

ALL FOR ONE WITH 1 TO 1:
LEADERSHIP AND CHANGE DURING THE IMPLEMENTATION
OF A 1:1 LAPTOP PROGRAM

George McDowell

Michigan State University

Abstract

We are living in exciting but anxious times. Schools face demands from different constituents for improved student engagement and performance, more opportunities for authentic/real-world learning tasks while continuing college preparation, all combined with changing student demographics and family dynamics as well as tighter budget constraints. As schools experience these new pressures, the challenges of leading them toward meaningful improvement have never loomed larger. Many school leaders have looked to technology. One reason is that the world is changing and we will need to adapt schooling for the changing world they are entering. Moreover, many believe technology gives us enhanced capabilities for educating learners, and schools should investigate these capabilities to reshape education. For one school, this meant a move to 1:1 laptops for students and faculty. But what are the implications for leadership during change? Leaders at different levels had to lead with their own values but work to create a shared vision of change to push forward this major transformation.

All for One with 1:1

Introduction

This exploration project on leadership during change fulfills the requirements for EAD 801 Leadership and Organizational Development online course for the 2012-2013 academic year. I chose an option to explore and expand the concept of teacher leadership in schools and the implications for school leaders and his/her beliefs. For this option, I investigated the transition of a school to 1:1 laptop usage as a case study for leadership and values. Five 45-60 minute interviews were conducted of the Head and Assistant Head of School as well as mid-level leaders of the Upper, Middle and Lower School Divisions focusing their own leadership styles, values, and ideas of creating a shared vision of 1:1 during this time of change.

Background & Rationale

Now in my twenty-fourth year of teaching, I have seen how technology has affected education by transforming our lives and our classrooms. During this time of accelerating change, in which many skills become obsolete nearly as fast as they are learned, both schooling and learning are under siege. School leaders are faced with demands for reform from the government and communities, a need to address new skills and fluencies for a new century, as well as constraints on budgets and personnel. The technologies of the current Knowledge/Information Revolution have provided new tools for learning, interaction, communication, and customization, but have threatened traditional models of education and pedagogy. This can be a difficult time for school leaders, but as Kouzes & Posner (2010) write that as the context of leadership has changed, the content of leadership has not (p. xv).

My current school Heritage Hall, a suburban pre K-12 school in Oklahoma City, has decided to address the current issues by implementing a 1:1 laptop program beginning the 2012-

2013 school year. As a teacher I have seen a significant change in the way we teach, communicate, and think of the purpose of education. Since this was very transformative, I felt this would be a good case study of leading a school and all of its constituents through the process of this initiative. Machiavelli writes in *The Prince* (p. 51) that “there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.” By reviewing current literature of leadership during change and interviewing school and division leaders, I hope to see how leaders of different levels lead with a shared vision and how change affects their own ideas of leadership.

Research Questions

As a student in Leadership and Organizational Development, I have been most curious about how leaders lead through change, especially faced with a great transformation within a school. Using Heritage Hall as a case study in moving to 1:1 laptops for the 2012-2013 school year, I was wanted to investigate the following:

- Kouzes & Posner (2010) describe how values drive commitment, and in order to lead change, you need to know who are as well as establish direction and credibility. How do leaders incorporate their own values their own actions at the school?
- “Leaders alone don’t make anything great. Leadership is a shared responsibility. You need others, and they need you.”(Kouzes & Posner, 2010, p. 73) How do leaders create a shared vision, especially for transformation?
- Does leadership actually change during times of transformation?

Key Terms

1:1 -- In a 1:1 (one-to-one) teaching and learning environment, each participating student is

provided access to a personal computing device on a direct and continuous basis throughout the school day, and beyond, if possible. It is the intent of one-to-one programs to empower students with "anytime and anywhere" learning. When a student is in class, the laptop is in their immediate proximity and is used regularly and with purpose. Specifically, 1:1 at Heritage Hall, all students grade 7-12 and faculty are given an Apple MacBook Pro.

