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Principals: Faces of Change

Principals as archetypes serve as models for great lessons on leadership in schools.

CALGARY, ALBERTA – Principals and teachers: The pressure is on. There has never been such a high degree of expectation for school principals to effect change. And despite the indirect influence of school principals on students, principals are being mandated with ever more urgency to create a learning environment where measured educational results are taken as the ultimate judgment of administrative competency.

But what *can* a principal do to transition their schools to improved standard test scores while maintaining the richness and relevance of the educational experience? In their new book ***Principals: Faces of Change*** (published by Trafford Publishing) expert educator Nancy Love, with Mel Blitzler and Marjorie Munroe use narratives based on interviews with five principals with five very different approaches to “leading from the hallway,” featuring basic archetypes or metaphors principals can model to approach leadership – and improve outcomes – in their schools. For the **Impresario**, education is a show where everyone is involved in the production; the Impresario rehearses and choreographs teachers and students to their best performance. The **Sherpa** is the guide, and education is the mountain; the Sherpa carries the burdens so others more easily reach the summit. The **Coach** focuses on skills development and statistics, informing the parents and other fans about the game and the performance as a team. The **Rescuer** is assigned to a school “in trouble” and uses charm and power to move the school to new levels of effectiveness, often becoming the scapegoat when necessary. The **Gardener** plans and tends the school with loving attention, making sure staff and students have what they need to grow and blossom. These extended metaphors offer readers proven and practical approaches to managing organizational transitions from real schools. The stories are in the voices of the principals from schools where test scores increased over three years and are intended to incite dialogue about the opportunities and challenges associated with managing mandated change. The book and its practical ideas can be adapted by study groups or faculty teams as a resource for approaches to transition in their own unique environments.

About the Authors

C. Nancy Love, Ph.D., has been a teacher, vice-principal and high school principal, and after 20 years in education, became a mediator and mediation course writer and instructor. She is the author of two books on secondary school leadership and another on the mediation process, and has founded the PULSE Institute (People Using Language Skills Effectively). Marjorie Munroe, B.A., C. Med. is a chartered mediator and mentors for the Alberta Justice Civil Mediation Program. She serves as senior course writer and instructor with the PULSE Institute. Mel Blitzler, M.Ed, M.Sc., is an educator and organization effectiveness leader, who partners with leaders, professionals, groups and organizations around the world to assist them in achieving results through focused, highly interactive learning experiences. He is a senior associate with the PULSE Institute. The three authors all are from Calgary, Alberta, Canada.

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