – the mistaking on short term gains for long term sustainable change. Both short term and log term changes are necessary is any system this is because we are all accountable to higher authorities who need to see results for the resources they put in. A good leader in Fullans opinion will be a person who will work on both of these types of change.

Fullan strongly makes the point that it is leadership and not leaders are the key to educational revolution. Charismatic leaders who lead by force of there personality do not build sustainable educational environments because too much of the energy in invested in them. One of the things that enables sustained change is the lateral movement of leadership within a school environment. Leadership should be built at all levels of the system including the students. This ties in well with an earlier reading on parallel leadership and the development of teacher leaders
"Parallel leadership: a clue to the contents of the "black box" of school reform"
Dorothy Andrews – Leadership Research Institute, University of Southern Queensland.
Frank Crowther - Leadership Research Institute, University of Southern
Fullan trefers to research that identifies what differentiates between successful schools and less successful schools "effective cultures establish more and mor progressive

interactions in which demanding processes produce both good ideas and social cohesion. A sense of moral purpose is fueled by a focus on value added high expectations for all, raising capacity, pulling together, and an ongoing hunger for improvement.

He talks about need to balance energy to produce sustainability. He mentions energy creators, energy neutrals and energy consumers. Leaders should be energy creators. Energy needs also to be renewed in all individuals and can be done through rituals and periodic. Rituals allow things to happen with out the consumption of huge amounts of energy and leave us free to focus more strategically. Periodic renewals focus of times when you are removed from the situation as maintaining relationships is draining on energy and solitude can be a source of personal meaning and creativity. He sees the assessment for learning that is happening in England (and New Zealand) as a very good model of sustainable improvement as is had short and long term goals and focuses on developing teachers' leadership capacity.

Building capacity is important in any institution and it is the leader's job to see that this happens. Leadership capacity can be built both within a school and laterally through principal and other networks. Capacity building leaders should be almost as interested and supportive in the progress of the neighboring school as their own. Local educational authorities should be overseeing, supporting and resourcing this leadership capacity building.

Implications

The implications for education at the conference and the readings I have done are quite far reaching. The conference dealt with how to support and encourage innovation and how do leaders create an environment where innovation is allowed to bloom. The very definition of innovation is an issue because it is not seen as a gradual change but as a dramatic change that challenges existing ideas of education. Creating an environment where this happens is fraught with dangers and problems and is a challenge for today's school leaders. Innovation and change also needs to be sustainable and it is obvious that to make change sustainable the school must not have all of it's leadership capacity tied up in one position or person. Sustainable changes results from distributed leadership where a number of staff members have the skills and knowledge to be leaders and initiate change. Some educational writers even see students as having a role to play in supporting and leading change.

The implications for our schools are obvious, principalship is no longer the isolated, lonely position it once was, today's principal needs to be focused on building leadership capacity both within their schools and with their neighboring schools. One way of doing this is to develop strong networks that focus on leadership and the management of change and innovation. In New Zealand recent developments of Principals Learning Centers and other similar initiatives are very important. However it is not enough to develop the principal as an individual as every principal is an integral and imbedded part of their own school systems and as a result some of the principal's development needs to take place within their school environments, encouraging them to develop leaders within their schools and to plan for succession so as to preserve the innovative culture the school might be developing.

At the conference in Seattle I listened to a number of people taking about leadership. There are similar discussions going on all over the world about what constitutes good school leadership both at the local and national levels. My position does not allow me to travel to international conferences but the opportunity to attend one has given me a new faith in New Zealand's position in the international, educational community.

Conclusion

I considered 3 questions when I came to write this conclusion:

What has the school gained from my sabbatical?
What have the students gained?
What have I gained?

The last question I think I have already covered above. As for the school I hope they have gained a principal who is reenergised, more knowledgeable about leadership, and who will perhaps last longer in the job than would otherwise have been the case. The school and staff have also gained the opportunity to operate without me for 9 weeks, the advantages of which I have already mentioned. The students I hope will have gained a less grumpy, more tolerant principal but also one with a renewed commitment to persist in improving the learning environment and outcomes for all of them.

I would like to thank the Ministry of Education for their vision in introducing these sabbaticals. It is an initiative I hope will continue and even be expanded to include all teachers as well. I know of a number of Principals who are considering applying or have already applied and I would urge other Principals to do the same as the time is extremely worthwhile both personally and professionally.

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