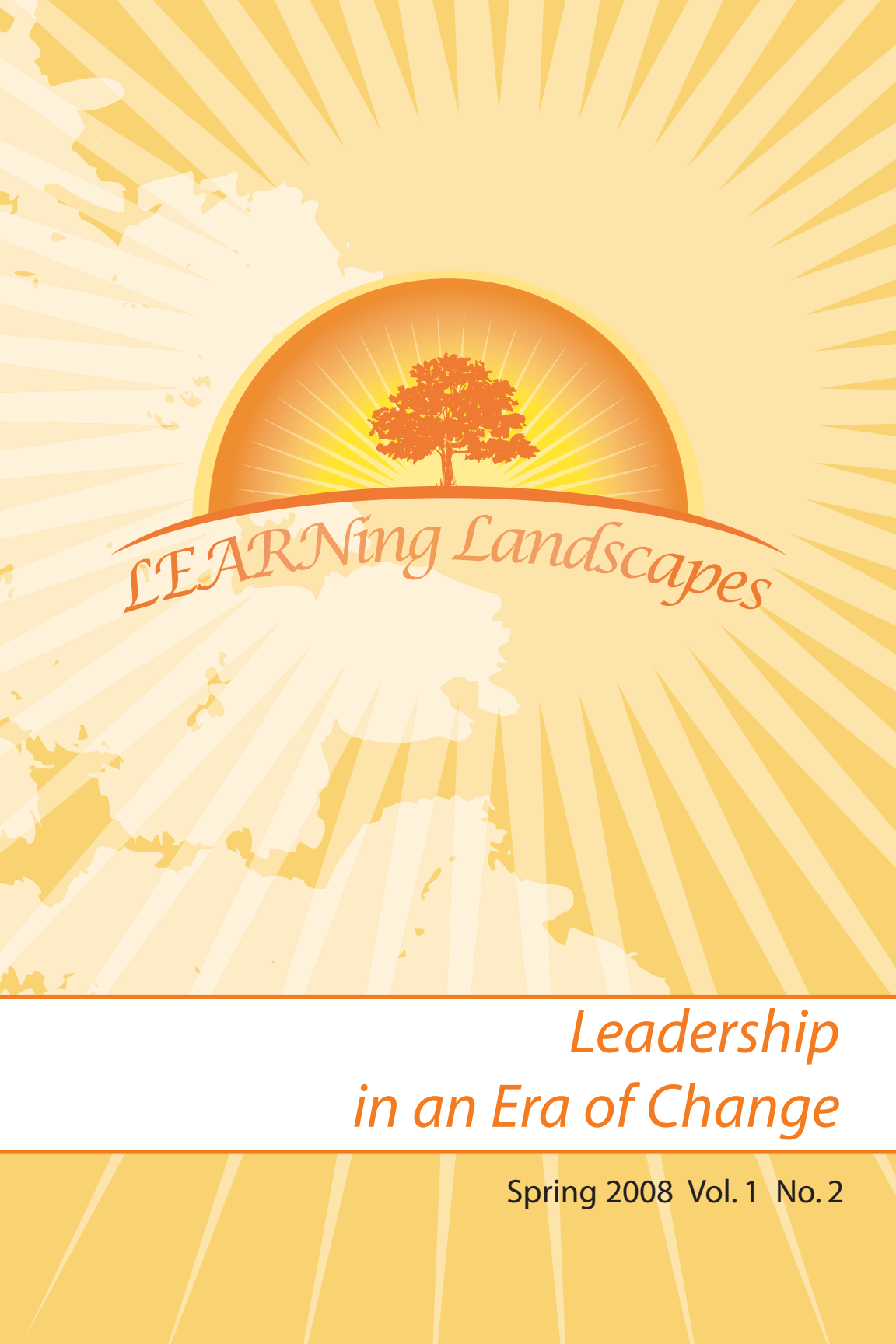

Leadership in an Era of Change

Spring 2008 Vol. 1 No. 2

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Statement of Purpose

LEARNing Landscapes™ is an open access, peer-reviewed, online education journal supported by LEARN (Leading English Education and Resource Network). Published in the autumn and spring of each year, it attempts to make links between theory and practice and is built upon the principles of partnership, collaboration, inclusion, and attention to multiple perspectives and voices. The material in each publication attempts to share and showcase leading educational ideas, research and practices in Quebec, and beyond, by welcoming articles, interviews, visual representations, arts-informed work and multimedia texts to inspire teachers, administrators, and other educators to reflect upon and develop innovative possibilities within their own practices.

Review Board

Editorial

This second issue of LEARNing Landscapes is meant to build on Volume 1, which focused on student engagement, and turn attention to the topic of leadership theories and practices that is currently receiving considerable attention. The issue eschews leader-centric views of leadership (Higgs & Rowland, 2003) and rather focuses on broad, contextualized and collaborative types of leadership that " … move from passive discourse and involvement to a conscious, deliberate, proactive practice … that will produce socially just outcomes for all children … " (Marshall & Oliva, 2006, p. 27). This focus reminds me of two experiences that have helped me to think about leadership in different ways.

The first of these was a visit to an elementary school that was involved in a study in Nova Scotia conducted by Vibert et al. (1998). The school was old and situated in a poor area of the community, but was rich in the way it reached out to the community and welcomed parents to be present at all times of the day. It was infused with artwork, made mostly by the children, in an effort to give students alternative avenues for representing and voicing their ideas and acceptance of their differences. The pedagogy was constructivist in nature and students of all ages were involved in inquiry, displays and presentations of their work. Vibert et al. (1998) referred to the school-wide curriculum as the "curriculum of life," one that develops a "strong sense of communal identity … represents a conception of curriculum … deeply informed by the lives of the students and deeply connected to the life of the school community … " (p. 130). It was not a watered-down curriculum, or one that was only seemingly student centred, or that avoided facing and dealing with complex problems. Town Hall was how the students helped to govern their school. It provided a forum for confronting and dealing with issues, both sensitive and otherwise, that affected the lives of the students, the staff, and the community. The school leaders were present in all aspects of school life. They led quietly with sensitivity, creativity, and humour, and

in collaboration with teachers, parents and students. There was no doubt that this was an inclusive and engaged school, an example that speaks to the kinds of leadership discussed in this issue where " ... persons engage with others in such a way that … raise[s] one another to higher levels of motivation and morality" (Marshall & Oliva, 2006, p. 13).

The second was an International Professional Learning Community (IPLC) in which I had the privilege to be involved recently (Stoll et al., 2007). It was comprised of 12 principals from Quebec and 12 head teachers from South West, England and a facilitation group that came from two school boards, the Ministère de l'Éducation, du Loisir et du Sport (MELS), the National Council of School Leadership (NCSL), McGill and Exeter University. Each of the leaders was assigned to a heterogeneous "learning pod" made up of approximately four people from both countries. The Quebec members in each group came from the two different school boards. The facilitation group participated in all aspects of the learning. Visits to schools, boards and local education authorities, the ministries and universities were held in both countries. Pod members got to visit schools in their own board, in their local educational authority (LEA) in the case of the UK, and in the other board and LEAs. Group presentations about lessons learned were given by each of the groups at a plenary session held in Montreal and in Exeter. The work extended well beyond the two visits that took place in two different years. Contact was maintained via videoconferencing, e-mail, reflective journals and regular gatherings at home in Quebec and in the UK. In Quebec, the work culminated at the end of year three with a group writing retreat that summarized the experiences. The success of this IPLC seems to be linked to the fact that the group was not mandated to be a learning community, but rather "grew it" over time. Ultimately, it provided a strong network for principals and heads both locally and internationally where they became comfortable about sharing their successes and problems, where they were able to juxtapose differences and learn from these, and where they could take comfort in the fact that leaders from varying contexts face many of the same challenges. They were able to work and share with colleagues who became "critical friends" who supported each other, helped to problem solve and eliminated some of the isolation that many leaders feel. One veteran principal from Quebec summed up the experience as "the richest and most profound learning experience of my professional career" (personal communication, December, 2005). This experience speaks to themes that emerge in the articles about the need for leaders to have support and collaborative communities in which to share, vent, reflect and grow.

The issue begins with commentaries from four eminent leaders. Their contributions provide similar yet distinct lenses from which to think critically about

leadership. These nuanced presentations give a fertile context for the articles that follow.

Professor Emeritus Dr. Myer Horowitz, an outstanding teacher and leader, was a professor in the Faculty of Education at McGill and subsequently the Dean of Education, the Vice-President and President at the University of Alberta. He is renowned for his innovations in the MEET (McGill Elementary Education Teacher) Program and is remembered by graduates across the country and beyond for the impact he has had on teachers and leaders. His oral commentary (with an accompanying written text) outlines his leadership experiences over more than five decades. It highlights the relational and participatory nature of good leadership and the importance of critical self-reflection in all leadership activities. Mr. Richard Pound, Chancellor of McGill University, lawyer, and former Olympic athlete, is recognized as a world leader for his work on the International Olympic Committee. He cogently outlines the links among learning, teaching, and leadership and argues with an interesting repertoire of examples that a true leader is one who has a vision, invites participation, communicates effectively, inspires confidence in others, and most importantly, acts ethically. The third commentary comes from Mr. Leo La France, Assistant Deputy Minister of Education of the Quebec Ministère de l'Éducation, du Loisir et du Sport (MELS). Well known for his exceptional leadership in Quebec education at the school and board levels and beyond, he recently returned from retirement to take on this extremely pivotal position with MELS. His commentary that is offered in both French and English outlines 10 important principles of good leadership that are grounded in his experiences. Finally, Mr. Julian Thompson, a leadership consultant and a former school head and regional director of the National College of School Leadership (NCSL), discusses the challenges faced by educational leaders in the UK. He discusses how succession planning has become a key leadership issue and describes an initiative in the South West that involves the development of leadership teams for building leadership capacity and dealing with leadership succession. His contribution provides helpful ways for thinking about similar leadership challenges being faced in Quebec and elsewhere.

The articles by Crespo, Walcot and Wall all take a look at the merits of distributive or shared/participatory leadership. Crespo eloquently traces the theoretical bases of various leadership perspectives in the 20th Century and links these to conceptions of organizational behavior and four leadership models. He builds a case for shared leadership based on recent research that suggests there is a link, but not a direct causal relationship, between distributive leadership and school effectiveness. He cautions educators against the wholesale adoption of distributive leadership as

yet another new trend without first critically examining and questioning the "profound theories of action that are at the root of learning organizations" and working as a team to create shared leadership rather than mandating it. Walcot reflects on a professional development initiative on process writing with secondary teachers for which she was responsible. She uses a "distributive leadership lens" to retrospectively interrogate why this initiative was not as effective as expected and concludes that teacher engagement in and commitment to change must be truly grounded in authentic decision making. Wall uses his experience as a professor/researcher in physical education and leadership to juxtapose sports expertise with leadership. This metaphor for thinking about leadership is illuminating as he outlines the essential components for leadership as a model comprised of key concepts, essential skills, and basic values that must be aligned with self-awareness and self-regulation. He advocates using a framework such as the one he describes as a heuristic device to help leaders make evident what they know and do not know in order to develop their leadership expertise more fully.

The articles by Fink and Hobbs speak to leadership and connections between policies and practices. Fink discusses in global terms and argues for a move that will make schools "centres of change" and "not blame" and concurs with Marshall and Oliva (2006) when they say, "Sometimes … it means reaching to the deep roots of injustice emanating from competitive market forces, economic policies, political practices and traditions that maintain elite privilege" (p. 5). Fink outlines how policy makers and policy implementers (school leaders and teachers) are often at odds because they view the world from quite different perspectives. To bridge the gap between what he refers to as the "two solitudes," Fink suggests it requires shared goals, responsibility for success, collegiality, continuous improvement, lifelong learning, risk taking, support, mutual respect, openness, celebration and humour, all focused on the main imperative which is student learning. Hobbs uses her personal experiences as a leader at various echelons in the school system over 35 years to tease out five important lessons. These include the need for caring and compassion, trust and risk taking, listening, collaboration and shared governance, and facilitating and mentoring. She makes a strong plea for using the expertise that exists in the large cohort of educational leaders that are currently reaching retirement to mentor and help develop leadership capacity among the future leaders rather than leaving leaders to learn by trial and error as she and others in her generation did.

Aitken, McKenzie-Robblee and Steeves and Bridges advocate building leadership ability and capacity during preservice teacher programs. Aitken describes a small study that she conducted with 22 preservice secondary level teachers in their

last year of study. She suggests that these preservice teachers construed leadership as an integral part of their professional identity, as collaborative and as flourishing in trusting and supportive contexts. She suggests that the kind of competencies teachers are expected to develop in preservice programs in Quebec are congruent with these notions of leadership and support the idea that leadership can be nourished early in teaching. This would help to build leadership capacity in schools, and not necessarily relegate leadership to veteran professionals. McKenzie-Robblee and Steeves use a narrative inquiry to listen carefully to preservice teachers and to show how they develop leadership capacity when they feel they truly belong in their field experiences, when they are able to see and understand the links between practice in their school settings and theoretical work they are involved in at the university, and when they are given the spaces and support to reflect upon and critically examine their work as professionals. Bridges examines her second year of teaching and suggests that teacher leadership is closely linked to successful classroom management and all aspects of good teaching. She provides interesting vignettes to show how she evolved as a teacher leader by connecting with her students and their interests, by involving the students in classroom decision making and by sharing and reflecting upon what transpired. Her story is a poignant one. It will resonate with other new teachers and should provide insights for teacher educators, school leaders, and school board administrators.

Domey, Ridley, Hawkins and Tremblay-Martin are all high school contributors to this issue of LEARNing Landscapes. Their work has been kept together purposely because as such it shows that students have some very important ideas about leadership, that there are good reasons for attending more closely to building student leadership in the early stages of schooling, and that our notions of student leadership need to be more varied and inclusive. Domey describes how she "stepped up" to take on a leadership role in continuing the Black History Club at her secondary school and "pushed back" against obstacles that might have impeded her work and against systemic omissions of identity and history in the curriculum. Ridley discusses how she found herself in a leadership role as an elite athlete and used her skills to connect with others. She learned that being a true leader was not about being a star, but rather meant encouraging herself and others, developing a positive attitude and listening to others to improve. Hawkins' poignant drawings show how stereotypical notions about student leadership need to be examined as they may be limiting leadership opportunities. They suggest that a broader definition of leadership, in this instance leadership as "students helping students," can make school contexts more inclusive. Tremblay-Martin recounts her experience of representing her high school on the 10-day Cape Farewell Arctic voyage during which time she, along with two

other Canadian students and a dozen students from the UK, worked with artists, scientists and educators to implement projects aimed to increase climate awareness that were developed at school prior to the voyage. Through creative and non-print activities she was able to find her voice as a leader and to gain the confidence to continue her leadership work on raising awareness about climate change.

Finally, Adler, Neilsen and Meyer show how the arts can inform leadership. Adler speaking from a business leadership perspective presents a convincing argument for integrating leadership and the arts. She discusses, using many interesting examples, how the time is ripe for developing a leadership of possibility and hope using the arts. Her rationale is that global interconnectedness, the domination of market forces, the complexity of the environment, advances in technology and the yearning for intrinsic signification are radical shifts that beg to rethink leadership directions. She argues that traditionally the arts have been used to bring "emotional truth to established principles" but now envisioning possibility using the arts is at the heart of the types of leadership that will forge the kind of world in which we hope to live. Neilsen's poignant poems show how an art form can mediate our understanding of leadership in different ways, and provide sufficient ambiguity for multiple readings and interpretations while retaining her signature as the artist. Her work attests to the interest that has steadily increased over the last decade in educational circles in using the arts as forms of inquiry and as representational possibilities. Last but not least, Meyer moves the discussion to the classroom context and shows how "theatre as representation" (TAR) can persuasively and engagingly portray an issue or conflict that then can be used successfully as a provocation for discussion and reflection. In this instance, the conflict revolves around varying perspectives of leadership and "shows rather than tells" the complexities of communication providing multiple avenues for further introspection.

It is hoped that the leadership stories, practices and the challenges presented in this issue will ignite conversations that will lead to innovative leadership initiatives to support leaders, develop leadership capacity, attract new leaders and create socially just leadership practices that will benefit all children, families, communities and society.

L.B.K.

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Lynn Butler-Kisber (B. Ed., M. Ed., McGill University; Ed.D. Harvard University), a former elementary school teacher, is an Associate Professor in the Department of Integrated Studies in Education in the Faculty of Education at McGill where she is Director of the Centre for Educational Leadership and the McGill Graduate Certificate in Educational Leadership Programs I & II. She had served as Director of Undergraduate Education Programs, Director of Graduate Studies and Research in Educational Studies, Associate Dean in Education, and Associate Dean and Dean of Students, and on numerous committees inside the University and in the educational milieu. Just recently she was appointed to the Board of Directors of St. George's Schools. Winner of the 1997 YWCA Women of Distinction award (Education), she teaches courses on language arts, qualitative research, and teacher education. She has a particular interest in feminist/equity and social justice issues, and the role of arts-based analysis and representation in qualitative research. Her current research and development activities include the Home Instruction for Parents of Preschool Youngsters (HIPPY) Efficacy Study, as well as projects with Trinidad and Tobago, Turks and Caicos Islands, England and Indonesia, and teachers and school leaders in Quebec. The focus of this work is on literacy learning, student engagement, leadership, professional development, and qualitative methodologies and she has published and presented extensively in these areas.

