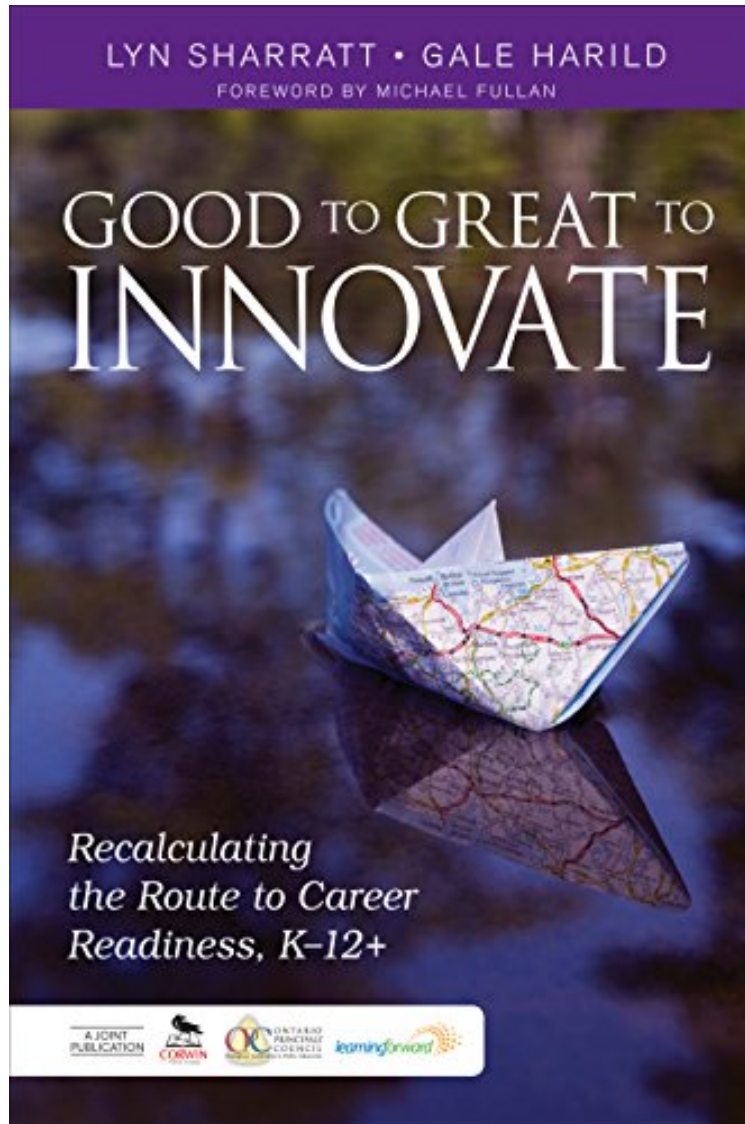


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## Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+

Lyn D. Sharratt, Gale Harild  
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**Lyn D. Sharratt, Gale Harild : Good to Great to Innovate: Recalculating the Route to Career Readiness, K-12+**  
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Guide your students to a successful future in the new economy Learn how outstanding schools on five continents address career readiness, and how your program can best prepare students for a successful future. Written for education leaders at all levels, this resource shows how to: Design a continuum of learning that empowers your students to become independent decision-makers Consistently support student voice and choice through all grade levels Integrate multiple Pathways to opportunity in your curriculum by developing local community partnerships Develop an approach to career readiness that recognizes the value of college, the workplace, university and the new "gold collar" jobs, including technology and the skilled trades

