

**THE SERVANT LEADER AND HIGH SCHOOL CHANGE:
MORE LESSONS FROM PRINCIPAL TO PRINCIPAL**

Renea Dunkerson

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Fullan noted that successful principals were inclusive and facilitative leaders who, while focusing on student learning, demonstrated efficient management skills and combined pressure with the necessary support to accomplish objectives. This author found school cultures resistant to change. Glickman identified three major leadership components required for successful school reform.

Despite literally billions of dollars having been spent on employee engagement I spend a lot of time in classrooms--have a user friendly office--engage in many conversations--encourage and provide means for teachers to attend conference and workshops, and exercise a team approach to doing school. Cultivating meaning, community, responsibility. Ask those who report to you: I attempt to look for opportunities for my teacher to be involved. The same can be achieved through roundtable discussions with students can be as good a source of information as casual contact with teachers in the lounge or hallway.