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Commentary:
The Role of Leadership in the Twenty-first Century

Myer Horowitz, Professor Emeritus: University of Alberta

ABSTRACT

Dr. Myer Horowitz, Professor Emeritus University of Alberta, shares his experiences as an educational leader and administrator in an interview videotaped in the fall of 2007 in Montreal. Horowitz traces his career path beginning in 1951 and then, using examples from his past, characterizes the essence of effective leadership today. He stresses the importance of establishing clear goals, accepting responsibility in helping people to implement goals, and the need to do this in a sensitive, caring, and holistic manner.

The first thing I'd like to ask you is describe the various leadership roles you have had over the years, and I know there've been many, and how are these the same and how are they different? (Link to videotaped interview by pressing on each question.)

I think my interest and my commitment goes right back to 1951 when I went to teachers' college at Macdonald School for Teachers and then in 1952 when I started teaching at Victoria School just a stone throw from here, no longer an elementary school but the building is still there. Formal leadership positions … well, when I returned from Stanford to McGill, Macdonald and McGill, in 1963, I was asked to accept responsibility for the Student Teaching Program. I was responsible for the Graduate Program in Educational Administration. It gets a little more formal because in 1964, Wayne Hall, who was the Director of the Institute of Education one year before we became a faculty, invited me initially to be assistant to him and then by '65 I was an Assistant Dean of the Faculty, and I continued in that capacity until Barbara and I went to Alberta. So I filled the Assistant Dean role for those four years.

Alberta … I went as Chair of Elementary Education. After a few years, I was invited to consider the position of the Dean, and I was Dean again for an all-too-short period. Nobody forced me to show interest in other administrative positions, it just sort of happened. And so after three years in each, three years as Chair of the Department, three years as Dean, I became Vice President Academic and filled that position for four years, and again the same procedure, I was invited to consider the Presidency.

Can you think of some of the similarities across those many positions?

The leadership position, the leader is effective if that person is helpful to other people who are more directly involved. I mean, the principal of the school … if the principal is really effective then she or he helps the colleagues, inspires them, encourages them to be more effective with each other and with children. To relate to people in a sensitive, caring manner about important issues, it's not just about anything. We who are involved in education are involved in very important particular matters, so there has to be a balance. On the one hand, the structure: we have to be concerned as to what we want to achieve in schools for children, in universities for older students. In any setting at all, what do we want to achieve? But never to forget that it's people who bring about change, and consequently it's the leader's responsibility to help people to be comfortable so that they can be more effective.

In addition to the relational aspect, what are the most important characteristics, do you think, of a leader, a good leader?

I don't think there's a formula. I don't think there is one model. A leader has to be true to himself or herself. A leader has to be aware of the different sectors that play a part. And a leader has to be aware of that, a kind of political aspect to an administrator's job. There's the internal aspect but there's the external as well.

In all your years as a leader, what was your most rewarding moment and why was it so?

I'm rather pleased that there still is reference to Project MEET (McGill Elementary Education Teaching internship program). It goes back to 1967. While our model had some unique features, we borrowed. We not only borrowed from teacher education programs in other places, we borrowed from professional preparation programs with regard to other fields. Oh, there were problems, but it came together and we had one group of students who started in '67 and a second group of students in '68 and then it continued after I left. And for me the really big … I don't underplay for a moment

the value that my former students tell me the program had for them, but I think they would understand that for me the major thrill is that there are still people who feel that there are connections between some of the developments that followed in the seventies, and perhaps to this day, and what we explored in the late sixties. So that was a real thrill.

Can you just elaborate a little bit on the structure and the focus of the MEET Program?

Project MEET — there was a very important school component. Each … I'm not sure the label we used was the best one. That's one of the things. We called it internship. The students were in the schools Tuesday, Wednesday, and Thursday of every week. They came out to Macdonald College on Monday and Friday. With you know, our attempt to build bridges between the university and the schools, there were university people who went into the schools, there were school people who came to the university. I came out of that feeling very, very good as to what we achieved in relation to the future teachers. I did not feel that positive about what we had achieved for the other half of the model, because we talked about a double model right from the start, and that is professional development, in-service education for people in the field. I think, you know, people who have followed have done a better job than we have done. I mean, I'm not about to request that the kudos which are offered from time to time should be eliminated. I accept them, but I also feel it's my responsibility to point out that we started off with a definite intention of having a continuing education professional development component for people in the field and while, without exception, they were awfully generous and kept saying that they were learning so much by being involved, I'm not sure we provided the kind of leadership we might have to the people in the field.

What would you consider the most important qualities of a school leader?

One cannot be an expert in everything, but for the school leader to be on top of the goals of education for children and their families. Not that he or she has to pretend to be the expert. There are a lot of other people to call upon. Very, very important to work with the teachers, to help the teachers to become even more effective, to recognize that it's very artificial to chop the needs of children and their families into discrete segments labeled education, recreation, health, and so I would argue that it's the responsibility of the principal to bring together other professionals in relation to the growth of the children and the welfare of their families. I would say the same thing, of course, about the leaders, the administrators in health units and recreation centres, and so on, but our focus is education.

In an ideal world, what kind or kinds of professional development should educators have to become school leaders?

The individual should have opportunities before he or she has full responsibility for a school in benefiting from mentors. That doesn't happen to too great an extent and I think that's very important. You know, to encourage people to be sensitive, to be caring, to really focus on the extent to which other people can be helped to be effective. I think that's the way an administrator is effective: by helping other people to be effective.

How do you think school leaders should be chosen?

I think the school board should look for people who exhibit leadership qualities in whatever they're doing, you know. In a Teachers' Association, for example, in accepting responsibility for a particular program in the school, and the school district should value not only indications of leadership behaviour in education, but should also value leadership behaviour in other sectors of society. And, of course, we should develop programs at universities, different kinds of programs, which would be useful for future principals and for existing principals.

How do you think school leaders can address issues around equity and social justice in their schools?

Very important matter. I don't have over simple solutions to very complex problems, but here, too, I'll just reflect for a minute or two on a matter that we … that I felt we had to attend to at the University of Alberta. It became abundantly clear to a number of us, myself included, that a number of faculty were not being treated as fairly as other faculty, that almost without exception, the individuals in the group who in our view weren't treated properly, well as I say, almost without exception, they were women, was something we couldn't ignore. Needless to say, we involved some of the people in the process. It wasn't a top-down kind of thing. So that was an attempt to achieve a better level of fairness. Again, it wasn't just at the University of Alberta. I mean … Institutions right across the country and beyond we began to take more seriously issues of sexual harassment. We began to take more seriously concerns of students. I mean you were involved in Deans of Students. So I think we have to be willing to look critically at our own behaviour and never to fool ourselves into thinking because we have dealt to the best of our ability with Problem A that there are no problems.

When you think about leadership in the twenty-first century, what advice would you give to leaders generally or school leaders specifically?

We're into the twenty-first century, but I've got to say that the things that are important to me and the matters which I think cry out for attention are little different from what they were when I started as a school teacher fifty-five years ago and prior to that as well. I mean, I don't want to be perceived as somebody who feels that nothing has changed. All kinds of things have changed. I mean in my view, others may disagree, the challenges are for us to be caring, to be sensitive, to be aware of what the goals are. The goals may change, but to be aware that there are goals and for a leader to accept responsibility of helping people to implement in relation to those goals. It's important, but it was ten years ago and fifty years ago as well. So that's what I mean when I say that I'm not sure that the twenty-first century cries out for a fundamentally different approach. The same caring approach in relation to twenty-first century life.

In retrospect, what are the most important lessons you have learned as a leader?

To look critically at what's going on, which, of course, includes my own behaviour. But not to be so overwhelmed with concerns and with guilt that I become immobile and ineffective. So, you know, a kind of balance, I think.

Myer Horowitz has enjoyed a distinguished 55-year career as a teacher-educator and administrator. He did his undergraduate work at the School of Teachers at Macdonald College at McGill University (Elementary Teaching Certificate, in 1952) and at Sir George Williams College (now Concordia University), where he obtained a B.A. in 1956. He received a Master's in Educational Administration from the University of Alberta in 1959 and a Doctorate in Elementary Education from Stanford University in 1965. In 1960, Horowitz became a professor in the Faculty of Education at McGill University—where he later established and directed Project MEET (1967), an alternative internship-type program for preparing elementary school teachers. In 1969, Horowitz moved on to the University of Alberta where he became Chair of the Department of Elementary Education. He later served as Dean of the Faculty of Education (1972–1975), Vice-President (Academic) (1975–1979) and President of the University (1979–1989). He was named Professor Emeritus of Education in 1989. Dr Horowitz is an active supporter of many community and charity organizations. He has received honorary doctorate degrees from eight Canadian universities. In 1990, he was appointed an Officer of the Order of Canada.

Commentary:
Learning and Leading in a Connected World

Richard W. Pound, Chancellor, McGill University

ABSTRACT

This article explores the relationships between learning and teaching, and focuses on challenges for the future, which include the integrity of research, not only in academia but also in other fields, arising from the developments in the field of information technology. It suggests that learning and teaching need to be combined with principled leadership and the establishment of fundamental values.

Learning is not compulsory; neither is survival. (Deming, Unsourced section, para. 7)
W. Edwards Deming

Conjure up in your mind the image of a silo: a stand-alone structure, normally constructed of concrete, the primary purpose of which is to store some form of commodity. Apply that image to some of the traditional fields of study, whether the arts, sciences, education or the professions, in which the currently available knowledge has been accumulated and stored and from which it must be accessed. Examine, in your mind as well, how the silo image has been allowed to reflect the approach to thinking and teaching in each of those fields.

Now, draw a large mental "X" through the silo.

While much might be said about the advancement of knowledge within the confines of a silo approach and the progress achieved in such a context, the days in which such an approach to learning might possibly have been justified are now gone.

No field of study can be adequately pursued today in isolation, whether the isolation be splendid or a bitterly contested territorial imperative. Whatever silos may still exist need to be made completely permeable and the advancement of knowledge must occur in the context of actively relating all aspects of study with all other fields of study. The complexity of the world today requires awareness of and commitment to interdisciplinary study and application of knowledge. This observation is not to suggest that one need not master particular disciplines—far from it—but merely underlines that, whatever the discipline, it is inseparable from other aspects of knowledge and the application of that knowledge within an integrated society.

Learning

Several questions arise from such considerations. Is there a new definition or concept of learning? Will the process of learning be fundamentally altered in our increasingly connected world? What will be the fate of some of the traditional values associated with learning?

Learning has been defined as "knowledge or skills acquired through [experience or] study or by being taught" (Compact Oxford English Dictionary, para. 1). Interestingly enough, while *learning* is a noun, *learn* is a verb, which is to "acquire knowledge of or skill in (something) through study or experience or by being taught" (Compact Oxford English Dictionary, para. 1). Even with the geometric progression of the volume of knowledge, this basic concept will change little. The noun and the verb will likely retain essentially the same meanings. The content of the noun will change and the modalities of the verb will evolve as the tools for access to knowledge change. The pace of change is the principal unknown element.

There is an interesting dichotomy inherent in the definitions. One implies that the knowledge can be acquired actively, from experience or study, while the other implies a more passive process, that of being taught. Whether the latter can ever be completely accurate is a matter of degree. That which is taught must somehow be absorbed before learning occurs, which seems, even if only intuitively, to require the active process of assimilation on the part of the recipient of the teaching, which reverts back to the primary portion of the definition, that of experience or study. For anything to "stick" there must at least be some form of matrix in place that provides a context which enables the recipient to retain and interrelate the material.

The mere absorption of facts and data has never been considered (at least by those who have given the concept some thought) to constitute learning. Memorization may, on occasion, be impressive and the ability to regurgitate a mass of data an amusing parlour trick, but few have ever confused that particular skill with learning. As Heraclitus observed, "Much learning does not teach understanding" (Heraclitus, On the Universe section, para. 3). No real learning occurs without some element of understanding the meaning of the facts and data.

- How do they relate to other knowledge in the field—and in other fields?
- What theories can be deduced from them?
- If the facts and data will not yet support a theory, what hypotheses may be proposed for further examination?
- What myths can now be exploded?
- What horizons expanded?
- What new interrelationships identified?
- What novel applications explored?

If none of these and the countless other questions of a similar nature can be answered, the obvious conclusion is that no learning has occurred.

Teaching

On the other hand, it is arguable that, no matter how much one may attempt to nuance the concept of teaching, teaching is inseparable from learning. Even the so-called self-taught go through the exercises inherent in teaching, namely:

- pointing the way, based on existing knowledge, to new experience and knowledge
- determining the facts, based on observation, deduction or extrapolation
- recognizing and acknowledging errors
- developing judgment in the appreciation of scientific method and logic
- developing the ability to distinguish between reliable and unreliable or incomplete data
- forming the ability to recognize new relationships

- generating the intellectual excitement that leads inevitably to further learning

The vast majority of people will nevertheless require more formal guidance from someone who can identify the guideposts and who will encourage the thirst for further knowledge.

The role of the teacher, at whatever the level, is fundamental in any society. It is, however, one that is seldom accorded the importance and recognition it deserves. Opinion may differ, for example, on whether the comments of Forbes in 1980, in discussing university environments, are still as apt as they may have been at the time:

> Is there any college that puts a premium on good teaching? Is there a university that rewards — in pay and promotion — outstanding teachers? Always and everywhere in academia, recognition, promotion, tenure depend on what a faculty member publishes. Teaching? Exciting the minds of undergraduates? Turning them on to learning? Weighing pounds of print the way butchers weigh beef, faculty fathers more often butcher those who show brilliance in lecturing or in the classroom. Publish or perish is an option. Teach well and perish is for sure. (Forbes, 1980, Thoughts on the Business of Life section, para. 1).

Perhaps a better appreciation may be found in the German proverb, which holds that a teacher is better than two books. (In proverb days, two books were a lot of books!) A contrary view, perhaps uttered more for illustration of a danger than from profound conviction, comes from Ivan Illich, who in describing schools, said that, "School is an institution built on the axiom that learning is the result of teaching. And institutional wisdom continues to accept this axiom, despite overwhelming evidence to the contrary" (Illich, 1971, Quotes section, para. 1). There can, to give this view its due, certainly be bad teaching and bad schools, in which the spirit of learning can be stifled and discouraged. Practically everyone has had the experience of at least one bad teacher (one hopes not exposure to an entirely bad school) and the resulting resentment flowing from that experience. With luck, almost everyone will have experienced an inspired teacher and will remember the delight with which their intellectual horizons expanded beyond any imagination.

Good teaching enables and empowers the pupil; it is a gift and an art. A good school is a wonderful institution and a tremendous societal asset. The teaching

applied, the knowledge and experience absorbed, the encouragement of the ability to think and reason will all shape the future of each society. On the other hand, as Forster has observed, "Spoon feeding in the long run teaches us nothing but the shape of the spoon" (Forster, para. 1).

Learning in the Future

If there is to be a change in the fundamental concept of learning as we go forward, it will no doubt be incremental in nature. Most likely it will involve the crafting of additional questions to be asked in the evaluation of the facts and data. The traditional "silo" questions would necessarily have required some assessment of the relationship of new or emerging knowledge to established knowledge within the field. Today's questions will expand that assessment to the relationship with knowledge in other and related fields.

- How does the knowledge of what produces increased resistance to certain diseases apply to plant growth and agriculture?
- How can the new knowledge be applied to improve crops, our physical conditions and be applied in other parts of the world?
- What will be the likely social impact of improved water management?
- What are the implications of expanded understanding of the human genome on the future delivery of a public health system?
- What are the precursors of the next pandemic(s) and how can they be identified and used to minimize the social impact?
- What are the legal and societal implications of AIDS?
- Can the environment be changed for the better?

The process of learning will, without doubt, continue to be affected by increased access to data provided by the enormous expansion of digital communication and connectivity. Never has so much information been so readily available to and so easily accessible by so many people. Never has it been so easy to communicate with so many people so cheaply. To describe this as a revolution is hardly to do it justice.

There is, however, no such thing as an educational free lunch. The sheer volume of data is almost overwhelming. In reality, it is overwhelming and will become increasingly more so. The existing Internet search engines are good and will improve,

but will remain imperfect. More important than access, however, is the daunting task of assessing the value of the available information. Today's teachers and students will need to develop much greater capacity to exercise critical judgment in the face of the increasing mass of data inundating them. In times past, the volume of data might have been considered almost manageable. Not so today and even less so in future. In times past, there were some indicators of reliability, on which teachers and scholars could place a certain degree of confidence. Well-documented treatises founded on original sources and verifiable data and peer-reviewed articles in recognized journals carried with them an imprimatur, short of gospel, but nevertheless indicative of scholarly acceptance. Separating the wheat from the chaff is much more difficult today.

Anyone familiar with, for example, the media will know the tendency of reporters digging for the "facts" to use search engines that will pull up, say, the last ten stories on the particular subject or individual and to rely on the facts as so reported as the facts for purposes of their own story, with no effort whatsoever to verify the accuracy of the facts as reported in the articles they used for the purpose. Thus, in today's media, the errors of the most recent reporters become perpetuated as the "new facts" and public opinion is frequently fashioned on the basis of incorrect information. As Mark Twain once stated:

> It has become a sarcastic proverb that a thing must be true if you saw it in a newspaper. That is the opinion intelligent people have of that lying vehicle in a nutshell. But the trouble is that the stupid people--who constitute the grand overwhelming majority of this and all other nations--do believe and are moulded and convinced by what they get out of a newspaper, and there is where the harm lies. (Twain, NEWSPAPER section, para. 12)

This conduct is not restricted to the media. Today's teachers and scholars have a much greater onus to pursue the reliability and accuracy of the data which form the basis for any conclusions. There are at least as many charlatans as ever before, with the notable exception that their unsupported nonsense is, unfortunately, all too readily available and masquerades as fact alongside accurate facts and conclusions. How can the nonsense be distinguished from the real? One feature of what will become the "good old days" for today's generation may be that in those good old days, for the most part, the idiots and charlatans had far more difficulty in convincing someone to publish their un-pruned and unreliable material. Now, anyone can circulate the most outrageous content to millions of people in a nanosecond.