Adaptive Change –Opposed to technical change, in which solutions for problems can be found using knowledge we currently have, adaptive change is where solutions for problems are not available using our current knowledge, and innovative, creative thinking is needed.

Shared Vision –Kouzes & Posner (2010) explain that truly inspirational leadership is not about selling a vision; “it’s about showing people how vision can directly benefit them and how their specific needs can be satisfied. In order to achieve a shared vision, a leader has to start engaging others in a collective dialogue about the future (p. 68).

Transformational Leadership—According to James MacGregor Burns (1978) transformational leadership appeals to the moral values of followers to raise their consciousness and mobilize their energies. Both leaders and followers are able to advance to a higher level of morale and motivation.

Methodology

After reading *The Truth about Leadership* (Kouzes & Posner, 2010), I chose as an alternative text Michael Fullan's *Leading in a Culture of Change* (2001) for study. Kouzes & Posner (2010) describe ten truths of leadership that support their earlier study of Five Practices of Exemplary Leaders. These practices of "model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart" (Kouzes & Posner 2010, p. 13) seem to align with Fullan's (2001) convergence of theories to describe five components of leadership--moral purpose, understanding change, relationship building, knowledge creation and sharing, and coherence making. Having moved to a school that was in the process of change during a 1:1 laptop implementation, I saw this initiative involving a shared vision and moral purpose. Other literature on school leadership and change was therefore reviewed.

In order to research values and change at different levels of the school, I interviewed Guy Bramble, Head of School; Nick Carter, Assistant Head of Academic Programs; Keith Cassell, Upper School Division Head; Ron Allie, Middle School Division Head; and Betsy Horn, Lower School Division Head. Now in his twenty-fifth year, Guy A. Bramble was appointed Heritage Hall's fourth headmaster in 1988. Prior to his arrival at Heritage Hall, Mr. Bramble had appointments at four other independent schools, serving as an English teacher and coach, Alumni secretary, Director of Admissions, and Director of Development. Nick Carter, a veteran educator with over twenty-five years of independent school experience, spent twenty years at The Gunnery, a Connecticut boarding school, where he rose through the ranks to be Assistant Head. Mr. Carter was hired as Assistant Head at Heritage Hall in 2008 and led the 1:1 transition from Board level discussions to exploratory committees and then implementation. Keith Cassell has served as Upper School Division Head since 2000. In Mr. Cassell's tenure at Heritage Hall, he has served in various capacities including classroom teacher, coach, Dean of Students, and

Assistant Head of the Upper School. Ron Allie is now entering his thirty-fifth year as Middle School Division Head. Employed at Heritage Hall since 1981, Betsy Horn has served as Middle School Teacher, Upper School English Teacher, College Counselor, Director of Admissions, and now Lower School Division Head. All three Division Heads served on the 1:1 implementation Task Force.

The beginnings of 1:1 was found in the strategic plan in 2006 when Heritage Hall was self-described as behind the times concerning technology pushed for more network construction and technology integration in the classroom. During this progress, the seed of specifically moving to 1:1 originated with Nick Carter in the Spring of 2009 which the creation of a Task Force by the Board of Trustees in 2010 and full implementation by Fall 2012. (See the Appendix for the timeline of specific steps taken during the 1:1 transformation.)

During this process, Guy Bramble, the Head of School had to establish a vision and support the mission of the school. Although the Division Heads were not part of the initial steps, they were ad hoc members of the 1:1 Task Force and were responsible of supporting change and creating a shared vision with their own faculty. Each of the leaders were interviewed from 45-60 minutes and were asked the following questions:

- How would you describe your leadership style?
- What is your metaphor/analogy for leadership?
- How do you incorporate your values and beliefs into your actions at the school?
- How do you create a shared vision within the school?
- What is the role of a leader in implementing a major change or innovation?
- Does your leadership change during change or innovation?
- How would you assess your leadership during change?

