

lot of research that knowledge of the change process is also crucial (Fullan, 1991).

Some of the key obstacles to reform include the problems of *complexity, compatibility, capability*, and lack of coordinated *leadership*. Special education reform reflects all of these problems. The solutions to inclusion are not easily achieved. It is complex both in the nature and degree of change required to identify and implement solutions that work. Philosophical and pedagogical ideas in the debate about inclusion are often in conflict and perceived to be incompatible so that we are dealing with changes in belief systems. Capability or the degree of skill and know-how is a perennial central problem of change. This is why continuous in-service education or professional development is a critical strategy. Given what change requires — persistence, coordination, follow-up, conflict resolution, and the like — leadership at all levels is required including teacher leaders, school administrators, school board consultants, parent leaders, and provincial ministries.

The ideas in *Changing Canadian Schools* provide ample insights for addressing the above obstacles to reform. Above all, the book demonstrates that we should not wait for someone else to take the first step. It takes *each individual* pushing for needed change. When many individuals begin pushing in the same direction they begin to intersect, and influence others along the way. We have in this book a compilation of the struggles and success stories of such individuals whose efforts have begun to add up and to make a substantial difference and improvement in educational practice.

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Fullan, M. (1991) *The New Meaning of Educational Change*. Toronto: OISE Press; New York: Teachers College Press.