If the data supporting a purported result are incorrect, the scientific or other conclusions will be similarly incorrect and cannot be replicated. The efforts will have been a waste of time for everyone and there may be unintended and perhaps dangerous consequences, as we have seen on many occasions, to take but one example, in the pharmaceutical field. Scientific reputations of individuals and even institutions can be ruined—occasionally too late to avoid serious consequences.

Academia bears some share of the blame, arising from the relentless pressures to publish. All too often, one of the best ways to attract attention is to challenge or criticize the work of other academics. This, in and of itself, is not an objectionable pursuit. After all, part of the role of academics is to publish new material and to advance learning by doing so. Another part is to examine any already published material with a critical perspective—does it hold up to rigorous examination, does it respond to all the questions essential for full understanding, and so forth? This is legitimate academic scrutiny, which can be distinguished from challenge for the sake of notoriety and contrarian opportunism. But one must be on the continual alert for the latter.

Even greater that the "no free lunch" aspect of modern technology and the overwhelming volume of data that bombard us and which will continue to increase at logarithmic rates is the danger that the next generations may become, in effect, a generation of Alzheimer-like creatures, unable to remember more and more of the basic facts that have normally been part of traditional human memory. Flashing more and more bits of information on a screen, replacing them by others with only a click, may increase the risk that, like the Alzheimer patient, nothing "sticks" and what was there, fully occupying consciousness a second ago, is simply erased, leaving no mental imprint whatsoever. The particular information may be, and probably is, stored somewhere in digital form, but externally and therefore potentially inaccessible to the mere human when it may be required. This phenomenon would be well worth some rigorous academic study to determine what the brain is now registering and remembering, compared with pre-connected generations. Is there more grey matter, or is there less? What is the impact on the learning function?

If this phenomenon exists, there could well be significant impacts where competitive situations occur and examinations are taken without the benefit of digital and other assistance. Those with an ability to retain knowledge and to apply it under circumstances of pressure of time and relative results as the basis for career or other advancement will inevitably score better than those who cannot. In that respect there could be something of a return to the traditional methods of determin-

ing outcomes. In recent years there has been movement away from classifications based on the all-or-nothing examination approach, but this has created problems of its own. There is likely more academic fraud than ever before and the grade inflation that has resulted is now almost unmanageable.

Every generation has its challenges and every generation has concerns about its ability to meet them. Our situation is, in principle, no different than the concerns that arose when printing was developed and the spectre of the masses becoming educated terrified those then leading society. Mass and mechanical transportation and the Industrial Revolution rearranged many of the fundamental concepts of the day. The atomic world has teetered on the brink of mass destruction for more than six decades and now we have the digital and virtual worlds threatening the basic societal structures, as well as legal and political systems.

If the past is a reliable predictor, we will weather this development, as we have all others. But nothing should be taken for granted. Survival is not compulsory.

Learning, Teaching and Leadership

There is, in my experience, a close connection between learning, teaching and leadership in an era of change. Any good leader takes advantage of the learning process and is in a constant position of teaching what needs to be learned within the organization. This is all the more important when change occurs at the pace it does today. An organization needs to be able to count on its leaders to determine what goals are established and to demonstrate the means that will be used to accomplish them.

The Concise Oxford Dictionary defines *lead* as to "cause (a person or animal) to go with one by drawing them along" and *leader* as the "person who leads, commands, or precedes a group, organization or country." Warren Bennis (1989), in his book, *Why Leaders Can't Lead*, said, "Leaders are people who do the right thing: managers are people who do things right. Both roles are crucial, but they differ profoundly. I often observe people in top positions doing the wrong thing well" (Bennis, 1989, Thought du jour section, para. 1). In the same vein, Peter Drucker (1985) concludes: "Management is doing things right … leadership is doing the right things" (p. 16).

Leadership requires a vision of what the organization should be or become. It is implicit in this concept of vision that there is always a gap between what the organization is, to date, and what it can become, that there is a potential that remains unfulfilled. I was sitting on the board of a public company a few years ago when one of my fellow directors asked the Chief Executive Officer of the company what was his vision for the company. The CEO pulled out the corporate mission statement and began to read from it. The director interrupted him and said he had not asked him to describe the corporate mission, but, instead, his vision of what the company should be—where he wanted to take it. The director illustrated the point rather amusingly by saying that a religious leader has a vision and sends out missionaries, but does not have a mission and send out visionaries.

I do not suggest, by any means, that leadership is a solitary exercise—far from it. Leadership should involve at least as much listening as it does speaking. No one has a monopoly on good ideas. Leadership includes the willingness to accept good ideas from any source, whether inside or outside the organization, and the ability to separate the good from the bad. Leadership requires the ability to establish certain objectives that the leader has identified and is able to articulate. It also requires that these objectives be organized into a plan and be packaged in such a manner that they are achievable by the organization. The leader must be aware of what is possible and, perhaps more importantly, what is not achievable. This may well mean that the leader has to be prepared to parse his/her objective or series of objectives and not (without abandoning the ultimate objective in any way) attempt to go too far too fast. It may also mean that the leader does not necessarily disclose the full plan sooner than the organization is able to absorb it.

The next skill is to be able to communicate the plan, within the organization, and to generate "buy-in" at all levels. Without such buy-in, it is unlikely that the plan, however good it might be, will be properly executed. Only when the management team and employees are committed to the plan will they exert their best efforts to make sure that it is achieved. In most cases, there will also be a need to have external buy-in to the plan, which will, of course, vary in accordance with the publics affected by it, but whose support, whether tacit or overt, is essential to the success of the organization. It may be a voting public, an investing public, an eleemosynary public, a consuming public or an entertainment-seeking public. Whatever public it may be, the leader must be able to generate the necessary support. With the plan in place and the buy-in generated, the leader must then enable management and employees to act. He or she must rigorously avoid any impulse to micro-manage the activities—and, the more he or she understands what needs to be done, the more certain it is

that such temptations will arise. The leader's job is to supervise and ensure that all levels of the organization are giving their best.

In some respects, the leader must become something of a cheerleader, dispensing recognition and appreciation for jobs well done and for the successes enjoyed. It is amazing how much harder people are willing to work when they know that their efforts are noticed and appreciated by the leadership of the organization. In many respects, job satisfaction is less about financial compensation than feeling valued for one's contributions to the organization. There is a Chinese proverb which holds that a good leader inspires others with confidence in him or her, while a great leader inspires them with confidence in themselves. A leader is always assessing and measuring progress toward the objectives of the organization. Again, this is not necessarily an exercise in detail, but one from the perspective of 10,000 metres.

No one is completely clairvoyant, even the best leaders, so events may unfold that will require adaptation to new circumstances and reworking of strategies and plans. The leaders must always be alert to the circumstances that may require changes and the best leaders will be able to see the circumstances in advance and figure out how best to deal with them in real time, not after they may have had a crippling impact on the organization. It is invariably better to avoid a problem than to have to solve it. This leads to a prescription that all good leaders should follow. Leaders must leave themselves enough time to think."

I believe that the best leaders also have a moral or ethical responsibility that comes with leadership. We are, in the final analysis, speaking of values: what we are willing to do and what we are not.

In some respects, for those with marketing experience, it is easier to understand the issue if you think of a brand or the brand of your own organization. As you know, a brand is not just a trade or other mark on a product or a description of a service. A brand is a set of expectations and permissions. It is easily illustrated by a simple example. If I say "Lada" and "Rolls Royce" or "Bic" and "Mont Blanc" or "Swatch" and "Rolex," I am in each case describing two products that do precisely the same thing—provide transportation, allow you to write, or tell the time of day. But each of them has undoubtedly triggered in your mind completely different sets of expectations and a sense of what is or is not appropriate for the use of each and the amounts you would be willing to pay for them.

For many years I was responsible for negotiating television rights to the Olympic Games and for the development of the international marketing program of the International Olympic Committee. As part of this exercise, we had to figure out what were the core values of the Olympic brand, in order to know what the world thought of and expected from us. It was a fascinating and particularly valuable exercise and we learned that the Olympic brand was remarkably consistent throughout the entire world, east and west, north and south, developed and developing nations. Interestingly enough, while elements such as "gold medal," "Olympic champion" and "world record" were obviously part of the brand, the core aspects were much more value-oriented and expressed in a moral context, such as: aspiration, youth, international, peaceful, striving and respect.

This research enabled us to be sure that we did not stray from these fundamental values in any of our commercial or television arrangements. It also told us to avoid relationships that would damage our brand. It made it easy for us to refuse tobacco sponsorships that were very popular with other sports events and association with distilled spirits as being off-message not only with the public expectations of the Olympic brand, but also offside as far as the "permissions" attaching to the brand. We would not allow our Olympic television broadcasters to run commercials advertising such products.

In one case, we had an broadcaster who had a tobacco sponsor. We said that it could not run the commercials during the Games. The broadcaster nevertheless insisted, saying that tobacco was not regarded negatively within its broadcast territory, so that there would be no adverse public reaction to the commercials. There was something of a standoff, until we hit upon a solution. All Olympic broadcasters depend on what was then known as the host broadcaster to provide the basic signal from all competition and other venues, to which general coverage they may add some unilateral coverage for their national audiences. Our solution was simple. As soon as we saw that the broadcaster had run another tobacco commercial, we pulled the plug on their connection with the basic signal. Their network went completely blank—no audio, no video, nothing. They panicked and said there was a huge problem—their network had crashed—what could be done about it? We said we were very sorry to hear that and perhaps it was because of some electronic allergy to tobacco. The penny dropped; they understood. We plugged them back in and the problem was solved, then and for the future.

So, I believe you have to identify what are your basic principles, where you draw the proverbial line in the sand and be certain that you do not compromise

those principles. The responsibility as a leader is to make sure that everyone in the organization understands the principles and that they are fundamental, not just because the leader says they are, but because the leader's conduct makes it clear that this is the case.

It is certainly useful for good leaders to ask themselves if there is a difference between what they stand for and what their organization stands for. And perhaps, vice versa. Any discrepancy is bound to carry with it the likelihood of a moral failure.

A leader should also be known for the integrity of his or her promises. A verbal promise is no less binding than a written contract. I had an example of that a few years ago involving one of our huge television contracts with NBC for the U.S. television rights to the Games. We had had the usual negotiations, followed a few weeks later by a formal signing of the contract to record the deal, with the usual celebratory dinner and had gone off into our respective sunsets. A few weeks after the signing, the head of NBC Sports called me at my office in Montreal and said that he and a bunch of his executives needed an urgent meeting with me that very afternoon in Montreal.

When they arrived, I asked what was so urgent that so much talent was needed here in Montreal on such short notice. They said they had been reviewing the contract we had just signed and had found, to their horror, that it appeared from the language (relating, as I recall, to the computation of revenues from their owned-and-operated stations) that they would have to pay the IOC about $60 million more than they had anticipated and that they thought we had agreed. I asked to see the portion of the contract and, sure enough, that was what it provided. I said I agreed with them as to what the contract said. Their high-priced lawyers and our lawyers had settled on the language and signed off on it before the contract was executed. There were many long faces. But, I said, the deal as written was not the deal we had agreed upon and it was clear that the lawyers had made a mistake. I was not going to try to take advantage of the drafting error in our relationship with a good Olympic partner. The matter was settled in 15 minutes. Our partners could rely on us to do what we promised and to act in good faith at all times.

The conduct of a leader should be consistent, rather than occasional and opportunistic. All of us have had experience with members of organizations, people and professionals whom, to put it at its most basic, we do not trust and who are not reliable. There are some clients for whom I am not willing to act, for precisely that reason—I do not trust them and I do not wish to be identified with them, or to have my

firm identified with them. It has nothing to do with the size of the client or the ability to pay the related fees. It is a matter of the ethical and moral choice I have as a professional regarding those to whom I am willing to provide services.

A leader's reputation in the community is what they say about him or her when he or she is not present. For example, what do they say about you? The flip side of this is that you should be willing to say the same thing to a person's face that you say behind his or her back. Never think that people make no judgments about you based on what you say about others. They may believe what you say, especially if it is negative, and may even share the same view, but they will remember where they heard it and will wonder what you say about them when they are not present.

In my firm, we often use a litmus test in cases where we are not certain about something we have been asked to do, or an opinion that a client is seeking, or an action or negotiating tactic. There was one of the founders of the firm who was a consummate lawyer and gentleman, held in universal respect that bordered on reverence. I'll call him George. So whenever we were not sure, we would ask ourselves, "What would George do?" It was amazing how the moral clouds would instantly disappear. What would your George do?

Let me conclude by saying that, in the end, a leader must have one essential quality, that of being able to decide. The decisions may not (and probably will not) all be correct. But the leader must be able to make them.

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Richard (Dick) Pound has enjoyed a prolific 50-year career as an Olympic athlete, tax lawyer, business leader, sports ambassador and academic contributor. He represented Canada as a swimming competitor at the 1960 Summer Olympics and at the 1962 Commonwealth Games (where he earned one Gold, two Silver, and one Bronze medals). Pound obtained a Bachelor of Commerce from McGill University in 1962 and a Bachelor of Arts from Sir George Williams University (now Concordia University) in 1963. Returning to McGill, he received a Licentiate in Accounting in 1964 and a Bachelor of Civil Law in 1967. Pound was elected to the International Olympic Committee in 1978 and helped build the Olympics into a multi-billion dollar enterprise. He also served as President of the Canadian Olympic Committee from 1977 to 1982 and was an Executive Member of the Organizing Committee for the 25th Winter Olympics in Calgary. In 2004, he released the book *Inside the Olympics, a Behind-The Scenes look at the Politics, The Scandals, and the Glory of The Games*. Concerned by drug use in sports, Pound wrote Inside Dope in 2006, and completed a term as chair of the World Anti-Doping Agency in 2007. Dick Pound is a partner of the Montreal law firm Stikeman Elliott and author and editor of numerous publications including *Pound's Tax Case Notes* and *Doing Business in Canada*. In 1992, he was named Officer of the Order of Canada, and in 1993, Officer of the National Order of Quebec. He has served as Chancellor of McGill University since 1999 and has also taught at the university's Faculty of Law and Centre for Continuing Education.

Commentaire :
Le leadership : une réflexion

Leo La France, Ministère de l'Éducation, du Loisir et du Sport (MELS)

RÉSUMÉ

Ce commentaire présente dix directives en matière de leadership. Celles-ci découlent des 35 années de carrière de l'auteur en tant que professeur et gestionnaire. L'auteur fait ressortir le caractère inévitable du changement dans le domaine de l'éducation, la complexité de la tâche à accomplir et la nécessité de réagir aux nouvelles situations. Il affirme que la clé du leadership et, ultimement, de la réussite scolaire, réside dans l'attention que l'on porte aux relations interpersonnelles.

Rédiger un commentaire sur le thème du leadership n'est jamais une tâche facile. Les recherches sur les qualités qui font un bon leader permettent indéniablement de jeter un regard plus approfondi sur la théorie du leadership que ne le fera ce commentaire. Je tenterai plutôt ici de vous communiquer mes perceptions, qui sont l'aboutissement de 35 années d'expérience dans le domaine de l'éducation à titre d'enseignant et d'administrateur.

Ces commentaires s'inspirent des diverses expériences acquises en classe et comme chef de service, directeur d'école et administrateur de commission scolaire, postes qui m'ont toujours offert d'innombrables possibilités de croissance. Le domaine de l'éducation doit changer. C'est inévitable. Très peu de domaines, s'il en est, sont aussi complexes ou dynamiques, et répondent aux besoins d'autant de publics que celui-ci. Le besoin de questionner ces changements, de s'y adapter et d'y réagir s'appuie sur le fait que nous travaillons avec des êtres humains. Dans notre domaine, tout revient aux relations interpersonnelles. C'est au moyen de l'innovation

et en tentant sans cesse de relever le niveau de connaissance et de bien-être des étudiants que les éducateurs engagés contribuent à leur succès.

L'évaluation annuelle que je fais à titre de directeur général m'a permis d'établir dix principes sur lesquels se fondent mes convictions. Des objectifs ont ensuite été établis et validés par l'ensemble de l'équipe de direction. Voici la liste de ces dix principes, ainsi qu'une brève description de chacun.

1) L'élève doit être au cœur de toutes les décisions.

La première question que l'on doit se poser avant de prendre une décision porte sur l'incidence qu'elle aura sur les étudiants que nous avons pour mission d'éduquer. Nous devons être disposés à prendre les décisions difficiles qui s'imposent devant la très grande diversité de nos clientèles. Les décisions associées aux programmes sont souvent difficiles à prendre et doivent tenir compte du point de vue de l'ensemble des personnes concernées. Les enfants (ou les apprenants adultes que nous avons pour mission de servir) doivent être au cœur de nos décisions.

2) S'inspirer du passé pour avancer vers l'avenir

L'avènement des commissions scolaires linguistiques a produit son lot de bouleversements au cours de la dernière décennie. Nous devons voir ces changements comme une occasion de nous attarder aux leçons apprises, aux occasions ratées et aux réussites passées. La reconnaissance des problèmes passés peut par ailleurs nous éviter d'innombrables heures de travail et nous fournir un soutien fort utile dans les situations difficiles.