The interviews were recorded and transcribed in entirety.

Review of Related Literature

In *Leading in a Culture of Change* (2001), Michael Fullan writes, “the more complex society gets, the more sophisticated leadership must become. Complexity means change, but specifically it means rapidly occurring, unpredictable, nonlinear change” (p.v). For independent schools in a complex, changing society, a leader has a dilemma. Failing to act when an environment around you is radically changing can lead to extinction. On the other hand, making quick decisions or adopting fads too quickly can be equally disastrous (Fullan, p.v). Fortunately, as Kouzes & Posner (2010) write, as the context of leadership changes, the *content of leadership* has not changed much at all. Fundamental behaviors, actions, and practices of leaders have remained essentially the same (p. xv). Therefore, it is important to examine key literature relating to leadership and change.

In their earlier works, but referred to in *The Truth about Leadership* (2010), Kouzes & Posner outline Five Exemplary Practices of Leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. Since moving to 1:1 was such a big transformation for the school, inspiring a shared vision became so important. According to James MacGregor Burns (1978) transformational leadership appeals to the moral values of followers to raise their consciousness and mobilize their energies. This is first accomplished by leaders clarifying their values in order to drive commitment. Kouzes & Posner (2010) discovered that when leaders are clear about their personal values, there is a significant positive impact on employees’ feelings about their work and what they’re doing in the workplace (p. 37). People want to be part of something bigger than themselves and cannot commit fully to anything unless it fits with their own beliefs (p. 38). Fullan (2001) explains this characteristic of leadership as leading with moral purpose.

In order to create a shared vision a leader should also be clear about the values or

direction of the initiative. According to Simon Sinek (2009), an effective leader must begin with the “why” in order to provide purpose and belief. “We follow those who lead not because we have to but because we want to. We follow those who lead not for them but for ourselves” (Sinek, 2009). Therefore, those who begin with the “why” have the ability to inspire those around them, or find others to inspire them. Kouzes & Posner (2010) agree with Sinek explaining that truly inspirational leadership is not about selling a vision. “It’s about showing people how the vision can directly benefit them and how their specific needs can be satisfied (p. 68).

If people know the purpose, a leader can better create a shared vision. Peter Senge (2000) explains that shared vision is one of five key disciplines of organizational learning along with personal mastery, mental models, team learning, and systems thinking. “People with a common purpose can learn to nourish a sense of commitment in a group or organization by developing shared images of the future they seek to create and the principles and guiding practices by which they hope to get there” (p. 7). People still think that the “vision” task generally falls to the leader, but visions based on authority are not sustainable. They may succeed in carrying a school through a crisis, but when the crisis is over, people will fall apart, back to their fractionalized and disparate hopes and dreams (Senge, 2000, p. 72). A shared vision is needed for a school to articulate its sense of purpose, but catalyzing people’s aspirations doesn’t happen by accident. It takes time, care and strategy.

The work of creating shared vision is based on relationships. Kouzes & Posner (2010) reiterate that it’s not just about the leader alone as the visionary. It’s about leaders and their constituents, the connections leaders and teammates have with each other, and the emotional bond between them. High quality relationships don’t happen spontaneously, but require

leadership. It is the leader's job to interact with others in ways that promote connection, collaboration, confidence, and competence. If that is achieved, learning, innovation, and performance will soar (p. 73). Fullan (2001) writes that if moral purpose is job one, relationships is job two (p. 51).

