

**LEAP Action Learning Report 2012**

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| Topic area(The What) | Managing Change ‘Prolonged Equilibrium in Schools is a Precursor to Disaster’…..the Courageous Leadership Imperative. |
| Context(The Where and When) | Central Technical High School, Toronto District Schools Board, Ontario Province, Canada; andWhitebridge High School, Hunter/Central Coast 7, NSW Department of Education and Communities. |
| Research methods(The How) | Qualitative narrative commentary, employing a longitudinal object and subjective analysis of both sites over a 10 month period September 2012 to August 2013 |
| Initial major findings(preferably in dot-point form) | * There is a demand for system change or renewal across education systems in western world countries.
* That change is enabled by a range of drivers or imperatives that hold student outcomes as an indicator of national economic and population wellbeing.
* That change is driven by the development and use of new and more efficient technologies in lifestyles and in learning and pedagogy.
* The change is driven to meet projected demands in skill base development for industry and notion building as well as addressing known deficits in skill shortage areas.
* That change at the school level not only evolves but is led by the by the staff of schools, with the principal being the prime leader.
* That while there is an imperative for change in schools to assist in building capacity for increased national economic growth and wellbeing there is an inherent tension in schools to resist change and continue with familiar practices for a range of reasons.
* That there is a demand for a courageous leadership imperative to overcome the inertia of familiar historical practices in schools to bring out creativity and innovation in educational service delivery.
* That the use of collegial shadowing, on an international perspective, to allow a greater and more sophisticated understanding of the internal strength of a school leader in two (2) different education systems is of benefit to both parties
* The use of the NSW DEC Leadership Capability Framework in creating the context for change and comparison of that framework with the Ontario Leadership Framework 2012.
* The use of team or faculty leaders to mobilise innovation and creative responses in terms of risk taking to generate fresh / new approaches to more effective pedagogy and pastoral care for students.
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