3) S'entourer de gens compétents et positifs

Les hauts et les bas que nous connaissons en éducation ne sont pas faciles à expliquer aux profanes. La tâche s'avère encore plus ardue lorsque l'on s'attarde aux moments négatifs. En tant que leaders, il faut impérativement s'entourer de gens qui n'ont pas peur de s'affronter les uns les autres sur le plan intellectuel et qui savent éviter de ramener les débats à des questions personnelles susceptibles de créer des différends insurmontables. S'entourer de gens compétents ne veut pas dire s'entourer de gens qui sont comme soi. Le défi consiste plutôt à bâtir une équipe dont les membres sont capables d'aborder un problème sous tous ses angles et d'évoluer dans un climat de confiance mutuelle.

4) Toujours apprécier ce que les gens font pour soi (et le leur dire)

Chacun aime être reconnu pour ce qu'il fait de bien. Il est de toute première importance de créer des occasions de rencontrer les employés de tous les niveaux de l'organisation pour valider leur contribution au soutien de nos étudiants et de notre mission.

5) Se rappeler l'importance de la famille et des amis

Il est si facile de se laisser prendre à tenter de résoudre le prochain problème ou de relever le prochain défi. L'éducation est une profession qui joue sur les émotions. Prenez le temps de discuter avec les gens en qui vous avez confiance et qui vous aident à garder les deux pieds sur terre. Les amitiés nous soutiennent et nous donnent des ailes.

6) Ne pas oublier de rire

Apprenez à rire chaque fois que l'occasion se présente. Apprenez à rire avec vos collègues et ne craignez jamais de rire de vous-même.

7) Éviter de s'empêtrer dans des structures hiérarchiques

La hiérarchie peut jouer un rôle important lorsqu'une décision doit être prise rapidement ou lorsqu'il s'avère impossible d'obtenir un consensus. La recherche de consensus et les débats exigent davantage d'efforts, mais cela permet aux gens de mieux comprendre les choses et de prendre leurs propres décisions. Tous les membres de l'organisation, quel que soit le palier où ils se trouvent, doivent être entendus. Le défi n'est pas de prendre la décision, mais bien de la communiquer de façon à ce qu'elle soit bien interprétée.

8) Ne pas craindre de prendre des risques

Il ne faut pas avoir peur de prendre des risques et d'encourager les autres à le faire. Prendre des risques ne veut pas dire être négligent, mais agir dans le respect des objectifs clairement définis par l'organisation. Une saine gestion des risques permet d'évoluer tout en pensant librement.

9) Favoriser les relations interpersonnelles et le soutien mutuel

Cet énoncé nécessite une explication. Le besoin de traiter les gens avec dignité et respect est vital. C'est une nécessité absolue dans le domaine du leadership.

10) Croire en soi-même et en ses collègues

La confiance peut parfois être ébranlée compte tenu de la place que l'éducation occupe dans l'opinion publique. À moins de partager une vision commune, qui est exprimée dans un langage commun et comprise de tous, la confiance risque d'être éprouvée.

J'espère que mes commentaires ne donneront pas à penser que mes opinions sur le leadership se réduisent à ces dix principes ou que je crois qu'il suffit de suivre une recette pour régler les problèmes. Comme je l'ai déjà dit, l'éducation est une affaire de relations interpersonnelles qui demande des efforts. Comme Yogi Berra l'a dit un jour : « Il est difficile de faire des prédictions, en particulier à propos du futur. »

Croyez en votre propre intégrité, prenez le temps d'écouter les gens et traitez-les avec dignité et respect!

Commentary:
Reflections on Leadership

Leo La France, Ministère de l'Éducation, du Loisir et du Sport (MELS)

ABSTRACT

This commentary presents 10 guiding principles on leadership that are rooted in the author's 35-year career as a teacher and administrator. The author stresses the inevitability of change in education, the complexity of this work, and the need to be responsive to evolving situations. He states that attention to relationships is the most important element of leadership and, ultimately, student success.

The task of writing a commentary on leadership is always a daunting one. Research into the qualities of a good leader no doubt offers more insight into the theory of leadership than this piece will offer. What I will attempt to convey are my perceptions as a teacher and administrator after 35 years in education.

These comments are rooted in a variety of experiences in the classroom, as a department head, as a school principal and as a school board administrator where the opportunities to grow were ever present. Change in education is inevitable. Very few, if any, endeavours are quite as complex or dynamic, responding to so many different publics. The need to adapt, react and question those changes is based on working with people. It is all about relationships. Implementation and innovation lead to student success as a result of committed educators looking to improve a student's knowledge and well-being.

My annual evaluation as Director General led me to identify ten principles on which my belief system is based. System goals were then identified and validated with the entire management team. These ten principles are listed below with a brief description.

1) The student must be at the centre of all decisions

The first question we must answer in every decision we make relates to the impact it will have on those students we are charged to educate. We must be prepared to make the tough decisions required to serve the very diverse clientele of our system. Program decisions are often difficult ones and need to be made with the input of all concerned. At the end of the day, "It's all about the kids" (or the adult learners we are charged to serve).

2) Use the past to move toward the future

The past decade has seen significant change since the advent of linguistic boards. We should see this as an opportunity to look back on lessons learned, on opportunities missed and past successes. The need to recognize past challenges may save countless hours of work and enlist well-needed support in difficult situations.

3) Surround yourself with competent and positive people

The highs and lows in education are hard to explain to the uninitiated. It is all the more difficult when the emphasis is placed on those negative moments. As a leader, it is essential to surround yourself with people who are not afraid to challenge one another on an intellectual level. Surrounding yourself with competent people does not mean finding people who are "like" you. The challenge is to create a team whose members can see an issue from all sides and function in an atmosphere of mutual trust.

4) Remember to appreciate what people do for you (and remember to tell them)

There is a part in every one of us that appreciates being recognized when we do something well. It is critical that we create opportunities to meet with people at all levels of the organization to validate their contributions in supporting our students and our mission.

5) Remember the importance of family and friends

It is so easy to get caught up in solving the next problem or identifying the next challenge. Education is a profession that plays on your emotions. Take the time to connect with those people whom you trust and who help keep you "grounded." Friends are those who stand by us and give us wings to fly.

6) Don't forget to laugh

Learn to laugh at every opportunity. Learn to laugh with your colleagues and never be afraid to laugh at yourself.

7) Don't get caught up in the hierarchy

The hierarchy may be important in those situations where a decision must be made quickly or consensus cannot be reached. Consensus and debate require more work but more people have an opportunity to understand and make the decision their own. People at all levels of the organization must be heard. The challenge is not in making the decision but in communicating it so that it is understood.

8) Don't be afraid to take risks

You should not be afraid to take risks and should also encourage those around you to do so. Taking risks does not mean being careless but acting within clearly defined objectives set by the organization. Risk management allows you to move forward while thinking "out of the box."

9) Education is about relationships and about looking out for each other

This one requires little clarification. The need to treat everyone with dignity and respect is vital, an absolute in leadership.

10) Believe in yourself and in those with whom you work

Belief can be very fragile at times, given the place education occupies in the arena of public opinion. Unless we share a common vision, that is expressed in a common language, and understood by all, your confidence will surely be shaken.

I hope that my comments don't suggest that my views on leadership are reduced to ten principles, or that I believe that by following a simple recipe, all issues will be easily resolved. As I stated earlier, education is about relationships and relationships require hard work. As Yogi Berra once said, "It's tough to make predictions, especially about the future."

Believe in your own integrity, take the time to listen, and treat people with dignity and respect!

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Commentary:

Grow Tomorrow's School Leaders? Plant Some Seeds Today!

Julian Thompson, Leading Futures Ltd.

ABSTRACT

School leadership development has received significant investment in the UK in recent years. Programmes to support leaders at all levels have focussed on national standards, leadership behaviours and capacity building. England is now facing an increasing shortage of headteachers. This article provides a perspective on this situation and offers some practical ideas to school leaders for building approaches to succession planning in their own schools.

In this article I provide the background and some of my reflections on a major school leadership challenge in England at present. Although our educational management and administration systems are different, I know from friends and colleagues in Canada that in the main our values about learning and leading are the same. I offer the following in the hope that there may be resonances and reference points which might be helpful for school leaders and those working with them in Quebec and beyond.

England's National College for School Leadership (NCSL) is a unique institution. It is a nationally funded college that was created to identify, develop and accredit leadership at all levels in a wide range of educational settings and services. It was established in the 1990s during the New Labour government's most intense phase of intervention to raise educational standards and was set against a background of continuing research and concern about the impact of classroom practice on learners'

basic skills. Increasing autonomy to school leaders and their governing bodies who by then had their own budgets and admission arrangements was "balanced" by rigorous national and local accountability via published tests results, league tables and school inspections. School leadership and especially headship was in the spotlight.

NCSL's first response was not to promote a delivery or interventionist model, but to consult with serving headteachers and facilitate their voices in the national debate. School networks and collaboratives were encouraged and the nature of learning communities was explored. Alongside this, a suite of subsidized programs was developed for all teachers. This covers the range from middle (subject and faculty) leadership to experienced and executive headteachers and has a strong accent on blended learning and a significant e-learning dimension. These programs have been constantly revised and adapted and are the major platform and currency for school leaders' professional development in England. A cornerstone is the National Professional Qualification for Headteachers which is a statutory requirement for those seeking a first headship. Ofsted, the national school inspection system, reported that the quality of leadership and management in schools improved significantly in the years after 2000.

Michael Fullan (2005) has pointed out the importance of enabling a voice for leaders in shaping system change, if we are to sustain improvements. Developing the conditions in which school leaders feel supported and confident to share new learning openly has been a challenge, particularly at a time when to many colleagues the national agenda has seemed over prescriptive, judgmental and too sharply focused on a narrow range of indicators. The creation of a climate which is supportive of new learning but professionally stimulating and challenging is at the heart of the NCSL's leadership learning vision. It is also a model for building leadership capacity at the school and institutional level. This has never been more important than now.

The New Challenge in England

At the start of this school year, it became clear to the government that there is a major problem in the future supply of school leaders. Statistics show that 50% of current headteachers are over 50, 25% are over 55 and about 40% will retire by 2010. The baby boomers are looking forward to retirement. Also, increasing numbers of successful headteachers are moving into advisory, consultancy or other roles.

Although the recruitment of new teachers has improved, applications for headships have been falling and many posts need to be readvertised, especially in primary schools where in 2006-2007 the figure was 37%. Between 2010 and 2012, there will a major shortage of headteachers unless countermeasures are taken now.

After the quality of the teaching, it is the quality of leadership in our schools which is the single most important factor in determining how well our pupils learn. Yet often at a local level, it is only when a vacancy occurs and a new headteacher or principal is appointed that the role or the qualities required are looked at dispassionately and in detail. It is often the only time we are really aware of the supply and quality of leaders for our schools.

The NCSL this year has been given an additional and explicit role to work in partnership with local county and city councils to build capacity and increase the quality and supply of school leaders. Materials have been developed to support schools, governing bodies and local authorities. The aim is to facilitate local solutions that will impact on both recruitment and retention in the short and long term.

Planning to Succeed

Perhaps it is worth considering how we might "grow our own" school leaders of tomorrow. There are many fine and skilful teachers in our schools whose influence should be sustained, not only on young people but also on their colleagues.

Succession planning or working strategically to identify, nurture and support leadership potential may bring other benefits. Some factors worth considering are that:

- The pace of change is accelerating. Schools need to build confidence and capacity among their staff so that everyone can respond creatively and skilfully to the needs of the future.

- The vast majority of heads say that leading a school is the most satisfying and worthwhile job they could do. This moral purpose and success should be celebrated and understood and marketed.

- Successful schools model learning not just with children but also with staff, parents and governors. Much of the learning about leadership is

about building high quality relationships and understanding the impact of one person's behaviour on another's. Schools need good leadership everywhere and especially in the classroom.

- Succession planning can provide a framework for gathering evidence and evaluating the quality of leadership of distributed leadership. Everyone wants to work in an organization where careers and opportunities grow.

- It gives the opportunity for everyone involved in a school to share thinking about what leadership is and could be. This may well involve creative thinking about completely new models of leadership and include new agencies and professionals.

Of course, many schools and leaders are looking to the future and building teams and individuals continuously and intuitively, but the challenge remains: determining how a more coordinated approach can help good practice to spread. Just as importantly, how can a system which over recent years has tended to operate more individually build systems to support leadership capacity between and across schools? Below is a short summary of the work in progress of one community of schools.

Working Strategically and in Partnership

Bath and North East (NE) Somerset is a local authority in the southwest of England. It has 62 primary schools, 13 secondary schools and 4 special schools. In national terms it is a small local authority.

Using national succession planning funding and with support from NCSL, Bath and NE Somerset has put in place a number of initiatives:

Working Directly With Leaders

- A Headteacher Focus Group has been established to generate ideas, advise the schools, the local authority and individuals.

- An Aspiring Heads Group—around 20 deputies and other leaders who are actively looking towards headship make up a group which meets

regularly, discusses leadership, practical aspects of recruitment and receives input from serving headteachers.

- NCSL Leadership Pathways, the nationally subsidized program for teachers aspiring to headship, was begun recently with 27 local participants and their 15 school-based coaches.

- Leadership opportunities are being created at all levels. For example, the local authority is supporting and encouraging the recruitment of teaching assistants for the Higher Level Teaching Assistant status and supporting those teaching assistants looking at qualified teacher status by signalling routes to degree status.

- A local professional framework has been put in place to link increasing leadership roles and responsibilities with relevant continuing professional development and performance management.

- The National Fastrack Teacher Program, an accellerated leadership program designed for classroom teachers who have shown leadership potential, is now being offered to schools.

- A number of internships will be available to enable deputy heads to spend up to a week working with a head in another school. Funding is available to cover their responsibilities in their own school.

- Colleagues with National Professional Qualification for Headship qualification who are actively looking for headships have been drawn together as a learning community with needs analysis against the National Standards for Headteacher and individual programs to support them plus tailored support through the appointment and interview process.

Working With Leadership Teams, School Governors and Managers

By looking at leadership collaboratively, school leaders and managers will play a part in building capacity across schools and communities now and in the future. Ways in which school leaders or governing boards could be involved might include:

- Discussing the situation in a school not just in terms of vacancies and the immediate situation but in the context of the school vision and values.

- Building a culture that supports leadership development at all levels. For example, asking about coaching opportunities for staff; enquiring how a school is identifying and supporting leadership in teaching assistants and support staff and other adults who work there.

- Asking if a school provides leadership development for pupils perhaps through councils or parliaments. How successful student leaderships platformed, and if schools talk of leadership in the curriculum?

- Reviewing leadership frameworks and management structure to ensure that they are fit for a purpose which includes developing opportunities for staff.

- Discussing how a school builds a climate for personal growth and learning among staff.

- Looking at new routes to provide leadership experience, secondments, partnerships, business and professional links. Some schools may wish to establish their own leadership development program. This could be done in partnership with training providers and universities.

- Discussing and defining the qualities expected from the leadership in schools. Everyone should be involved in this.

- Talking together about how to retain staff who show the greatest potential by asking what the path to leadership progression is for them in their various departments or roles.

- Thinking about encouraging development on three levels: self, team and organizational; sharing information across schools; building a sense of a learning community which goes beyond a single institution.

There is a clear move and great interest in developing team leadership skills. This can relate to helping a school through a process which builds capacity towards the school's priorities or perhaps working through approaches to understanding how leadership behaviours can build team effectiveness. More recently the NCSL's

Multi Agency Team Development Programme focuses on recognizing and building shared understandings between different professionals working in extended services, schools or other agencies to support children.

Succession planning is currently a nationally priority in the UK. An analysis of the demographic data has raised some difficult and deep questions not least of which is about our current systems' purpose and fitness to deliver in the longer term. Perhaps the answers lie where they always did: in trusting and empowering those who work successfully in schools to nurture the skills and release the creative potential in our learners and leaders at all levels.

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Leadership and Conceptions of Organization: Contours of the Distributed Perspective

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ABSTRACT

This paper discusses the theoretical bases of various leadership perspectives and focuses in on one of them: *distributed leadership*. The learning organization conception of the sociology of organizations is proposed as the theoretical support of distributed leadership. Although a growing number of research findings point to the effectiveness of this perspective on school outcomes, there is need for further research in this area. To be successfully enacted, distributed leadership should be exerted in an organization which truly espouses the principles of a learning organization.

The theme of leadership in the realm of education is at the forefront of research and professional development efforts. The question in the minds of researchers and practitioners is invariably whether one or another educational leadership perspective is effective. This article focuses on distributed leadership. The concept can be defined provisionally as the collective participation in organizational leadership and management. It is some fifty years old, and builds on the discussion by Gibb (1954) and Bowess and Seashore (1966) about the possibility of a kind of leadership that transcends individual authority and responsibility. This idea did not retain the attention of researchers and practitioners in the following decades, however. It was only in the 1990s that the concept surfaced and became the focus of serious consideration in the research literature (Timperley, 2005). To gain a better understanding of the organizational roots of this leadership perspective and its effectiveness, it is useful to ground the analysis in a comparative framework that characterizes other leadership perspectives and discusses their

organizational underpinnings.[1] In a context of decentralization and local self-management in the education sector in a large number of countries, both developed and developing, the conception of power sharing favoured by a distribution of leadership merits full attention from all those who seek alternative ways of enhancing organizational effectiveness in a rapidly changing world. The paper has three sections: the first section presents an overview of four major conceptions of organizational behaviour; the second section links different models of leadership to these conceptions of organizational behaviour; and the third section comments on the effectiveness of distributed leadership. As way of conclusion, some constraints about adopting a distributed leadership approach in educational organizations will be discussed.