In times of adaptive change, one also needs to adopt the exemplary practice of challenging the process. Fullan (2001) sees the convergence of developing relationships with a leader's understanding of change. To better pay attention to morale and change, Fullan (2001) lists six components of understanding the change process. First, the goal is not to innovate the most. Innovativeness is good, but it should be built more organically into the culture. Second, it is not enough to have the best ideas, which supports the need for shared vision and enabling others, as written earlier. Third, appreciate the implementation dip, which all schools experience as they move forward. The implementation dip is "literally a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings"(p. 40). Effective leaders know that change is a process, not an event. Fourth, they have to be empathic and understand that resistance to change. Heifetz and Linsky (2002) explain how people handle change differently. Many see change as loss, losing something that is valued. A leader, Heifetz and Linsky suggest, must mobilize people's capacity to sift through and hold on to what's essential from the past. William Bridges (Alexander, 2000) describes the period of transition as a neutral zone, when the old has not been let go, but the new isn't fully in people's minds. When people are in transition, they may feel abandoned, and the leader needs to show connection and concern. A leader must see what people are going through but genuinely care about it. Leading resistance requires a leader to not only communicate clearly but listen empathically and develop trust. A fifth component of change is that a leader needs not only create a structure but a culture of change. Lastly, and perhaps most importantly for a leader, is that there are no checklists, but

always complexity. Quoting Pascale et al. “living systems cannot be directed on a linear path” (Fullan 2001).

Once a leader has an understanding of change, he can challenge the process and enable others to act. Kouzes & Posner (2010, p. 13) explain that leaders should foster collaboration and build spirited teams. They actively involve others to not only share the vision but carry out the vision. Mutual respect is what sustains extraordinary efforts. There needs to be an atmosphere of trust and human dignity as leaders strengthen others, making each person feel capable and powerful. Fullan (2008), in one of his secrets to change, explains that a leader knows when to intervene but should otherwise let the group find its own balance. Members of the team also need to share in the rewards of the efforts, and this is accomplished with the fifth exemplary practice of encouraging the heart (Kouzes & Posner, 2010). Another secret of change according to Fullan (2008) is to “love” one’s employees by creating conditions for them to succeed and helping them all find meaning, develop their skills, and derive personal satisfaction.

Through his research and meta-analysis, Marzano (2005) provides another list of twenty-one behaviors of effective school leaders. In times of change, seven of these behaviors for making second-order, or deep change, rise to the top. 1) Knowledge of curriculum, instruction, and assessment, 2) Optimizer who inspires and leads new and challenging innovations, 3) Intellectual stimulation which ensures faculty and staff are aware of the most current theories and practices and make the discussion of these as a regular aspect of the school’s culture, 4) Change agent who is willing to challenge and actively challenges the status quo, 5) Monitor/evaluating by monitoring the effectiveness of school practices and their impact on school learning, 6) Flexibility by adapting leadership behavior to the needs of the current situation and is comfortable with dissent, 7) Ideals/Beliefs by communicating and operating from strong ideals

and beliefs about schooling.

By creating shared vision and enabling others Fullan (2001) writes of the dynamic of the leader and the sustaining of change. Effective leaders possess a set of characteristics, which he labels *energy-enthusiasm-hopefulness*. Because of the complexities of leadership there is a reciprocal relationship with his five components of leadership. What is also important is not only that leaders have these characteristics but create an atmosphere of change on all levels. Leaders should become mentors who evidence moral purpose, display emotional intelligence, and foster caring relationships and norms of reciprocity for knowledge sharing, show the way. Leaders who promote values and practices in the organization should be simultaneously developing new leadership all the time. Organizational performance and leadership development are one and the same (p. 132). “Ultimately, leadership in a culture of change will be judged effective or ineffective not on who you are as a leader, but by what leadership you produce in others” (p. 137).

