



Change Leadership: A Practical Guide to Transforming Our Schools

Tony Wagner , Robert Kegan , Lisa Laskow Lahey , Richard W. Lemons , Jude Garnier , Deborah Helsing , Annie Howell , Harriette Thurber Rasmussen , more... Tom Vander Ark (Foreword) ...less

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The Change Leadership Group at the Harvard School of Education has, through its work with educators, developed a thoughtful approach to the transformation of schools in the face of increasing demands for accountability. This book brings the work of the Change Leadership Group to a broader audience, providing a framework to analyze the work of school change and exercises that guide educators through the development of their practice as agents of change. It exemplifies a new and powerful approach to leadership in schools.

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From Reader Review Change Leadership: A Practical Guide to Transforming Our Schools for online ebook

Rebecca says

Helpful, clear, insightful, hopeful. Gives tools and frameworks to help explain the psychological impact of change and why our responses to it work to slow progress to a crawl. SUPER enlightening.

Alabama Best Practices Center says

This book is a must for any education leader. It was commissioned by the Gates Foundation and written by faculty from the Harvard Graduate School of Education, led by Tony Wagner. We are using it with our Key Leaders Network and integrating much of what we've learned from this book in other facets of our work. Highly recommended.

Kelley says

I've wanted to read this book for a few years. Sadly, I was quite disappointed with it. While there are some intriguing aspects about different ways to approach change, I was largely unimpressed. The single most interesting concept was discussing how the change leader can actually hinder the change process. Otherwise, this wasn't very interesting or well presented. I even found the anecdotes hard to follow and uninteresting to read about. I missed the boat on this one.

Luca says

Anybody who is working with education will benefit from reading this book. It is full of information for developing your school or organization. No school is lacking of engaged and good-willing educators. What is important is a strategy to use the effort in an effective way, and that is what the book is about.

Jeff says

The instructional leadership team at my school has used this book this past year as a tool for exploring our work and the changes we need to make. It has functioned as a powerful mechanism for us to examine where we are as a school and where we are headed. It offers practical advice for creating true learning communities that are aimed at educating all of the our children for our society and economy. At the heart of the book is a dual focus on both the individual changes that adults must make to truly tackle expanded visions of student outcomes and the broader systemic changes institutions must make to have these changes take root.

As I have noted elsewhere, there is a need to expand the discourse about the outcomes that we need for all of our children beyond the confines of basic skills and knowledge defined by "No Child Left Behind." If we are

serious about tackling both a greater vision of what children need to be successful and educating them in a way to reach this success, then schools and public policy has to change. This book takes a major leap in describing what that change looks like in all of its messy details. This is important and difficult work.

Anthony A says

This is an excellent book for educational leaders, especially the first chapter, which talks about the "perception gap" between universities and public schools/parents. I thoroughly enjoyed working through the Immunity Map, which made me look at something which I was doing that prevented me from being fully committed to school improvement. Highly recommended.

Stephanie Maynard says

Great book! I will use this when I begin trying to reinvent Az schools.

Christina says

I learned a lot from this book. The 4C's framework for school change is a beneficial model that helped me identify both strengths and areas for growth.

Ryan says

I do not like all of the books I read for graduate school but this one was well-written, well-formatted, and very informative. The author clearly understands the school improvement process and makes allowances for the indiscrete nature of the exigent problems facing schools (I didn't intend to write such a hoity sentence, apologies). But this is a textbook, and as much as textbooks are their own form of fiction, I can't give more than 3 stars - even though it is a great book!