Some Major Conceptions of Organizational Behaviour

Authors within the tradition of the sociology of organizations have developed several conceptions of organizational behaviour. Four major conceptions of organizational behaviour will be outlined: the classical conception, the human relations conception, the contingency conception and the learning organization conception. These conceptions of organizational behaviour are at the root of particular leadership perspectives. The underlying assumption is that a correlation exists between the portrayed characteristics of the structure and functioning of an organization and the type of leadership exerted. It has been argued that the characterization of a particular organization presupposes a specific type of leadership. It is not the intention of this paper to discuss all four major conceptions of organizational behaviour in a thorough way. My objective is more modest. I attempt to provide a theoretical background that might serve as a framework for understanding the conceptual basis of distributed leadership.

The classical conception of organizational behaviour

This conception views the organization as a top-down structure with a clear delineation of authority, strict division of work, standardization of tasks, vertical flow of information, concentration of expertise on the top, tight supervision within a preestablished span of control and incentive schemes for performance. There are several interpretations of this conception. Among them, two are prominent: "scientific management" (Taylor, 1911) and "bureaucracy" (Weber, 1968).

Taylor (1911) proposed a "science of work" embedded in four general principles: 1) the development of strict procedures for the execution of each element of a worker's task; 2) the methodical selection, preparation and development of workers; 3) the sustained cooperation between managers and workers to ensure that work is done according to specified procedures; and 4) a division of work between managers and workers, the former being responsible for the determination of work procedures and the latter responsible for the execution.

For Weber (1968), the bureaucratic model of organization is the best arrangement to cope with the demands of the industrial society. Bureaucracy is based on legal/rational authority, one of the three legitimate authorities according to Weber (1968), the other two being the traditional and the charismatic. The ideal type of bureaucracy consists of the following aspects: 1) members are free and they accomplish the objective duties of their function; 2) hierarchy of functions; 3) competencies required by each function; 4) open selection; 5) professional competencies of incumbents; 6) contracted work conditions; 7) exclusive work dedication; 8) career ladder; 9) non-ownership of the employee's position; and 10) strict and homogeneous discipline and control.

Mintzberg (1979) considers the bureaucratic structural model among the structural configurations he analyzes. His "mechanical bureaucracy" has several characteristics of the Taylorian model: strategic apex, hierarchical line, and operational center. But he adds two structural elements that were absent in Taylor (1911): technostructure and logistical support. The technostructure requires functions such as planning, research and advising to achieve bureaucratic effectiveness. The logistical support includes all those units that support the day-to-day functioning of the bureaucratic organization (personnel, maintenance, transportation, communication, public relations).

The human relations conception of organizational behaviour

When Mayo (1968) and his colleagues initiated their experiments at the Hawthorne plant of Western Electric in the late 1920s and early 1930s, they did not know that an intriguing finding would lead to the development of one of the most influential schools of management. Following the lines of research based in scientific management, then the dominant theory of management, they attempted to analyze the impact of different work conditions (light, breaks during work) on productivity.

The results, however, could not be interpreted from the classical/mechanical perspective as there was an increase in productivity, even when the work conditions were not at their best (declining light). Moreover, after a number of variations in the timings of breaks during work, the participants in the experiments had higher outputs than at the beginning despite the fact that the conditions were the same. Thus, other factors different from work conditions, as proposed by scientific management, were intervening to increase organizational productivity. These other factors were deemed to be "human," and defined as the development of group cohesiveness, the increase in self-esteem, and the feeling of personal accomplishment. All these human aspects resulted from the perceived importance of having been chosen to participate in a prestigious research experiment. (Mayo, 1968)

This pivotal finding of the relationship between productivity and human factors served as basis for an impressive research effort. In that vein, and as an indication of the relevance of this line of research, it is worth mentioning, among others, the works by Likert (1961) on participative management, McGregor's study (1960) on the relevance of a "Y" theory that emphasized the importance of the human factor (as opposed to an "X" theory that does not take into account this factor); and Argyris' (1964) "mixed model" of organizational effectiveness where an integration of both structural and human factors are conducive to enhanced productivity and work satisfaction.

The structural contingency conception of organizational behaviour

The same uneasiness to explain research results from the leading theoretical perspective of the time, in this case, the scientific management and human relations approach, led Woodward (1965) to propose an alternative interpretation of structural and functional arrangements. In her study of 100 industries of south England, Woodward found that several organizational arrangements, such as span of control, flow and support of communications, and work organization, could not be explained either from the classical/mechanical or human relations perspective. She found that these differences were linked to the use of different production technologies. This insight was pushed further ahead by Emery and Trist (1965) who attributed a "causal texture" to different types of organizational environments in the determination of organizational arrangements.

It is, however, Lawrence and Lorsh (1967) and Lorsh and Morse (1974) who formalized the relationships between environmental constraints, organizational arrangements, members' characteristics, and organizational effectiveness. They con-

cluded that there was no "one way" for effective management and that the type of effective management depends on the characteristics and constraints of organizational environments. If the environment of the organization is not complex, organizational arrangements can be "mechanical." However, if the environment of the organization is complex, then organizational arrangements should be of the organic type: less hierarchy; more lateral communications; knowledge dispersed throughout the organization and not only at the top; and teamwork. When there is a fit between the characteristics and constraints of the organizational environment and the type or organizational arrangements and members' characteristics, organizational effectiveness may be attained.

The learning organization conception of organizational behaviour

Senge (1980) developed the idea that organizations are dynamic entities that are based on knowledge. To be effective, an organization has to collectively generate knowledge in the best ways to achieve its goals. For him, there are five disciplines or processes that must take place for organizations to become performing organizations: 1) building shared vision; 2) creating mental models; 3) supporting team learning; 4) developing personal mastery; and 5) achieving system thinking. The fifth discipline, system thinking, requires a conception of organizations as a complex, interrelated set of components that are in constant exchange. Goal attainment is achieved by pooling together knowledge from all members of the organization who share a common perspective and work in teams. Through trial and error, organizations "learn" how to respond to environmental constraints in ways that maximize their potential for goal attainment. Teamwork is crucial because it is required for producing new, functional knowledge conducive to achieving organizational effectiveness.

Models of Leadership and Conceptions of Organizations

In this section I try to map out the organizational conceptions that are at the root of some leadership models. The authoritarian, participative, contingency and distributed models of leadership will be discussed.

The authoritarian leadership model

The traits of the authoritarian model of leadership have been described by Lewin, Lippit and White (1939) and Likert (1967). The characteristics they underscore are based on empirical findings and are similar. Most authors writing on leadership styles rely on the concept of authoritarian leadership, In this model, knowledge and expertise lie at the top. The leader imposes his/her views: since organization members are conceived as being short-sighted and as having little tolerance for ambiguity, clear orientations give them the security they need. Tasks are well defined and close supervision and control are exercised by the leader. Leaders are task oriented and formal structures are preferred to informal relations. Material rewards are employed to motivate employees (Taylor, 1911). Organizational goals and objectives are favoured and employees' relational needs get much less attention.

The participative leadership model

This model takes into account organization members' needs and expectations (McGregor, 1960; 1966). The basis for this model can be found in an empirical study by Likert (1967) on leadership styles. The study showed that organizations which adopted a participative leadership approach were more effective than those which adopted an authoritarian one. The study opened the way to a variety of management experiments such as management by objectives, organizational development, workers' empowerment and power sharing, among others. All these approaches to leadership depart from a strict top-down perspective. The members of the organization are at least consulted on organizational goals and on strategies to attain those goals. Organizational health is sought through matching organizational goals and members' needs (Argyris, 1964). This match, according to the model, ensures organizational effectiveness. Another version of this model is Blake and Mouton's leadership grid (1960). This grid consists of four quadrants resulting from the crossing of two management orientations: task orientation and interpersonal orientation. Effectiveness or ineffectiveness stems from a combination of these two orientations. The least effective of them is the "social club" combination in which the leader exerts a maximum of interpersonal orientation and a minimum of task orientation. Organizations that present this configuration of leadership are in an "anaemic" state. The optimum combination is that of maximum interpersonal orientation combined with a maximum of task orientation. However, both the least and most effective combinations are rarely found entirely in reality.

The contingency leadership model

Fiedler (1967; 1970; 1971; 1973) proposed a leadership model rooted in the contingency conception of organizations. What is important in this model is that the type of leadership depends on contingency factors. For him, the strategies that favour organizational effectiveness depend on leadership style (task or interpersonal relations) and three situational factors: leader-member relations, task structure, and power base. Thus, there is not a univocal leadership strategy to achieve organizational effectiveness. In fact, there are multiple ways of achieving it. As such, the type of leadership exerted depends on structural as well as interpersonal conditions. Another well-known model that could be linked to a contingency approach is that of Hersey and Blanchard (1977). In this leadership model, the main contingency factor is members' maturity. Leadership style would then vary according to level of maturity. When facing low competence and low commitment among members (unable, unwilling and insecure), the appropriate leadership should be a directing approach (high task focus, low relationship focus). When members show some competence and variable commitment (unable but willing or motivated), the leadership should be a selling/coaching approach (high task focus, high relationship focus). If members show high competence and variable commitment (able but unwilling or insecure), the leadership should be a participating/supporting approach (low task focus, high relationship focus). Finally, if members show high competence and high commitment (able and willing or motivated), the leadership should be a delegating/observing approach (low task focus, low relationship focus).

These two leadership approaches, however, do not take into account the external environment of organizations as a contingency conception would require. It adopts, however, the view that organizational effectiveness is not linked to a particular style of leadership. On the contrary, depending on the situation, the leader adopts responses which enhance effectiveness.

The distributed leadership model

Before discussing the relations between distributed leadership and the conception of a learning organization, I attempt to define more thoroughly the notion of distributed leadership. According to Hartley (2007), the concept of distributed leadership is somewhat elastic, and not a well-defined. He suggests that distributed leadership has become a kind of "social movement" (Hartley, 2007, p. 396). It is, in Gronn's terms, "the new kid on the block" (Gronn, 2006, p. 1). For Hartley, distributed leadership:

> … resonates with contemporary culture, with all of its loose affiliations and ephemeralities; and it is yet another sign of an institutional isomorphism whereby the public sector purports to legitimate its policies by appeal to the new organizational forms within the private sector (Hartley, 2007, p. 211).

Harris (2004) adopts Elmore's (2000) perspective on distributed leadership. Harris (2004), suggests that "distributed leadership […] means multiple sources[3] of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture." Gronn (2002) advocates for a change in the unit of analysis of leadership, from a focused to a distributed or extended unit. He is against the "sacrosanct binaries or dualisms" such as "leader-followers" and "leadership-followership" (Gronn, 2002, p. 425). However, this perspective does not imply that there is no individual responsible for the overall performance of the organization. This is also the opinion of Spillane et al. (2007) who affirm that "a distributed perspective is not intended to negate or undermine the role of the school principal, but rather to extend our understanding of how leading and managing practices involves more than the actions of the school principal" (p. 104). What is meant by "distribution" is "maximizing the human capacity within the organization" (Harris, 2004, p. 14).

It should be noted that distributed leadership does not simply mean a delegation of power from one individual to others. Timperley (2005) states that "distributed leadership is not the same as dividing task responsibility among individuals who perform defined and separate organizational roles, but rather it comprises dynamic interactions between multiple leaders and followers" (p. 396)(see also Scribner et al., 2007). In fact, distributed leadership is "[the leadership] distributed over leaders, followers and the school situation or context" (Spillane et al., 2004, p. 11). Woods et al. (2004), in their review of the literature on distributed leadership, found three major characteristics of this type of leadership. Distributed leadership is an emergent property of a group or network of interacting individuals; it implies openness of the boundaries of leadership, widening the conventional leadership of teachers to other members of the school community; and it supposes a variety of expertise found across the many not the few. Two of these three characteristics are found in the work of Gronn (2002) who suggests that distributed leadership is an emergent condition of a group or network of individuals who pool their expertise.

A distinction by Spillane et al. (2007) helps to define distributed leadership. For him, there are two aspects of the distribution: "leader-plus" (Spillane et al., 2007, p. 108) and "practice" (Spillane et al., 2007, p. 109). The former implies multiple individuals

not just at the top of the organization, while the latter refers to what is done in a particular time and place. This practice is the "product of interactions of school leaders, followers, and their situation" (p. 110). Spillane and Orlina (2005) further distinguish between collaborated, collective and coordinated distribution. Collaborated distribution is the leadership practice stretched over the work of two or more leaders who work together in place and time. Collective distribution is the leadership practice stretched over the work of two or more leaders who work separately but interdependently. Coordinated distribution encompasses leadership routines composed of two or more activities that have to be performed in a particular sequence. Finally, for Leithwood et al. (2007), there are two key conditions for successful leadership distribution: it should be distributed to those who can carry out the tasks expected of them and it has to be coordinated in some planned way.

The perspective of distributed leadership is congruent with the conception of "learning organization" in several aspects. First, the pursuit of organizational goals is not the matter of one individual, but of all members of the organization. It is through team learning that structures and systems are changed by pooling together members' expertise to achieve common goals. Members are "agents" who develop a systemic view of the organization and are active participants in shaping their reality (Senge, 1990). Second, distributed leadership assumes that organizational members develop a shared vision of the future they seek to create (Senge, 1990). Thus, there is encouragement for experimentation and innovation. Finally, distributed leadership supposes what Senge (1990) calls "personal mastery," that is commitment to "continually clarifying and deepening our personal vision, of focusing our energy, of developing patience, and of seeing reality objectively" (Senge, 1990, p. 7).

Leadership Perspectives and Effectiveness

Up to this point, leadership has been discussed in general, regardless of organizational fields and types of organizations. How do these leadership perspectives apply to the field of education? Which leadership perspective(s) is/are more effective within the realm of education? Stated differently, what are the relationships between leadership and school effectiveness and school improvement?

It should be stated that there is no systematic study on differential effectiveness of the various leadership perspectives discussed above. What is unchallenged today is that strong[4] leadership has a traceable impact on educational achievement.

But, what type of leadership? Several authors discuss the impact of a particular leadership style. However, a formal comparison, based on empirical data, on the differential impact of leadership approaches, is yet to come. Therefore, here I only discuss the effectiveness of distributed leadership as it is found in the recent literature, without assessing its impact relative to that of other leadership perspectives. But before presenting a summary of research findings on the effectiveness of distributed leadership, it is worth discussing in general the relationships between leadership and school effectiveness.

The effective schools research has its origins in the landmark study by Coleman on the effectiveness of school-related factors (Coleman et al., 1966).[5] The study, confirmed by subsequent research (see Jencks et al., 1972), established that school variables had little impact on students' achievement and that the most important variables were those related to family background and socioeconomic status. These results raised, according to Jansen (1995), an enduring question in the research community: does school matter?

A pivotal study by Ronald Edmonds (1979), entitled *Effective Schools for the Urban Poor*, initiated the production of checklists of characteristics associated with effective schools. According to him, effective schools show the following characteristics: 1) strong administrative leadership; 2) a school climate conducive to learning; 3) high expectations for children's achievement; 4) clear instructional objectives for monitoring student performance; and 5) an emphasis on basic skills instruction. Other authors produced different checklists with varying numbers of sets of characteristics. Brookover and Lawrence (1979) introduced ten characteristics; the Phi Delta Kappa (1980) study identified eight properties of successful schools; and Austin (1981) put forward 29 characteristics of successful schools. However, Edmonds' list remains the list of reference for defining the contours of effective schools.

The optimism of the late 1970s and early 1980s based on studies of school effectiveness (Rutter et al., 1979; Teddlie and Stringfield, 1993; Teddlie and Reynolds, 2000) and the possibility of designing and implementing strategies leading to effectiveness gave way in the late eighties and early nineties to severe critiques of the effective schools hypothesis (Zirkel and Greenwood, 1987; Odden, 1990).

Fuelled by the shortcomings of the effective schools research, a new research trend developed, that of school improvement. This research trend is based on the work of Lewin (1935; 1951) and on research on organizational development (Hopkins, 2001). This trend coincided with the systemic educational reform efforts of the decade of the nineties (Hopkins and Reynolds, 2001).

Edmonds' checklist identified, as already noted, the principal's leadership as one of the five major factors in determining school effectiveness. This assertion has been confirmed by a string of both qualitative and quantitative research over the past twenty-five years. Van der Burg (1987), in a study of parents' perceptions of school effectiveness, identified strong leadership as one of its determinants. In that study, strong leadership ranked first out of 13 factors necessary for creating an effective school. Scieszka (1996) found also that, according to teachers' opinion, strong leadership is a key indicator of effective schools. Taking for granted the relevancy of strong leadership for school effectiveness, Blasé and Kirby (1992), as reported by Pritchett et al. (2000), noted fourteen traits of such leadership. Among these are resourcefulness, democratic-participatory style, problem-centredness, high expectations and knowledge of curricula. Hallinger and Heck (1996), in their review of empirical research between 1980 and 1995, found that the most predictive models used to study leadership effects indicate that effective leadership is mediated by the principal's influence on internal school processes. Doll (1996) indicated that principals in effective schools are close physically and psychologically to individual classrooms and schools. Leithwood and Jantzi (2000) empirically demonstrated that a leader's influence is important in the determination of school effectiveness and student achievement. Also, in their review of large-scale studies of schooling, Leithwood and Riehl (2003) found that leadership has a significant, albeit small, effect on student learning (Leithwood, Jantzi and McElheron-Hopkins, 2006; Leitwook & Jantzi, 2006).

Distributed leadership and organizational effectiveness

Hartley (2007) states that there is very little evidence of a "*direct* causal relationship between distributed leadership and school achievement" (p. 202). With some notable exceptions,[6] most of the studies on the effectiveness of distributed leadership have small samples and questionable methodologies.