Findings & Conclusions

Looking at the responses describing their own leadership styles, one could see many patterns and similarities. Guy Bramble (personal communication, Oct 16, 2012) described his style as a coach, “bringing people along, having an over-arching plan, setting goals that a group can buy into. Goals that they believe ultimately, are in their best interests are going to help them achieve their own personal goals.” Although Keith Cassell (personal communication, Oct 17, 2012), the Upper School Division Head, likes structure and his temperament as a manager, also sees himself as a coach. As a manager of people and what’s going on, he’s a coach making sure we’re all successful. Betsy Horn (personal communication, Oct 18, 2012), the Lower School Division Head, feels it’s trite and cliché but is also a coach. “I’m pretty rah-rah. My teachers

need to be in the right positions.” The game is to put the students’ interests first. “And if they are not in the right position, I have to cut them from the team.” Ron Allie (personal communication, Oct 17, 2012), the Middle School Division Head, agrees that coaching is a good metaphor for leadership. “You have to have a good team. I try to hire the right team. I try to hire good people, but I’ve still got to rely on them with their goals and fitting with the mission of the school.” Nick Carter (personal communication, Oct 17, 2012), as Assistant Head, described his style as a ship’s captain. He liked “the assigned roles and defined responsibilities of a crew and then the privilege, and responsibility, of making decisions about the variables like wind, speed, morale, etc.”

These styles have different approaches to a metaphor of a coach or captain of a team, and on all levels allowed Heritage Hall to create a shared vision. Guy Bramble (2012) explains

My style is rooted in who I am and what I respond to. I think it’s kind of laissez-faire. I try to delegate to people who are strong in areas where I am not and let them do their thing. I am reluctant to overrule decisions that subordinates make because, at the end of the day, whether they are right or wrong is not the key issue most of the time. It’s a function you either need to make up your mind you are capable you can do everybody’s job better than they are able to do it and that you are doing their job at the same time as your own. Or you need to understand you have to let go. You have to delegate.

Bramble embodies the exemplary practices of leadership of enabling others to act and encouraging the heart. Although he has been the Head of School at Heritage Hall for 25 years, he is humble and willing to give credit to others in their involvement in current and past initiatives.

When somebody writes the history of this school, and I get my paragraph. And I expect it will be a paragraph because doing interviews the author will not find anything that Guy

Bramble did during his administration of the school. That it was Keith Cassell who did this and that. It was Nick Carter who brought UbD and 1:1. It was Betsy Horn and Jonel Harrison who brought the Lower School out of the ashes. It was Will Webb who finally got the Lower School built. That's the kind of leadership I really value. Hiring good people and giving them their heads, letting them stand in the spotlight, letting them feel validated for the hours they've spent. Because at the end of the day, my ego is only so strong. (Bramble, 2012)

Ron Allie, the Middle School Division Head appreciates Guy's "laissez-faire" style of leadership.

As in an effective church, a minister is going to allow things to percolate within the church body, being open to people coming up with ideas and suggestions, probably knowing when to say no and when to say yes. [Guy] can rein things in if they're way off base. I think he's encouraging and positive. We have a lot of autonomy, and I want that for my own teachers. (2012)

The styles of all five leaders interviewed allow for shared vision for the whole school and in their own areas. Betsy Horn (2012) stated, "If you don't have a shared vision, you're going to have problems. But you have to get buy-in. Even when I was teaching English and introducing a novel, it was an all-in approach. I had to think how I could get the students into it. You brainstorm, you introduce the idea, then you have careful discussion about the ramifications." Guy Bramble (2012) describes his process of a leader creating shared vision. "Creating a shared vision means you've got to spend a lot more time talking and listening to people. Whether it's realistic for me to be out in the trenches with everybody, who knows? On the other hand, I meet frequently with a handful of people. I would like to find ways to generate even more ideas. I don't have all the ideas. Nick doesn't have all the ideas. No one of us has all the good ideas.

None of us is as smart as all of us.” Fullan (2001) agrees explaining that it is not enough for a leader to have the best ideas, but it’s important for others to join in.

