The history of educational reform and innovation is replete with good ideas or policies that fail to get implemented or that are successful in one situation but not in another. A missing ingredient in most failed cases is appreciation and use of what we call change knowledge: understanding and insight about the process of change and the key drivers that make for successful change in practice. The presence of change knowledge does not guarantee success, but its absence ensures failure.

It is not easy to rectify this deficit. Policy makers do not want to be slowed down by knowledge of change. It takes time to address this knowledge — even though, ironically, they are eventually slowed down even more by failed implementation.

In the past 20 years, we have learned a great deal about innovative processes that work and those that don't. We are using this knowledge to bring about system change across the three levels of school and community, district and state (Barber & Fullan, 2005). In particular, eight drivers are keys to create effective and lasting change.

1. Engaging people's moral purposes.

The first overriding principle is knowledge about the why of change, namely moral purpose. Moral purpose in educational change is about improving society through improving educational systems and thus the learning of all citizens.

In education, moral purpose involves committing to raise the bar and close the gap in student achievement — for example, increasing literacy for all, with special attention to those most disadvantaged. There is a wide gap, particularly in some countries, between groups at the bottom and those at the top. Schools need to "raise the floor" by figuring out how to speed up the learning of those who are at the bottom, those for whom the school system has been less effective.

Improving overall literacy achievement is directly associated

country's economic productivity. In countries where the gap between high and low student performance is reduced, citizens' health and well-being are measurably better.

In change knowledge, moral purpose is not just a goal but a process of engaging educators, community leaders, and society as a whole in the moral

new learning experiences for students. In addition to school and community learning, a powerful new strategy is evolving which we call "lateral capacity building," involving strategies in which schools and communities learn from each other within a given district or region and beyond. Learning from others widens the pool of ideas and also enhances a greater "we-we" identity beyond one school (Fullan, 2005).

Knowledge sharing and collective identity are powerful forces for positive change, and they form a core component of our change knowledge. We need to value these aspects and know how to put them into action. Jeffrey Pfeffer and Robert Sutton reinforce this conclusion in their analysis of   - (Harvard Business School Press, 2000). They claim that we should embed more of the process of acquiring new knowledge in the actual doing of the task and less in formal training programs that are frequently ineffective (p. 27). Change knowledge has a bias for action. Developing a climate where

people learn from each other within and across units, and being preoccupied with turning good knowledge into action, is essential. Turning information into actionable knowledge is a social process. Thus, developing learning cultures is crucial. Good policies and ideas take off in learning cultures, but they go nowhere in cultures of isolation.

5. Developing cultures of evaluation.
A culture of evaluation must be

powerful tool in our work on assessment as it makes it possible to access and analyze student achievement data on an ongoing basis, take corrective action, and share best solutions. Developing cultures of evaluation and capacity to use technology for improvement must go hand-in-hand; both are seriously underdeveloped in most systems.

6. Focusing on leadership for change.

One of the most powerful lessons for change involves leadership. Here change knowledge consists of knowing what kind of leadership is best for leading productive change. High-flying, charismatic leaders look like powerful change agents but are actually bad for business because too much revolves around the individuals themselves.

Leadership Tm /ffeselve.

8. Cultivating trilevel development.

The eighth and final driver lies in the realization that we are talking about system transformation at three levels. We are not talking just about changing individuals, but also about changing systems — what we call the trilevel model.

Here is a trilevel lens on a problem:

- What has to happen at the school and community level?
- What has to happen at the district level?
- What has to happen at the state level?

We need to change individuals, but also to change contexts. We need to develop better individuals while we simultaneously develop better organizations and systems. Such work is easier said than done and involves what we have recently called developing "system thinkers in action" (Fullan, 2005).

For our purposes, we need only say "beware of the individualistic bias" where the tacit assumption is that if we change enough individuals, then the system will change. In such cases, change won't happen. We need to change systems at the same time. To change individuals and systems simultaneously, we must provide more "learning in context" — that is, learning in the actual situations we want to change. Mintzberg (2004) focuses on this when he says,

"Leadership is as much about doing in order to think as thinking in order to do" (p. 10). ... "We need programs designed to educate practicing managers in context" (p. 193). ... "Leadership has to be learned … not just by doing it, but by being able to gain conceptual insight while doing it" (p. 200).

In any case, trilevel development involves focusing on all three levels of the system and their interrelationships, and giving people wider learning opportunities within these contexts as a route to changing the very

just was not available for you. Every first-year teacher is on her or his own, no matter what the administrative offices say. And the first three years of any job, including teaching, are the absolute roughest. Is it any wonder that teacher retention is becoming a major problem?

Imagine if professional growth within the school system was encouraged and valued.

Imagine a job in which you could sit down with someone in the school system who was aware of the big picture and knew what kinds of growth the school system was planning. Wouldn't it be wonderful to be seen as an asset to be nurtured and developed, rather than as a body to fill a slot?

I look back on my own career and the changes I have made in the last few years. My personal thoughts of possible change came as a result of achieving National Board Certification. Completing that process made me see myself differently and made me want to con-