Leithwood et al. (2007) noted that certain patterns of leadership distribution have a positive effect on organizational development and change. In a previous study, Leithwood and Jantzi (2000) found that distributing a larger proportion of leadership activity to teachers has a positive influence on teacher effectiveness and student engagement. Harris et al. (2007) identified a few studies that show an impact of distributed leadership. Among them, they discuss the studies by Elmore (2004), Fullan (2006) and Spillane (2006) that identify distributed leadership as one potential contributor to positive change and transformation in school systems. Also, Harris and Chapman's (2002), Moller et al.'s (2005) and Gurr et al.'s (2005) studies showed, according to this review, that improvements in the performance of schools were partly related to distributed leadership.

Blasé and Blasé (1999), Portin (1998) and Hallinger (2000) found a positive relationship between organizational change and distributed forms of leadership practice. Louis and Marks (1996) found that professional learning communities were significant contributors to student achievement and that leadership within these communities is widely shared or distributed.

Harris (2004), in an earlier review of literature on distributed leadership, discusses a few studies that illustrate the effectiveness of distributed leadership. She cites, among others, Silns and Mulford's (2003) study showing that when leadership is distributed throughout the school community, students' outcomes are more likely to improve. She also notes that there is "clear evidence of the positive effect of distributed leadership on teachers' self-efficacy and levels of morale" (Harris, 2004, p. 15). But she concludes that "despite a wealth of school improvement literature advocating more collaborative, democratic and distributed forms of leadership, clear links with improved student outcomes have yet to be established" (p. 21). Leithwood et al. (2007) also conclude that "the existing empirical studies we have are still not extensive, fine grained or detailed enough to offer deep insights into the relationship between distributed leadership and organizational development. But the evidence is able to confirm that there is an important relationship between distributed leadership and organizational change which makes it worth further investigation and scrutiny" (p. 345).

Concluding Remarks

There are some barriers to overcome before a widespread adoption of distributed leadership takes place in schools (Harris, 2004). Schools are traditional hierarchies that are not prone to fostering distributed leadership. Also, the issues of how to distribute responsibility and who distributes it are major challenges within organizations.

Distributed leadership should not be seen as a latest trend in organizational studies that cries out to be implemented. It is not a ready-made solution to improving organizational effectiveness. One basic question to be answered is which schools are able to embrace and implement a distributed leadership approach. Is distributed leadership functional in disorganized organizational settings? Other questions that need to be addressed are: What degree of engagement and participation should be found in organization members to open the way to a distribution of leadership? Are

the policies of the school that favour authority and responsibility to an established hierarchy conducive to a distribution of leadership? (See Fitzgerald & Gunter, 2007)

Before endorsing a path leading to distributed leadership, it is important to progressively adopt participative and group decision-making behaviours and to test their effectiveness in organizational processes and goal attainment. It is not feasible to distribute leadership without knowing "theories-in-use" (Argyris & Schön, 1974) of both the members of the school community and, perhaps more importantly, of the school principal. What are the profound reasons for the choices of organizational strategies and goal setting? What mechanisms should be put in place to reveal latent theories of action? Distributed leadership requires a questioning of the profound theories of action that are at the root of learning organizations. It requires the questioning of all five processes that must be in place for a learning organization to be effective (building a shared vision, creating mental models, supporting team learning, developing personal mastery and achieving system thinking), but in particular, achieving system thinking. According to Senge (1980), this is fundamental for improving organizational effectiveness.

Notes

1. See Spillane, Halverson & Diamond (2004) for an alternative discussion of conceptions of organization and leadership models.
2. Drucker (1992) has also discussed the importance of knowledge within organizations. Argyris (1964) and Argyris & Schön (1974) have also insisted on knowledge and learning within organizations.
3. Distributed leadership has even drawn the attention of the *Sloan School of Management* which is developing a distributed leadership model (Hartley, 2007).
4. Several factors have been associated with "strong" leadership. Blasé and Kirby (1992) identify factors such as initiative, confidence, tolerance for ambiguity, analytic abilities, resourcefulness, vision, listening, problem-centredness, openness, and high expectations.
5. The discussion on school effectiveness and school performance in this paper reproduces an unpublished analysis included in a grant proposal by Lynn Butler-Kisber and Manuel Crespo.
6. For instance, the research programs conducted by K. Leithwood and by J.P. Spillane.

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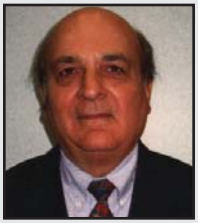

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Distributed Leadership: Would Knowing More About It Then Have Produced a More Effective Professional Development Design?

Elizabeth Walcot, Université de Sherbrooke

ABSTRACT

This article is a personal reflection on the relationship between leadership and the results of a professional development project. The project was designed to change elementary teachers' instructional interventions in text production from a conventional approach to one more congruent with process writing. This reflection is framed by the current literature on "distributed leadership" which was not available when the project began or during the life of the project. It gives some suggestions about how the project might have been organized differently, as well as how interaction with the participants might have been made more explicit.

Change is an important topic for those involved in improving student achievement in various domains. Several years ago I directed a project, where the goal was to shift English elementary teachers' instructional practices in the domain of text production or writing to one which would take into account a process approach to writing. A process approach to writing is based on how writers compose texts in "real life" writing situations, which differs greatly from how writing typically has been taught in schools (Atwell, 1998). The project was embedded in ongoing professional development with a flexible structure so that the project could respond in a variety of ways to teachers' needs. It included large and small group discussions, opportunities for team teaching and for modeling and coaching by others within the school and by me. The administration supported the project through release time given to the teachers and the specialists. Teachers were

encouraged to take the leadership in any of the activities, but were very reluctant to do so. The change in instructional practices after three years was not extensive. Although some reasons for this result were clear, questions remained, including: What had I not taken into account when the project was first or progressively developed? This article is my attempt respond to this question by exploring factors related to leadership, which were not well understood at the time and, until recently, have not been well researched.

During the time of the project (1998-2001), it seemed that everyone went into it with the best of intentions. The teachers appeared to want to learn more about process writing through teaching students to brainstorm, draft, revise, edit and to control the process. They had a variety of valid questions:

- How does one integrate new students who have not learned certain strategies or skills into a group where many of the students have integrated this instruction?
- How does one balance mastery vs. moving on to new tasks? What happens to the student who has not solidified previous strategies, information, or skills?

The teachers embarked on learning instructional interventions appropriate for their students and tried to answer some of their own questions. In addition, the administration and the facilitators had a strong belief, backed up by the research at the time, that there were specific strategies that teachers should learn to teach and that, once learned by students, would improve writing performance. The project was designed within a framework based on the professional development literature. It was conducted over time, had various formats, focused on student learning, and provided for feedback. The project appeared to begin with some of the influential change process factors in place.

My expectation was that the change targeted by the project—a move to the teaching of process writing—was bound to be positive for a majority of the participants. This was not what happened! The most that can be said is that the move to changing instructional practices was somewhat positive for two or three out of the eight persons involved. Again the question remains as to why did I not get better results, given the professional development framework and the expertise of the facilitators. One can explore multiple factors within the participants themselves, within the context of professional development and within the institutional structure. In this article, I will address issues connected to leadership, first within the educational

change literature. Then I will use this literature to frame my reflections on the consequences of leadership decisions within the project. Finally, I will explore what I might have done differently.

Educational Change Literature

Much has been written about educational change since the early 1990s. Within this literature, the changing of teachers' instructional practices to improve student performance has been one of the important focal points. The changing of certain instructional practices has been well researched. These include becoming more learner-centred, introducing basic skill activities (e.g., increasing phonemic awareness), widening pedagogical content knowledge (e.g., in mathematics and science) and implementing new pedagogical practices (e.g., problem-based learning). The literature indicates that teachers can effectively learn innovative practices within a variety of frameworks: ongoing professional development, action research, and in small, formal or informal collaborative groups.

However, research results indicate that not all such initiatives have been successful or were sustained. Unsuccessful results were variably attributed to cognitive characteristics of teachers (e.g., the strength of contradictory beliefs, low self-efficacy for implementing the initiative and the inability to think critically about their instructional practices) and to the contextual framework of the classroom (e.g., time or schedule constraints and demands of the curriculum). Unsustained results were seen when teachers reverted to previous practices once ongoing collaborative opportunities to discuss and solve problems related to the practice were not continued and when administrative leadership was not provided (McIntyre & Kyle, 2006). In order to better understand unsuccessful or unsustained initiatives, this article will look at administrative and teacher leadership as influential factors in the change process.

The term "leadership" refers to the practice of leading. Leadership involves complex interactions between leaders and other persons within a particular context. Under consideration in this article is the school context, which includes (a) the organizational structure, (b) the power structure as manifested by the administration, and (c) the school's interactive culture (e.g., collegial/collaborative or isolated/self-protective).

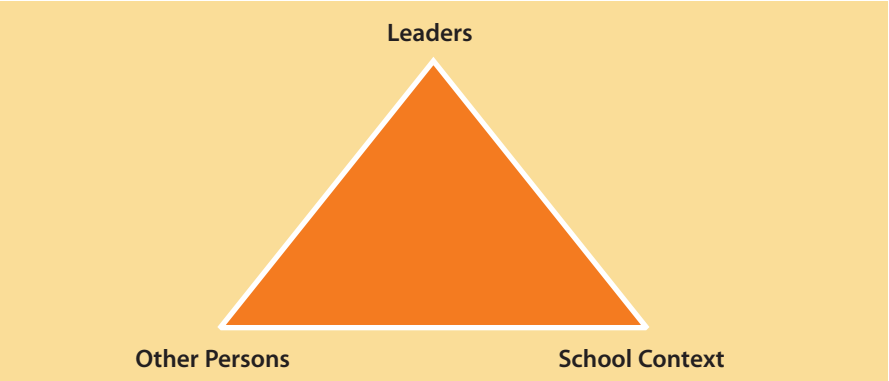

Fig. 1: Leadership components

School leadership has traditionally been identified with management and organizational tasks assigned to the principal, which he or she may delegate to others. This is a hierarchical model, where principals are seen as the decision makers, but not as the providers of instructional or pedagogical direction and guidance. In such a model, these latter tasks are usually delegated to instructional consultants at the elementary levels (often located in central offices away from the schools to which they consult), and to department heads at the secondary level.

In contrast to the hierarchical model, current approaches to leadership often talk about "distributed leadership" (Leithwood et al., 2007) or "distributing leadership" (Harris, 2006). Both terms refer to cases where pedagogical leadership is not delegated but identified with different persons at different levels and in different domains within the school structure. Distributed leadership evolves and changes in order to respond to the need for specific types of leadership practices within diversified contexts and time lines. Harris (2006, p. 3) describes distributing leadership as an organic process involving administrators, teachers and other staff within the school.

Within the distributed leadership framework, Spillane and Temperley (2004, p. 3) label "other persons" as "followers," but not in the traditional passive role associated with followers. These researchers talk about the relationship between leaders and followers as a way of co-producing leadership, confounding the usual distinction between leaders and followers. Both contribute to leadership in the change process. To support this view of leadership, the term 'leader' refers not only to those who are already leading, but also to those who have the potential to lead. Potential is defined as having certain personal characteristics (e.g., problem solving) and individual learning goals, (e.g., the improvement of student performance in particular

fields). Persons with potential for leadership or holding actual leadership positions are identified as part of an organization's strength when change is initiated.

In distributed leadership, the school administration or principal remains critical to change in ways that are not dissimilar to traditional views of leadership. They are targeted as being pivotal within the schools' change processes, because they are in a position to influence the direction and pace of teachers' learning activities. They do this through allocating resources, in terms of money, time, staff, space and technological support. In addition, principals need to create the infrastructure necessary for training or collaboration, and ensuring continuity. They can guard against excessive other demands made on teachers' time and can institute a process of teacher recognition for those showing particular effort or making a specific contribution to the change process (Leithwood et al., 2007).

However, in the distributed leadership framework, the influence of the administration's involvement goes further than the assignment of funds, the provision of release time and attention to the structural organization. According to current researchers, leadership at the administrative level entails collaboration with teachers, the development of shared understanding of the change to be implemented and acceptance of common goals that are driven by student needs. As part of this ongoing process, the evaluation of the effectiveness of the change on student performance is critical and setting up the data gathering process is an important component (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Timperley, 2006). This process implies that an administrator needs to be personally implicated in the project, so that decision making, important for identifying student needs, data gathering and evaluation, are joint endeavors. Thus, the administration's decision concerning active involvement in the professional development process as a peer rather than an authority figure can have a positive influence on innovative initiatives. Correspondingly, the lack of personal involvement can reduce the impact and sustainability of the change process (Fullan, 2001; Walkington, 2002).

While the administration's participation in the give and take of discussions and feedback is a significant factor in the success of the change process, the implication of this nontraditional role is that leadership is broad-based and extended to other members of the school community. Most frequently, persons taking varied leadership positions are teachers. Sometimes this happens formally by someone being named as the leader of a specific group, and sometimes informally as a leader arises out of a collaborative group working towards certain goals. Recent research results are beginning to explore factors positively contributing to teacher leadership within a process of successfully implementing new instructional practices.

Inquiring into Teacher Leadership

Muijs and Harris (2006) have recently written about five dimensions of teacher leadership within the distributive framework:

> The first was shared decision-making where teachers were given responsibility to make decisions on behalf of the school on important developmental work. The second was a form of collaboration in which they operated collegially for the prime purpose of securing certain outcomes linked to improving teaching and learning. The third was active participation where teachers understood teacher leadership in terms of being actively involved in core developmental tasks and being participants in the process of school improvement. The fourth was professional learning in which teachers are learning individually and with colleagues. The fifth was leadership as activism where teachers engaged with issues on behalf of the school in order to directly affect change and development. (pp. 964–965)

The five dimensions put forward by Muijs and Harris form the framework of my reflections on what happened, and what might have been done differently.

Although shared decision making is identified as the first dimension of effective distributive leadership, this is dependent on principals encouraging and supporting changes in power structures (Leithwood et al., 2007). Since principals do not always have a collegial administrative style, this has been seen as problematic. Administrators may feel threatened by others taking control and react negatively, by undermining any endeavors over which they feel they have little authority. Thus, for teachers to take leadership positions, certain informal and formal interrelationships between the principal and the teacher leaders need to be in place. There must be mutual respect and trust, as well as clarification of the roles and decision-making powers remaining with the formal leader (i.e., a principal) versus those devolving to new leadership roles within a distributed leadership framework. Once these conditions are accepted and acted upon, the capacity of teachers to make decisions has been identified as empowering teachers and positively influencing the change process (Muijs & Harris, 2006).

What was the impact of the shared decision dimension? When the project was initiated I was responsible for it. The principal, who was very supportive of teacher and teacher initiatives, was not directly involved. This interfered with lines of

communication and responsibility which could have been avoided had we both been co-directors.

The second dimension relies on the creation of collaborative working groups or professional development communities (Stoll & Seashore Louis, 2007). The ability to collaborate in professional learning communities, while also providing leadership, is critical. Collaboration requires an atmosphere of collegiality and trust. This assumes that teachers and teacher leaders understand and use collaborative behaviours, including showing respect for differing opinions and using discourse that focuses on the tasks at hand rather than on feelings. Without this understanding, a strong collegial foundation and social cohesion are less likely to be established. Groups in such a situation may struggle and not be productive. These results were supported by research published broadly at the time the project was implemented.

Recent studies have looked at the negative impact of collegiality. Collegiality may also produce informal or unstructured small groups. These may compete through establishing different priorities and time frames. They may have poorly defined goals and accountability structures. In such conditions, the leaders emerging from each group may not exhibit those characteristics that are identified with strength and effectiveness: good ability to problem solve around the content, to negotiate differences, to motivate others, to stay organized and to network with other leaders within the school. The result of informally evolving leadership may be the maintenance of the status quo (Harris, Leithwood, Day, Sammons & Hopkins, 2007).

The groups in this professional development project were formally structured along the levels of the students' writing abilities—those with students at the early stages in one group, while those of more advanced students in another. Sometimes the two groups were combined when specific information common to them both was presented. Since a number of the participants were reluctant to share information little collegiality or trust developed. These teachers were good problem solvers, but had little previous experience in negotiating differences or motivating others. I tried focusing on the actions, modeling language and respect, but was not successful at positively influencing the interpersonal interactions.

Expert facilitators are crucial to the creation of collaborative environments, especially when change is the objective and teachers are unfamiliar with using the language of trust. As a facilitator I could have attended more carefully to the issue of trust and been more explicit about how the role of trust affects the project goals.

Some mentoring or training along these lines would have made me better able to reach out effectively to the other participants.

The third dimension refers to active involvement in core development tasks, such as monitoring, clarifying, negotiating and deciding. In order to be actively involved in these tasks, teacher leaders must be able to coordinate and integrate their decision making with others at the different levels of leadership. This requires a formal and organized form of networking of school leaders. Unlike hierarchical models where the reporting structure is clear, the distributed leadership model implies that problem solving and decisions are made laterally and vertically throughout the school's structure (Harris, Leithwood, Day, Sammons & Hopkins, 2007). This complicates the understanding of the change proposed, the communication and the consistency of goal orientation and the evaluation. Thus, networking of the different layers of leadership is a crucial but complex endeavour.