So with these styles of leadership, how are ideas generated, and how does 1:1 get implemented? Marzano (2005) quotes an old proverb, “A vision without a plan is just a dream. A plan without a vision is just drudgery. But a vision with a plan can change the world” (p. 98). Marzano offers a plan of action that would help school leaders articulate and realize a powerful vision for enhanced achievement of students. 1) Develop a strong leadership team. 2) Distribute responsibilities throughout the leadership team. 3) Select the right work. 4) Identify the order of magnitude implied by the selected work. 5) Match the management style to the order of magnitude of the change initiative. Guy Bramble (2012) explains the early sequence of events. “The idea [for 1:1] came from Nick, and I became his sounding board.” Nick Carter (2012), in describing his approach to leadership, is able to show how to create a shared vision in the process.

My approach tries to get the question right for the desired outcome. I try to, often quite assertively, to get a why and how component on the table and then I proceed to invite some kind of consensus from a pre-selected group. I appreciate messiness in the initial phase, allowing for all range of input, but then I quickly try to shed away the inefficient. My strength is that I like and will adapt ideas that I perceive to be better than my own. My area for growth is that I tend to move through a process very aggressively when sometimes it might be best to let an issue or idea breathe.

Adopting Marzano’s approach, an exploratory group for 1:1 was then created with the head of the Board, Nick, the school’s media specialist who was hired to coordinate the 1:1 process, and a new Academic Technology Coordinator. Nick Carter explains, “one must assemble the ‘change management teams,’ if you will, who will communicate/interpret/refine the

leader's evolved vision in their own ways to their own associates. I believe a single leader cannot alone get all constituencies to buy into a vision the buy-in must come from the efforts of peers and colleagues who are invested, trusted, and valued." Guy Bramble (2012) explains that once the core of "True Believers" looked at advantages and disadvantages of the initiative, they were ready to take the idea to a larger group—in this case a 1:1 Task Force. "Although Nick had a vision of where this group needed to go, he knew we were going to have a learning curve here—they needed to buy in. Once he did that, they made the recommendation with ideas that had not occurred to him but were compatible with where he wanted to go in the first place. Then that was taken to the Board, and they tested the waters and moved forward with a budgeting process, and here we are." Nick Carter describes the role of leader during change or innovation: "The goal is not to get people to follow you, but to join you. That is difficult when you, yourself, have a certainty of 'knowing the way' that others cannot easily see. I do believe that the strength of commitment to any vision is more important than the vision itself" (2012).

The next step was to get faculty involvement. It was very important, as Fullan (2001) writes to understand the implementation dip and develop relationships to handle resistant. Bramble describes how the Task Force was front-end loaded with people who were excited and open to more technology in their work. "Then, by design, we selected 2-3 faculty who were perceived, rightly or wrongly, who were less confident or less resolved, maybe even less willing, because Nick wanted some resistance there with the hope that if we could figure out if we could win these people over then maybe we could figure out how to win over all those people on the faculty who are insecure about their background in technology" (2012).

Did the leaders' values of collaboration and teamwork change during great transformation? Nick Carter (2012) explains the difficulty of leading during the complexities of change. "If you think a process is moving along well, then you try to be democratic and

inclusive to simply keep it oiled. If you feel resistance, however, then (for me) will become more important than logic. I may be wrong here, for I think I have less appeal once I encounter resistance and generally give resistance less credence than it may deserve, tending to think my way is better when it may not be.” This honesty and vulnerability is appreciated. Kouzes & Posner (2010) reinforce that when you listen, when you hear, and when you truly understand the needs of your constituents, you will connect with them in ways that an out-of-touch leader cannot. Leadership needs to be a two-way street. Guy, Betsy and Keith explained that their original values stayed intact during this change, but they did see themselves in the role of cheerleader instead of coach. As Betsy Horn explained, “I didn’t change my style, but it was more of a ‘rah-rah, let’s do it’” (2012). These leaders, especially the Division Heads while managing the process, displayed the personal characteristics of *energy, enthusiasm, and hopefulness* that Fullan (2001) describes while explaining the convergence of his five components of effective leadership during change.

