



## Change Forces - The Sequel (Educational Change and Development Series)

By Michael G. Fullan

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By Michael G. Fullan

Fullan's first book on this subject was an instant and best-selling success. Now in *Change Forces - The Sequel* he extends and expands the use of chaos theory as a lens through which to view and comprehend change, and the forces which govern it. Educators have already widely embraced this approach, and taken on board the idea that change is not so straightforward as we might hope. As Fullan worked on his ideas relating them to school systems, higher education and research, the field of change forces was also developing significantly. This volume covers new aspects of this 'science of complexity' and helps educators obtain insights for delving deeper into moral purpose, and expanding into fresh dimensions of changing forces in the environment.

The first volume appealed to a wide market from classroom teachers, through school administrators, to student teachers and academics. This volume will appeal to a similar cross-section.

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#### **Review**

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-Alice P. Thomas, Founder, President and CEO, for Development & Learning (CDL)

"I'm reading The Sequel, with delight. It's super--not only because it's stimulating to the mind, but also because it's good for the soul. I'm feeling reinvigorated."

-Annette Tromly, Executive Director, Walter & Duncan Gordon Charitable Foundation

"Praise for "Change Forces: "This book is excellent. It says all the things I want teachers to hear and act upon about managing their own learning, about balancing life and work, and about how schools need to invest in teacher learning and look to how they become learning organizations."

-Management Learning

"Nobody is more knowledgeable about school change than Michael Fullan. Through his writing for practitioners and scholars, he has done a tremendous amount to build a wide understanding of the technical and cultural dimensions of educational reform. "Change Forces: The "Sequel contributes to that legacy by adding contextual and theoretical flesh."

-Journal of Education for Students Placed at Risk

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