Even when leadership is planned and networks of communication, professional support and sharing are established, ownership of the change process may not be attained. As Fullan (2004) points out, sometimes the networks are too numerous. Rather than supporting the process, they obfuscate the tasks and goals of the leaders and result in a lack of focus. This detracts from investment in the network, resulting in a sharing of beliefs rather the constructing of negotiated and effective change. In addition, for networks to be effective, there must be a plan for the teacher leaders to bring ideas back to the original collaborative groups (Fullan, 2004). Networking may be effective but needs to be closely monitored to check that it contributes positively to the "core development tasks" described by Muijs and Harris (2006).

Although the professional development project was designed to give teachers some control over the content, they did not have control over the "monitoring, clarifying, negotiating or deciding." That was my responsibility. In addition, teachers had no networking responsibility, either with the staff as a whole, or with the other leaders. This was a major drawback. On the surface, the organization and content were designed to respond to teachers' expressed needs, but, in reality, they had no real control over the process, including no evaluative responsibility with either their peers or their superiors; no open communication of what they had learned and no channel through which to express any dissatisfactions. This lack of consistency between the talk and the action may have contributed to the teachers' lack of engagement in the process of change.

The fourth dimension mentioned is the emphasis on learning. From a constructivist perspective, teacher learning has been identified as an active process. This implies ongoing social interaction as teachers define and clarify the transformations being suggested and adapt these ideas using their own experience in classrooms or schools. Learning requires that these new directions or changes in instructional practices be evaluated and the results used to make the change desired more effective. Teacher learning requires active engagement in a process of personal growth.

In order for a change process to have an impact on student learning, all the staff in a school must understand that they are learners in the process. A recent study (Timperley, 2006) found that when administrators or teacher leaders did not pay attention to their own learning, the results showed a lack of focus on student achievement and more of a focus on teachers' growth in collaboration. In order to positively affect student outcomes, the individual leaders, whether an administrator, department head or teacher leaders, must each set their own learning goals and recognize progress towards these goals.

For most of the teacher participants in this project, viewing themselves as learners was not a common or familiar stance. Historically, the approach to teacher learning in this context was the one-day workshop or attendance at conferences with little or no follow-up. On an individual basis, there were only a small number of participants who were committed to ongoing learning. So although initially teachers appeared to be positive, the project did not engender or build a commitment to learning about process writing. Perhaps it would have helped if I as the group facilitator had arranged explicit discussions about the importance of learning objectives in this professional development format. A more explicit focus on learning might have made a difference.

The literature stresses the importance of improved student achievement for teachers' to be motivated to change their instructional practices. The school itself did not demand common evaluative procedures for writing, which meant that the link with improved student achievement in this domain could not be definitivley documented. The result was that the connection between innovative instructional interventions and higher achievement outcomes could not be made. Understandably, this may have had an impact on the participants' motivation.

Finally, the fifth dimension refers to the importance of having effective leaders acting as "system thinkers in action" at all levels of distributed leadership (Fullan, 2004a). Harris (2006) refers to this as "crossing boundaries" (p. 2). Even when the

change focus is on classroom instructional practices, leaders have to see and understand the change required in terms of the school or district system: What are the goals? What are the implications for others within the school building? What are the necessary shifts in the school's organization and structure to make the change more effective? How do the leaders and others involve parents and students in the process? In addition to the changes brought about within the classroom, sustainability requires a broad approach to the conditions that support this change.

The culture in the school where the project took place was not one of collaboration or involvement in wider issues. The focus was on what happened in the teachers' specific classrooms. Although there was some sharing of materials, teachers were isolated and seldom, if ever, visited one another's classrooms. This isolation extended to a lack of agreement on commonly accepted standards or rubrics. The teachers were not "system thinkers in action" (Fullan, 2004b) and this became a major barrier to achieving the project's goals of increased communication and agreement on a curriculum for teaching writing.

Leadership has always been recognized as a component of the change process. Only recently have researchers tried to describe this concept in ways that show how teachers' involvement in leadership can positively have an impact on instructional practices and student performance. In the current context, distributed or distributing leadership is one of the attempts to better understand what leadership entails.

In this school, as in many others, the teachers had not been exposed to a culture of sharing nor had they had opportunities to visit each others' classrooms. They had not had the occasion to become "system thinkers in action" and it is likely that this limited their professional growth in this project.

For an administration, distributed leadership involves sharing the responsibility and authority for the change effort. It implies a restructuring of leadership within the school context, keeping certain responsibilities within the administrative level (i.e., funding, scheduling), while sharing others (i.e., goal setting, decision making and creating a school culture of trust and respect) and adding others (i.e., involvement in their own learning as peers in discussions and professional development projects).

For teachers, distributed leadership requires a shift away from a hierarchical structure. Teacher leadership entails active involvement with one's peers and colleagues in trusting and respectful learning communities, which support the coordi-

nation of the group's goals and decision making with others within the school's leadership positions. As with the administration, teacher leadership implies immersion in a process of personal learning. Finally, teacher leadership requires the ability to cross barriers—the four walls of the classroom, informal cliques within the staff, and hierarchical structures.

Conclusion

The literature on distributed leadership assumes a school restructuring. Administrative functions do not change easily and certainly not without planning and an effective leader who strongly believes that sharing decision making can positively influence students' learning. This shift was not possible within the school in which I was involved at that time, which raises another question: Would the outcomes have improved if I had designed the project along more traditional lines? This might have meant keeping the design components that focused on the type and organization of the sessions (i.e., flexible, ongoing, small and large group meetings, as well as modeling/coaching), but organizing the work to be less teacher-centered. Being more explicit about my expectations would have involved making decisions relative to goals and content. It would not have been teachers who determined the pace, the content and the roles of members within the group. This would have been my responsibility. However, the current research on "distributed leadership," suggests that such a traditional approach might have produced some surface or short-term change, but it is unlikely that any changes would have been sustained.

I made assumptions about how others would perceive my leadership within the project. I viewed myself as a teacher leader and facilitator but not an expert in the teaching of writing at the elementary level. The other participants saw me as the "expert" and as someone with a certain level of authority. As these opposing perspectives on my leadership role were not directly addressed, they caused problems in terms of expectations and evaluation. If I produced material that they could see themselves using in classrooms, the participants were happy. If I expected that they would take ownership through developing common frameworks for teaching and evaluating writing or developing their own material, the participants were silent. Our expectations were different, and, thus, one of the consequences was that we evaluated the success of the project from totally different perspectives.

The focus on distributed leadership as a concept underlying change has helped me to broaden my understanding of the role of leadership in any professional development project, not only within this specific project but also within the school and, even more widely, within a district. If we want teachers to take on the leadership as part of the change processes, then they need to authentically engage in decision making. This contradicts the inherent beliefs in many administrative roles, which continue to be identified with control and decision making. A change from traditional to distributive leadership cannot happen without the shifting of teachers' and administration's beliefs and roles.

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What Can Sport Expertise Teach Us About Educational Leadership?

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ABSTRACT

Interest in the development of leadership expertise in educational settings has significantly increased in the last decade. The heightened expectations and demands placed on educational leaders have resulted in the establishment of a variety of programs to help them cope with the fast pace of change. This paper describes a model of educational leadership expertise based on a cognitive approach to learning that has been used with participants in my graduate courses on educational leadership for over 10 years. The article suggests that this approach contributes to leadership effectiviness.

As the title suggests, the article is based on a comparison between expertise in sport and educational leadership. The five major components of the model presented in Figure 1 will be addressed in turn: namely, key concepts, essential skills, and basic values as well as self-awareness and self-regulation (Wall, 2000). In addition, the comments, observations and suggestions of the participants are integrated into the discussion as an example of how the model has been applied by people interested in the development of educational leadership expertise. The final section addresses several issues related to the development of expertise and the challenge of leading educational institutions in these times of change.

As noted above, a basic premise of this article is that the development of expertise in a variety of fields, including sport and leadership, consists of a complex array of knowledge, skills and attitudes that take time, reflection, and deliberate practice to develop. Over the past twenty years, sport psychologists have spent a

considerable amount of time trying to understand the development of sport expertise from a cognitive perspective (Ericsson, 1996; Wall, 1986). At the same time, scholars interested in leadership have proposed several frameworks from which to consider the development of leadership expertise (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Goleman, 1998; Knuth, & Banks, 2006). A major assumption of this paper is that a number of similarities exist between expertise in sport and leadership. This paper describes a cognitive model of sport expertise and how it might help us understand and facilitate the development of educational leadership expertise.

The basic model of expertise presented in Figure 1 has proven to be useful in trying to understand both sport expertise and leadership (Wall, 2002). As the figure indicates, the model contends that expertise consists of different types of knowledge that interact in any given situation. The overlapping circles in the figure represent the interactions that take place among the key concepts, essential skills and basic values that an athlete or a leader develops as he or she acquires increasing expertise. As the figure suggests, the basic values of an athlete or a leader provide the foundation for the development of expertise as these values influence the types of ideas that will be used and, in turn, these key concepts determine the skills that will be developed and applied. In my courses on educational leadership, participants are encouraged to consider the specific concepts, skills, and values that they feel are important and to assess the degree to which they are aware of and regulate the development of their own educational leadership knowledge base.

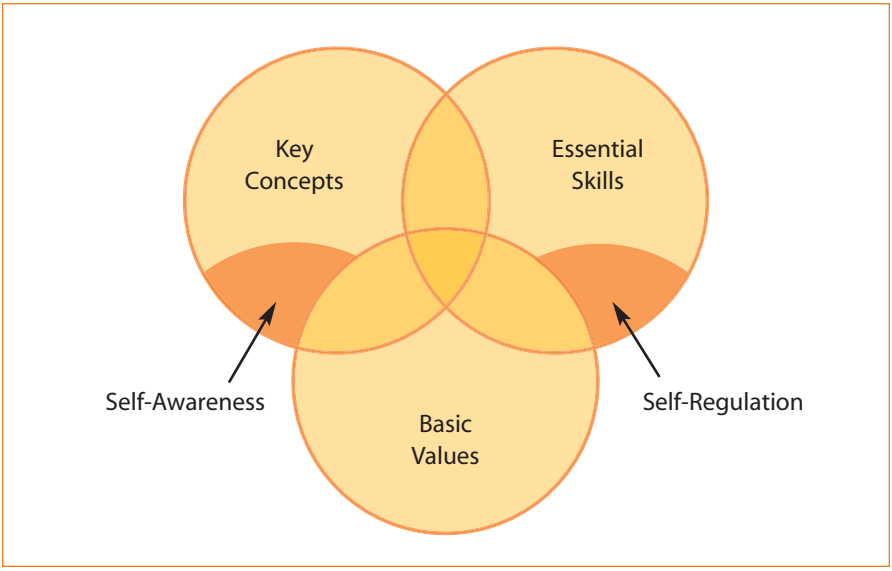

Fig. 1: Types of knowledge underlying expertise in sport and leadership

Key Concepts

In order to play a sport effectively, athletes must develop a conceptual knowledge base about various aspects of their sport. Over time, they develop an understanding of the rules of the sport they are playing, the physical constraints imposed by their body while playing it, and an appreciation of the role that their equipment and the environment play in learning and performance situations. Furthermore, they develop a deep understanding of the personal strategies and team tactics that are needed to successfully compete in their sport. Such conceptual knowledge of the game is stored in memory so that it can be accessed quickly at the appropriate time and place. For example, even beginning hockey players must understand the notion of an offside so that when they are passing the puck, they can appreciate the conditions under which the pass must be made in relation to the blueline and the position of their teammates.

In the same way, leaders must understand the conditions under which they are working. Effective leaders develop an understanding of the tasks that must be performed as well as an appreciation of the knowledge, skills, and attitudes of their fellow workers. At the same time, they become aware of the nature of the physical and social environment in which they are working. Expert leaders, like skilled athletes, understand the major tasks facing them within a given situation, the key people in that situation, and the important factors that change, often very quickly, over time (Bass, 1985; Leithwood & Steinbach, 1995; Yukl, 1989).

There are many important concepts that educational leaders need to understand and apply in their efforts to lead effectively. Three key educational leadership ideas that have recently emerged from the professional literature are: the importance of developing a shared vision, the need to build a distributed leadership system to implement it, and the value of developing a collaborative school culture that supports ongoing professional learning. These key ideas are interrelated and actually reinforce each other.

Over the past fifteen years, qualitative and quantitative research has documented the value of taking a transformational leadership perspective in school settings. Central to that leadership perspective is the importance of setting an appropriate direction and how developing a shared vision can help provide it (Leithwood, 1992; Leithwood, 2006). Just as importantly, if a shared vision is to become a reality, then a distributed leadership system will need to be built within a school to facilitate the implementation of that vision (Lambert, 1998; Stoll, 1998). For example, leader-

ship within a school can come from a variety of sources including teachers, support staff, students and parents. The contributions that result from such a distributed leadership system are greatly enhanced when the general direction of the school has been shaped by the formal leaders, such as the principal and vice-principals, in collaboration with the teaching staff. The recognition of the critical role played by teachers in such a distributed leadership system has led to an increased emphasis on the importance of understanding the roles and responsibilities that teacher leaders can assume and the skills they need to acquire to effectively contribute to a distributed leadership system (Stoll, Bolam, & Collarbone 2002; Harris, 2004). Given the pace of educational change, much greater importance has been given to the value of facilitating ongoing professional learning. Effective educational leaders are concerned with developing a positive school culture that encourages the sharing of craft knowledge and values collegial reflection on professional practice. Hence, facilitating school-based teacher learning has become a high priority in many school settings (Harris, 2004; Donaldson, 2007; Leithwood, & Jantzi, 1999).

It is interesting to note that when participants in my educational leadership courses are asked to identify the top seven leadership practices that they believe should be used in educational settings, developing a shared vision, building a distributed leadership system to support it, and developing a collaborative culture of learning are the ideas that often emerge from the group knowledge-building process. There is little doubt that the assigned course readings affect the above responses; nevertheless, it is near the end of the course that this exercise is completed and the participants are encouraged to choose the leadership practices that they feel are the most important to employ. The three key ideas are invariably included on the list.

Essential Skills

In this section I consider the role that essential skills play in a familiar sport such as ice hockey. In order to play the game proficiently, in addition to the conceptual knowledge they must acquire, hockey players have to develop skating, stickhandling, shooting, and passing skills. The circle labeled essential skills in Figure 1 refers to this repertoire of physical skills. Elite hockey players develop their skills so that they can be used relatively automatically in fast paced game situations, that is, their skills are so well internalized that when they need them the skills can be performed by the athlete without thinking about how to execute them.

A basic premise of the model of leadership expertise is that like hockey players, leaders need to develop a set of personal, interpersonal, and group process skills that they can use relatively automatically in a variety of leadership situations. These essential leadership skills will vary depending on the tasks that must be performed and on the organizational structure of the leadership situation (Conger, 1994; Schein & Bennis, 1965). Three skills of special importance for effective educational leadership are: listening for understanding, building effective teams and planning and monitoring the progress of change.

Listening is a basic communication skill; however, personal experience and the professional literature show that it is not an easy skill to master. Effective listening can enhance interpersonal communication and facilitate the building of trusting relationships; however, it takes time and deliberate practice to acquire this important leadership skill (Ross, 1994). Given the importance of developing a shared vision, building a distributed leadership system and encouraging a culture of ongoing professional learning, understanding the nature of teams and how to build them have taken on even greater importance than they did in the past. Practical suggestions for developing such team-building skills have been widely shared in the leadership literature (Katzenbach & Smith, 1993; Druskat & Wolff, 2001). Finally, it is especially important that educational leaders develop skills that are related to group decision-making processes. Being able to facilitate input from colleagues and help move a group toward consensus have proven to be particularly important in facilitating the educational change process (Schein, 1997; Stoll, Bolam, & Collarbone, 2002).

Again, experience with new and experienced educational leaders has shown me that these three leadership skills are very important and relevant to those who are leading or hope to lead educational institutions. Very often, experienced leaders in the courses or workshops I have taught, find that they need to enhance their listening skills. After completing a short questionnaire on effective listening behaviors, a significant number of the participants realize that they could, as I have, benefit from trying to learn to listen for understanding in a more effective manner. In post-course discussions, many of them have reported that they have improved this important leadership skill and reaped the benefits of doing so.

The importance of knowing how to build and maintain effective teams has also been recognized by those involved in my educational leadership courses. The participants usually agree with the key points that are made about team building in the research literature, and then, based on their own experience, are able to make many useful suggestions to enhance the team-building process.

The leadership skill that participants recognize as being of prime importance in these times of fast-paced educational change is collaborative group decision making. After discussing the pros and cons of using different types of group decision-making approaches, participants report that their increased awareness of when to use these has been especially helpful in their work settings. For example, many of them indicate the value of understanding and applying consensus-building processes, especially when teacher ownership and follow-through are important factors in the implementation of a decision.

Basic Values

As noted earlier, the location of the third major circle in Figure 1 underscores the fundamental importance that basic values play in the development of expertise in sport and leadership situations. In sport situations, good sportsmanship, fair play, and respecting one's opponent are values that are shared by the vast majority of athletes. As we know, when these values are not followed officials and fellow players impose a variety of sanctions to indicate to the offending athlete that these values must be respected.

Basic values are also very important in leadership situations. For example, trust is one of the most important factors. The development of trust depends on honesty, integrity, openness and a willingness to respect others. Thus, adhering to an appropriate set of basic values is of crucial importance in developing leadership expertise (Kanungo & Mendonca, 1996; Ghosh & Wall,1999). More importantly, in order to develop and maintain the trust of their colleagues, leaders need to act in ways that are congruent with the values that they espouse.