Implications

1:1 is truly an adaptive change that forces people to find new knowledge to a solution of finding better ways to engage students and integrate technology. The structure of leadership at Heritage Hall allowed for the leadership styles of its administrators to carry forth this momentous change. Their coaching styles and patience with change were needed as well as the encouragement for the initiative to be successful. Guy Bramble’s style of leadership allowed Nick Carter as Assistant Head to bring in measures such as 1:1 and the Division Heads to be liaisons between faculty and administration. Keith Cassell explains, “I used to think Guy was way out there, but he’s not. Nick’s job is more of a change agent, and in his job he’s pushing for things. My job is to protect what we do. It’s made my job easier since there is someone looking

for changes, and I can kind of coordinate what is going on, help implement it and make sure we stay the course.” Betsy Horn, as Lower School Division Head, agrees, “Nick and Guy are visionaries, thinking of ideas and talking about them, wanting to take us to the next level. A lot have the vision, but many of us have to be practical. Sometimes the Division Heads need to be more practical.” Ron Allie (2012) explains that “the hard part is how we get everybody moving along in the right direction, but that is the Division Head’s responsibility. You have to go in small increments. But the direction is how do we use laptops to enhance our learning and teaching.”

I arrived at Heritage Hall last year as decisions were already made and the program was being implemented with faculty receiving their laptops in January 2012. Because of my background in academic technology and faculty professional development, I was excited to be involved in this process. There were, however, many resistors and late adopters who were not too happy with the move. The school had moved to technology very recently and each year had added major components and responsibilities for faculty, such as Registrar/gradebook software, online Understanding by Design, and faculty web pages for homework postings. Keith Cassell (2012) described the mood of the school. “There’s part of me sometimes that wants to say, ‘Stop it.’ But you can’t do that. I feel sorry for teachers doing one more thing. We [the Division Heads] are kind of the middle man. We’re protecting our people. ‘Slow down, we’re doing pretty good.’ Sometimes too much is not good. But sometimes it takes new people coming in to see needed change. It can be rewarding to accomplish great things. Change can be good. We may not always like it, but it may be what we need.”

The Task Force and Tech Team understood the change process and implementation dip. They met resistance by putting “late majority” and “resistors” by providing multiple opportunities for professional development. Nationally known speakers on technology

integration and technology design were brought in for all staff. Certified Apple instructors came in to train smaller groups of faculty on applications on the MacBooks allowing for teachers to later train other teachers. Even Guy Bramble and Nick Carter would “model the way” by openly sharing their fears learning new classroom approaches, participating in professional development, and experimenting with technology in the classroom. At different times during service days throughout the year, “Smackdowns” were provided where different faculty would provide a five minute encapsulation of a particular app or method that was used in class. A new staffing model and Tech Team provided support for faculty by the Technology Integrationist, and hardware/computer support by the creation of a staffed Help Desk. To prevent the initiative from stopping with the implementation and becoming more of a technical change, the leaders were continually forward-looking. A group called E21 or Evolution 21 was selected through application process and came with a stipend and iPad. This group would focus on the needs of the time but look forward into the future as they focused not just on technology but learning in the 21st century. As we rolled into the 2012-2013 school year with faculty and students having laptops in the classroom, the work and the anxiety was worth it. Karen Littlefield, who coordinated the 1:1 transition, was amazed at how smooth the transition was. “Faculty have approached technology use in their own way, but as one walks the hallways one can definitely see use, change, and success of the initiative” (K. Littlefield, personal communication, November 11, 2012).

Transformational leadership, therefore, has led to a new consciousness of Heritage Hall with more collaboration among faculty and leaders. New structures for communication and new positions of assistance and technological guidance were created. I can even see more of a transition from a congenial to collaborative community. Although Guy Bramble (2012) would like to see more faculty pushing the school forward and laments that he has not hired someone

who has become a top leader like a head of school, he has created opportunities for so many to have some input and be in positions to help carry out this shared vision of more technology integration. Developing leadership in others is so important in a time of change (Fullan 2001).