"Congratulations and thanks Lyn Sharratt and Gale Harild for this inspirational look at Innovation as the next step to move school systems from Good to Great. Lynn and Gale have synthesized current research and put forward real-life case studies to demonstrate that students succeed when there is an acute focus on instructional practice that is elevated by shifts in teacher mind-set and leadership development. The authors have cleverly presented complex data and research using straightforward language and graphics. This enticing approach will help educators clearly understand that the attainable solutions presented in each chapter will support every student. The examples and advice shared throughout this book and its precursor, Putting FACES on the Data have been catalysts for leading my team to thoughtful collective action within our K- 12 Family of Schools as we create pathways for literate graduates together." (Joy Uniac, Superintendent of Education) "Through extensive research and practical examples, this outstanding book puts forward a compelling case for structured, collaborative inquiry processes to achieve success for ALL students. We are reminded of the importance of maintaining a relentless focus, keeping alignment at all levels and feedback processes where feedback is both given and received. Significantly, the authors show that attention to perception data, particularly those of students, is vital in order to move from Good to Great to Innovate. The emphasis on student voice and collaboration between all stakeholders, elements too often lacking in previous school improvement conversations, sets this book apart and lays the foundation for leaders at all levels to challenge the "status quo;" (Janelle Wills, Director) "Without question the job market demands agility, resourcefulness, innovation and fearlessness. How will the education community respond? The authors of Good to Great to Innovate brilliantly map the DNA of a relevant education. Our call: to strip barriers and envision unlimited pathways to success." (Debbie Hedgepeth, Assistant Superintendent) "The authors are to be applauded for advocating it is time for education leaders and skilled teachers to re-claim their role in the dynamic processes of educational change, particularly in the current context of the complex "social drivers" identified early in the text. Innovative approaches to setting the course for career readiness and fostering positive attitudes to life-long learning are presented and supported with a veritable smorgasbord (including input from over forty-one jurisdictions around the world), of supports, resources and guidance systems to assist all students in finding their own "True North;" (Susan E. Elliot-Johns, Ph.D.) "Congratulations and thanks Lyn Sharratt and Gale Harild for this inspirational look at Innovation as the next step to move school systems from Good to Great. Lynn and Gale have synthesized current research and put forward real-life case studies to demonstrate that students succeed when there is an acute focus on instructional practice that is elevated by shifts in teacher mind-set and leadership development. The authors have cleverly presented complex data and research using straightforward language and graphics. This enticing approach will help educators clearly understand that the attainable solutions presented in each chapter will support every student. The examples and advice shared throughout this book and its precursor, Putting FACES on the Data have been catalysts for leading my team to thoughtful collective action within our K- 12 Family of Schools as we create pathways for literate graduates together." 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Elliot-Johns, Ph.D.) About the Author Consulting Description: Data Consulting Description: Leadership Lyn Sharratt is an experienced practitioner in system and school improvement working globally at all educational levels. As well, she is a professor at

OISE/University of Toronto where she lectures and currently coordinates the 26-student Learning and Leadership EdD program. She is the former superintendent of curriculum instruction services in York Region District School Board, a large Canadian school district where she and her staff curriculum team analyzed assessment data and developed a comprehensive literacy improvement program that they launched with the cooperation of senior leadership, principals, and over 8,800 teachers. The continuously improving 14-Parameter program resulted in increased achievement for a diverse, multi-cultural and multi-lingual population of over 115,000 students, and the district became the top performing district in Ontario, where teaching positions became among the most sought-after in the nation. Sharratt has been a curriculum consultant, administrator and has also taught all elementary grades and secondary-age students in inner-city and rural settings. Lyn has analyzed and commented on Public Policy for a provincial organization; has taught pre-service education at York University; and led in-service professional learning in a provincial teachers union head office. She is lead author, with Michael Fullan, of both *Realization: The Change Imperative for Increasing District-Wide Reform* (Corwin, 2009) and *Putting FACES on the Data: What Great Leaders Do* (Corwin, 2012). Currently, she consults internationally, working with districts, administrators, curriculum consultants and teachers in Chile, Australia, the United States, the United Kingdom, and Canada.

Gale Harild is an educational practitioner and Pathway consultant. She is currently an instructional leader for York University. Gale served as curriculum administrator for the York Region District School Board in Ontario where over the past 12 years she provided regional leadership and program/resource development for Experiential Learning models including, but not limited to, cooperative education programming, international programming, service learning, and apprenticeship programs. Working with her Pathway team, Gale initiated and supported the successful start-up of sixty Specialist High Skills Majors (SHSM) programs across the district. SHSM performance measures for the district met and in some cases exceeded Ministry targets, with program completion rates and credit attainment rates higher than provincial averages. Gale has served on advisory and curriculum writing teams with the Ministry over the course of her career. Prior to her role as a curriculum administrator Gale was a high school teacher for 22 years. Her position as department head for Cooperative Education took her work into elementary schools and post-secondary destinations.

Collaborating with community and industry sector partners, as well as post-secondary institutions, she has helped build and support pathways for all students by deepening the understanding of the interconnectedness between the curriculum and the work habits/essential skills that make up the profile of the Literate Graduate for the 21st century. Gale is committed to ensuring quality instruction so that every pathway leads to an opportunity. Visit Gale at [Linkedin](#).