

# Facilitator's Guide

THE  
**Moral**  
Imperative  
OF  
**SCHOOL**  
**LEADERSHIP**

Michael Fullan



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# Introduction

This facilitator's guide is a companion for *The Moral Imperative of School Leadership* by Michael Fullan. It is designed to accompany the study of the book and provide assistance to group facilitators, such as school leaders, professional development coordinators, peer coaches, team leaders, mentors, and professors. Along with a summary of each chapter in the book, Michael Fullan has provided chapter discussion questions, activities, journal writing prompts, and suggestions for practical application.

Corwin Press also offers a free 16-page resource entitled *Tips for Facilitators* which includes practical strategies and tips for guiding a successful meeting. The information in this resource describes different professional development opportunities, the principles of effective professional development, some characteristics of an effective facilitator, the responsibilities of the facilitator, and useful ideas for powerful staff development. *Tips for Facilitators* is available for free download at the Corwin Press Web site ([www.corwinpress.com](http://www.corwinpress.com), under "Extras").

## How to Use the Guide

When using the guide during independent study, focus on the summaries and discussion questions.

For small study groups, the facilitator should guide the group through the chapter work.

For small or large group workshops, the facilitator should create an agenda by selecting activities and discussion starters from the chapter reviews that meet the group's goals, and guide the group through the learning process.

We recommend that facilitators download a copy of *Tips for Facilitators* and review the characteristics and responsibilities of facilitators and professional development strategies for different types of work groups and settings.

# **Chapter-By-Chapter Study Guide for *The Moral Imperative of School Leadership* by Michael Fullan**

## **Preface**

### **Discussion Questions**

1. As a school leader, what goals would you like to accomplish?
2. What is school leadership? Who are school leaders?
3. What is system transformation? What should the new system look like?
4. How can principals and other school leaders assist in system transformation?
5. What drives you to want to make a difference in the system?
6. What conditions need to be present to affect powerful change in the system?
7. What do you expect from this book (or workshop)?

## **Chapter 1: Changing the Context**

- It is the moral imperative of school leaders to change the context of public education. To begin changing the context, leaders must change their immediate situation. If one can change the thinking and the environment of school leaders, the system will follow.

- Change naturally produces anxiety and tension. A leader must create an environment conducive to change—a safe, open, and nurturing environment.
- The public education system impacts every individual in a democratic society, as parents, business owners, and citizens. Therefore, the public education system must be morally responsible for the academic achievement and personal and social development of all students. In its present state, the system is not meeting those responsibilities. In order to change the school system, principals and other school leaders must lead the charge by changing their schools and the system.
- The school principal is the pivotal leader working to guide and support dedicated teachers to “informed professional judgment” (Barber, 2002). Informed professional judgment looks like this:

Colleagues working together to pursue deeper knowledge  
Interaction of peers inside and outside of their own schools  
Disciplined inquiry based on solid data  
Driven by a solid moral purpose  
Conducted by committed, disciplined teachers

- To ensure success, school leaders must create and sustain dedicated, morally committed, disciplined teachers. To accomplish this task, principals must attain Level 5 leadership:

Have personal humility and professional will  
Find the right people, put them in the right positions, and then figure out where to go  
Remain absolutely certain that you will succeed, while honestly confronting the brutal facts of your reality  
Be clear about your passion, ability, and motives  
Create a culture of disciplined people, disciplined thought, and disciplined action  
Apply technology to support change

- To affect significant change in the public education system, there must be more Level 5 leaders. Principals must act more like chief operating officers than managers.

## One-Day Workshop Agenda

### Welcoming Activity (10 minutes)

### Purpose of Workshop (5 minutes)

- Examine the qualities of a successful leader and determine the moral imperative of school leaders.
- Recognize the barriers to school reform and identify ways to change current thinking in order to change the context in which you work.
- Understand the Levels of the Moral Imperative.
- Explore how school leaders create meaningful, sustained change.
- Engage in professional interaction.
- Explore the role of principals and other school leaders in reform.
- Reflect on personal practices and perceptions.

### Chapter 1

1. Activity: “Informed Professional Judgment” (30 minutes)
2. Discuss the qualities of the Level 5 Leader (15 minutes)
3. Activity: “Acting as a Level 5 Leader” (1 hour)

Break (15 minutes)

### Chapter 2 (45 minutes)

1. Barriers to School Leadership—create charts
2. Activity: “What Doesn’t Work”

### Chapter 3

1. Discussion of the role of principal at the school level (15 minutes)
2. Activity: “Relational Trust” (30 minutes)
3. Discussion of data-based inquiry (15 minutes)

Lunch (1 hour)

### Chapter 4

1. Small group discussion question: “What does it take to achieve districtwide reform?” (15 minutes)
2. Activity: “Deciding What Works” (45 minutes)
3. Activity: “The Big Picture” (15 minutes)

Break (15 minutes)

### Chapter 5

1. Discussion of the qualities of the “new” principal (15 minutes)
2. Activity: “Individuals Can Make a Difference” (30 minutes)
3. Activity: “Revamping the System” (30 minutes)

### Summary and Evaluation (15 minutes)

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# Resource B

## Workshop Evaluation Form

### Content

How well did the workshop meet the goal and objectives?

How will you apply what you learned during this workshop in your daily professional life?

What professional support will you need to implement what you have learned from this workshop?

How well did the topics explored in this workshop meet a specific need in your school or district?

How relevant was this topic to your professional life?