This initiative may be difficult to assess. Most feedback data would be anecdotal from faculty, students, and administration. Guy Bramble figures it may be 3-4 years to really have a sense of the change. One could argue the pros and cons of 1:1 laptops vs. Bring Your Own Device, or even the role of technology in the classroom, but that is not the point of the paper. The objective was looking at leadership during change. Guy Bramble (2012) believes it may be “the single most significant educational initiative that I had encountered in 43 years as an educator. Only time would tell if I was right or wrong in that evaluation, but I thought it would be transformational.”

Summary

Leadership is complex but a very human activity. We have our own mental models (Senge, 2005) of how we see the world, understand the status quo, and handle change. What is significant is to lead through one’s own set of values to provide internal guidance through turbulent waters (Kouzes & Posner, 2010). All four of these leaders had a sense of their own values, and their commonalities included a need to have others in the institution have their own voice. They also were able to align the values of the institution and objectives of the initiative with their own values and could create an environment of open dialogue during change. In adaptive change it is important to create a shared vision (Senge, 2010; Fullan, 2001; Kouzes & Posner, 2010) empowering others to make their own connections to the goals and objectives of the initiative. During change and transformation, a leader needs to understand the process of change and allow people in different types of adopters in the stages of innovation to come on

board in their own way. But the exemplary practices of encouraging the heart and enabling others to act (Kouzes & Posner, 2010) will help people in the organization feel validated and take ownership in the initiative and therefore share in the rewards.

This 1:1 initiative is still underway. This involved all of the leaders to focus on the future (Kouzes & Posner, 2010), but they must continue to look forward, reflect on the past, ask good questions, continue change, and think about a legacy. Nick Carter (2012) summarizes the responsibilities of a leader, “More and more, I think leadership is sacrifice more than reward, it is in the doing rather than in the result, and in making people you work with stronger potential leaders themselves for having worked with you.”

New Questions

1. How can the impact of 1:1 laptops on teaching and learning be effectively assessed?
2. What strategies can effective teachers use to increase the cognitive complexity of students' day-to-day work so that they are more often doing deeper thinking and learning?
3. What can be done to better incorporate digital technologies into students' deeper thinking and learning in ways that are authentic, relevant, meaningful, and powerful?
4. How can transformative change continue and be sustained?

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Appendix

Timeline of Technology Integration at Heritage Hall School

2006
Strategic Plan initiated to integrate more technology. Beginning of wiring classrooms and offices. New online registrar and gradebook added.
2009
Assistant Nick Carter discusses an initiative of 1:1 with Head of School, Guy Bramble.
Spring 2010
Informational letter sent to parents from Nick Carter. 1:1 Task Force created of about 17 members including Nick Carter, Guy Bramble, the Division Heads, Board members, faculty, and patrons.
May 2011
Karen Littlefield, the school's library media specialist, was appointed as 1:1 coordinator to ensure that technology change would be based on sound educational principles.
Summer 2011
Task Force met for final review with a consultant to help make decisions for change management and forward progress. Task Force was later dissolved and a smaller Tech Group, comprised of the Technology Director, the Director of Academic Technology, the Assistant Head for Educational Affairs, and a liaison from the Board of Trustees, was organized for implementation. Support for this core group, which met weekly, were the newly created positions of Technology Integration Specialist and Assistant Technology Coordinator.
Fall 2011
Campus wireless infrastructure was improved. Professional development was provided for faculty including visits by leading educational technologists as well as faculty shares.
January 2012
Faculty received their 13" MacBook Pros with more professional development from Apple trainers at times throughout the year.
August 2012
Students in grades 7-12 receive their laptops. Help Desk created for software installation, login problems, printing issues, and repair claims.

Note. Adapted from Bramble (2012) and 1:1 Digital Learning Initiative. (2012). Retrieved November 20, 2012, from <http://www.heritagehall.com/page.cfm?p=1937>