As Canadian philosopher Charles Taylor (1986) has noted, when we are involved in situations in which our deepest values are confronted, we often react quite emotionally. When leaders face situations and decisions that involve personal or professional issues that challenge their own or others basic values, they should expect that their deepest feelings will be affected. Thus, it is not surprising that when ethical issues arise effective leaders handle them with great care because of the emotional reactions that might be elicited. Again, participants in my courses have underscored the importance of adhering to a set of basic values. In fact, when they relate stories of educational leaders who they respect greatly, they often refer to the open, honest and caring way that these leaders deal with their colleagues. Put simply, the

participants do not just refer to the basic values of these leaders, they highlight that the leaders actually "walked the talk" (Bryk & Schneider, 2003; Jones & George, 1998).

Self-Awareness

As important as key concepts, essential skills and basic values are to expertise in sport and leadership, perhaps the two most important components are self-awareness and self-regulation. These are represented by the two semicircles in the skills and concepts components of Figure 1. Self-awareness in a sport situation refers to an awareness of one's strengths and weaknesses in relation to the task demands in a given environment. In hockey, skillful players are aware of how quickly they can skate and shoot the puck as well as how accurately they can pass. Their metacognitive knowledge or self-awareness of their knowledge base is very important as it allows them to select the exact skill that they require at a given time. Moreover, it prevents them from choosing a skill or set of skills that they cannot effectively execute and which, if they tried to use, would only lead to poor execution and an advantage for their opponents. In the same way, their self-awareness allows them to reflect on how well they understand a given situation based on their knowledge of other situations.

Expert leaders also develop self-awareness about their leadership expertise. With experience, they become increasingly aware of the skills, knowledge and values that they have developed and they use metacognitive knowledge to match their leadership expertise to the demands of a variety of situations. More importantly, they use self-awareness to help them strategically control the development of their leadership knowledge, skills and attitudes in relation to the changing demands that they face (London & Smither, 1999). The notion of strategic control leads to the final component of the expertise model, that is, self-regulation.

Self-Regulation

The term self-regulation refers to higher level procedures that one can use to plan, monitor, and evaluate one's performance and learning in a variety of sport or leadership situations (Glaser, 1996; Leithwood & Steinbach, 1995; Wall, 1986). Returning to sport situations and why elite athletes are so successful, it can be argued

that the most important reason is that they have developed an extensive set of metacognitive skills that have allowed them to strategically plan and control their own learning and performance. For example, in a personal interview with Wayne Gretzky, he recounted how from a very early age his father encouraged him to predict where he should pass the puck based not on where a teammate was on the ice but where he would be when the puck arrived. By encouraging his son to plan his actions in this way, Walter Gretzky was helping Wayne develop his prediction skills. In fact, my interviews with other elite athletes have shown that one of the most important factors in the development of their expertise is their ability to control their own learning. In doing so, they are constantly evaluating and monitoring their own performance and using higher level decision-making skills to enhance their learning and ultimately their ability to perform successfully in stressful situations (Wall, 2002).

In the same way, competent leaders take a special interest in the development of their own leadership knowledge base. They take time to reflect on their leadership performance and strategically think about what they have to learn to improve it. In so doing, they use their self-awareness and self-regulation skills to monitor and evaluate the progress that they are making. This allows them to continually improve their leadership performance.

Expertise and the Challenge of Leadership

When we watch elite athletes perform in highly competitive, tension-filled game situations, we marvel at their ability to scan the situation and, when needed, focus their attention and execute the necessary skills in a calm, almost relaxed, manner. In contrast to their less skilled peers, elite athletes are able to perform at their peak in these stressful competitive situations. In the same way, expert leaders are able to stay calm, think on their feet, and react appropriately to address a problem or move a group forward to the solution of a problem that confronts them, even though the situation may be stressful. What is it about experts, either in sport or leadership, that allows them to perform in such a confident, self assured way?

Research from the sport domain suggests that an essential factor in such performance is the match between the task at hand and the developmental level of the athlete. In other words, if a task is too difficult or too easy for athletes, they are more likely to experience failure or boredom in attempting to meet the demands of the task. For example, if hockey players cannot skate fast enough, accept a pass in full

flight, or bodycheck an opponent into the boards easily and effectively, then they are more likely to experience failure in competitive game situations. In fact, most of us have had the experience of trying to play a sport with friends who are just a step above us in skill. We quickly learn that to stay in such a situation whether it is hockey, soccer, or tennis, may only lead to frustration and low feelings of self esteem. If we persist our self confidence can diminish rather quickly and we may well want to withdraw from the activity (Bandura, 1997).

In other words, in sport settings there is no quick fix for being able to play with friends or opponents who have acquired more expertise than we have developed. Unless more expertise is acquired, we will only experience more failure and, in time, feel a negation of our existing ability. Whether we try or not, we are unlikely to experience success. Quite simply, our affective knowledge base is developed over time and if it is to be positive, it usually results from mastering a series of "deliciously uncertain" learning and performance opportunities. Deliciously uncertain tasks are those that are just difficult enough to whet our appetites and keep us practicing and playing so that we acquire the knowledge and skills that are so fundamental to expertise in a particular sport.

In the same way, educational leaders, especially new ones, can lose their confidence and have feelings of anxiety and frustration if they are placed in situations that are so complex that they are unable to lead in an effective manner. For example, a lack of understanding of the basic assumptions inherent within a school culture can place a leader in a very difficult situation. Again, unless the leader takes the time to develop the conceptual knowledge and skills required in more demanding educational leadership situations, he or she may well experience failure and the negative feelings that can lead to a desire to leave the situation. Unfortunately, very often novice leaders are unable to judge how well their developmental knowledge base can handle the demands of leadership in progressively more complex situations (Csikszentmihalyi, 1990; Goleman, 2006). In these moments, the help of more experienced colleagues or mentors may well be able to provide the personal and professional support that is required. Thus, developing a network of experienced colleagues can be especially beneficial for new leaders as they face increasingly challenging educational leadership situations.

Conclusion

This article briefly describes a framework of leadership expertise. One of the benefits of developing a model of educational leadership expertise based, on this, or some other appropriate framework, is that it can help one to reflect on the concepts, skills, and values that one is using. By taking the time to reflect on the link between one's knowledge base and performance as a leader, insights about what one knows and does not become more evident. Then, the means can be considered for developing new knowledge, skills and values to enhance one's ongoing effectiveness as a leader. Many of the participants in my educational leadership courses have used the model above, or variations of it, and they report that it was helpful in their development of effective leadership.

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Schools as Centres of Change Not Centres of Blame: Constructing Bridges Between Policy and Practice

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ABSTRACT

Many years ago, Hugh MacLennan (1945) described the relationship between French and English speaking Canadians as "two solitudes." This paper contends that there are "two solitudes" in education that threaten the very essence of state-supported education. It will argue that policy makers have made schools the *centres of blame* and have adopted policies that fail to account for the realities of schools, teachers and students. It will also suggest ways to bridge the gap between policy and practice and develop schools as *centres of change*.

Fourteen years ago, after many years as a teacher, principal and senior administrator in public education in the province of Ontario, I joined the ranks of educational consultants with the intent of providing advice and support to schools and school districts around the world. I suspect I began like most consultants with an experiential and academic background such as mine with the goal of informing others how it should be done, and of course blaming any failures to follow my advice on the ignorance and apathy of others. Fortunately, some early, rather humbling experiences taught me that my arrogant approach not only did not account for the different contexts in which others worked, but it also alienated those I was trying to help.

To survive in the competitive consulting field, I quickly realized that the most helpful support that outsiders like me can provide to others is to help them ask

better questions about their contexts—to problem seek—to look at things from different perspectives.[1] For it is out of asking better, more comprehensive, and more searching questions, that schools and school districts can avoid the "law of unintended consequences" and arrive at better answers to problems and issues in their local contexts. The law of unintended consequences suggests that for every policy initiative there will be unpredicted and unpredictable results—some good, some bad. By taking the time up front to ask the appropriate questions, those of us engaged in school improvement can minimize the "bad" consequences of school improvement efforts and address the crucial issues of students' learning.

The law of unintended consequences can be cruel. Let me give a few examples. I am sure that the Conservative government of Ontario under Mike Harris did not intend to unify its teachers into a broad coalition that staged a two-week strike and make them deeply disenchanted and suspicious of any government initiative when it imposed its reform agenda by blaming its teachers for most of the ills of society. I am sure successive British governments did not want to create teacher and leadership shortages that would cost great sums of recruitment money or to precipitate a serious morale issue among teachers (Earley et al., 2002). I am also sure that the United States did not intend to further exacerbate the gap between "have" and "have-not" children when it passed its No Child Left Behind legislation (Nichols & Berliner, 2007; Kozol, 2005; McNeil, 2000).

I often ask the groups of educators I work with to identify paradoxes, ironies or oxymorons in their educational contexts. In many places for example, the term "school improvement" when attached to "top-down" policy initiatives is often considered an oxymoron. In virtually every country I've visited, these paradoxes, ironies and oxymorons reflect a deep disconnect between policy makers and the teachers and school leaders who have to implement them. We have in many countries "a dialogue of the deaf" between these two groups. In almost all cases, well-intentioned, highly motivated people, both policy makers and policy implementers, seek in their own ways to create the very best educational experiences for young people. Unfortunately, they have become so caught up in their own "context," "paradigm" or "mindset" that they are unable or unwilling to see the perspective of others, or to acknowledge that their way may not support students' learning. Many years ago, Hugh MacLennan (1945) described the relationship between French and English speaking Canadians as "two solitudes." I would submit that there are two solitudes in education in most countries and provinces or states that endanger the longevity of important changes and threaten to undermine the very essence of state-supported education. This dialogue of the deaf can exist between ministries of education and

school districts and schools, district offices and its schools, or the principal's office and the teaching staff. The two solitudes have resulted in schools becoming the *centres of blame* when reform does not happen as the reform initiators envisage it, as opposed to schools as the *centres of change* where genuine and meaningful school improvement occurs.

The Two Solitudes: How Schools Become The "Centres Of Blame"

Sources of Change

When "the wall" came down in 1989, the international order of things changed profoundly. Before the fall of the Berlin Wall and the end of the Cold War, virtually all international and national policies pertained in some way to the confrontation between the "West" and the "East." As Friedman (1999) points out, these power Blocs were like two sumo wrestlers—pushing each other around amidst much grunting, groaning and ritualistic posturing. Now as the result of information technology and the disappearance of the "old rules" of international engagement, nations and states, to continue Friedman's sporting metaphor, are in 100-metre races against each other, but no sooner is one completed than another begins. Just as our economies, cultures and politics, for better or for worse, are becoming increasingly globalized and flattened (Friedman, 2007), so is education. Policy makers, aware of this shifting international terrain, must focus on policies that help their nation, province or state to participate and survive in a strange and somewhat chaotic game in which the rules keep changing. Much of the rhetoric I hear about education is that "we" (and you can fill in the "we") must improve our educational system so that "our" nation, province, state or district can compete in this changing economic world. The underlying premise for most educational change policies predicated on economic expediency, however, rests on a flawed assumption that increasing students' achievement based on standardized test scores somehow translates into increased national productivity. The reality is that a nation's standing on international educational league tables usually bears little relationship to national competitiveness (Cuban, 2004). For example, Canada is rated near the top on recent Program for International Student Assessment (PISA) studies in literacy (IES, 2007), mathematics and problem solving, but thirteenth in international competitiveness (IMD, 2007). The most productive economic force in the world at the moment, the United States, is at or below the median on most international comparisons of educational attainment. This logical fallacy leads many

policy makers to speak in the language of educational failure—that is, "our (and you can fill in the 'our') educational system has failed our young people and our economy." This demoralizing message does little to motivate educators to improve their practices. You cannot make winners by calling them losers (2002). I think a better argument and a more realistic one is that our system has delivered what we historically wanted it to deliver, but now it is dated and must change. Not only is this a more accurate reflection of the global situation, but also it would encourage a more enthusiastic and supportive response from the people who have to implement change—teachers and leaders.

Unlike policy initiators who often see children as mere statistics, policy implementers face the reality of promoting the learning of a specific group of children, with all their diversity and complexity. Moreover, each context creates a set of factors with which policy implementers must contend, and policy initiators are often unaware or unimpressed. Poverty, for example, does affect children's learning (Berliner, 2006). Efforts by some policy makers to obfuscate this reality are unhelpful at best and downright dishonest at worst. Students do not come in the neat little categories that some policy makers and academics tend to create. Teachers not only face issues of socioeconomic class, but also diversity of race, ethnicity, gender and sexuality. Moreover, each child comes equipped with his or her own set of needs, interests and abilities. While policy makers ask how we are going to improve our system to compete in the emerging economy, teachers ask how we are going to get this particular reluctant child to read and write. The goals may be similar but the understanding of each other's reality appears to be lacking.

To policy makers and many academics, teachers are often viewed as technicians.

> Central to this notion of teaching is the belief that if procedures are correctly defined, clearly detailed and correctly monitored, most major teaching decisions can and should be prescribed through policy mandates that alter school schedules, programs, assessment, and teaching responsibilities. . . . When a technical view of teaching is influential, reformers assume that educators have the capacity and ability to teach in different and more effective ways but are either lazy, unknowledgeable, unfocused or resistant to change (Bascia & Hargreaves, 2000, p. 5).

Such technical approaches may work when the purpose is to teach a narrow band of low level skills, but to teach each child a rich, intellectually challenging curriculum, however, requires teachers who are able to:

- deal with the complexity of continually updating their knowledge of subject matter, child development, and assessment strategies
- work collaboratively with colleagues, and engage in positive ways with the social-emotional lives of each child in their care (Hargreaves and Fink, 2000)
- create meaning for themselves and their students in the learning process

In comparison to other professions, there is clear evidence that teaching ranks high in task complexity (Rowan, 1994). The best way to enhance students' learning, therefore, is to invest in teachers' learning (Stoll, Fink & Earl, 2003). The evidence is very clear that the change process driven by coercive testing regimens and external inspections is failing (Nichols & Berliner, 2007; BBC, 2007). There are better ways.

Orientation to Change

Policy makers removed from this day-to-day reality tend to espouse broad philosophies based on their own experience, ideological inclinations or educational background. Whether it is unquestioning adherence to the wisdom of the market as the solution to all problems, or the unwavering adherence to progressive approaches to curriculum and teaching, the clear evidence is that "one size does not fit all." Nonetheless, policies that are often based on political theories are pursued with zealous certitude with little real thought as to the consequences for "real" students in "real" schools with "real" teachers.

Policy implementers have a different orientation to the change process from policy initiators. Teachers, in particular, and principals tend to operate based on the "practicality ethic"—does it work for my students in my classroom, or for my students in my school (Doyle & Ponder, 1977). In my consulting work, change efforts have succeeded where teachers believe the innovations that have been introduced make a difference to them and their students in their classrooms. My involvement with the *Change Over Time* study in Ontario indicates that teachers tend to retreat to their departments and classrooms in the face of multiple changes and have difficulty looking at change on a school-wide basis, let alone systemic change (Hargreaves & Goodson, 2006). Indeed in this study, my colleagues and I saw teachers withdraw from school-wide committees, extracurricular activities and adopt a siege mentality as they experienced one change after another. Similarly, many of the very best leaders and teachers retired early because of their profound disenchantment with the directions of the top-down mandates. The loss of experience and wisdom is showing up daily as inexperienced and unprepared leaders learn by trial and error. There is a

growing leadership crisis in Canada, the United Kingdom and many American states because competent people are either leaving the profession or choosing alternative career paths (Williams, T., 2001; Early et al., 2002; Fink, 2005). As I will argue later, investment in leadership is a key to school improvement. In addition, schools have jettisoned school development plans and other school improvement strategies to manage the onslaught of often ill-conceived government changes. Interestingly, outside mandates do appear to energize those few schools that have had a very limited history of school improvement. It would appear that mandated "top-down reform" is inversely related to a school's prior record of school improvement (Hargreaves et al., 2000).

Intellectual Paradigm

Policy makers frequently operate from a very rational/linear/intellectual paradigm. They consider education a technical exercise that can be improved by a mandate here, a new policy there, or a plethora of accountability procedures. They define "what" the students are to learn, divide the learning into convenient chunks, establish time frames, develop a testing regimen, organize suitable materials, and tell teachers how to achieve predetermined targets. As well, they oblige teachers to enroll in in-service sessions to learn the correct way to do what is required and initiate plenty of measures to check that the teachers faithfully carry out the policy makers' designs. These strategies are all rather straightforward, logical, linear and quite consistent with western intellectual thought for the past 400 years. René Descartes said, "I think therefore I exist" and set in motion an intellectual revolution that underpins all of our major institutions, especially schools. Reason and rationality have become the predominant ways of knowing. Many of our businesses, schools and other social organizations reflect this way of thinking (Mintzberg, 2004). For example, a student who attends virtually any secondary school is looked upon not as a whole living, breathing, feeling person but rather in terms of his or her parts—the history part, the science part, the mathematics part and so on. The student proceeds in a perfectly linear, logical way from class to class, each of which is organized into a period of equal length regardless of the learning program. The student then progresses in assembly-line fashion from year to year until he or she leaves school. This has proven to be a very efficient way to educate large numbers of students. Its effectiveness, however, is another matter.

Since the early 1970s, the newer sciences such as quantum physics, molecular biology, Gestalt psychology and ecology have challenged the conventional rational-linear paradigm. Their proponents have argued that rationality must be balanced by

an ecological approach which looks at human and natural systems holistically, instead of just knowing them through their parts and attempting to understand their interrelationship and connections within larger systems (Capra, 1983, 2002). Within this paradigm, students are seen as whole persons who operate in particular contexts and are only knowable and therefore teachable if one is conversant with the patterns which affect the individual's life. Implementers face a non-rational, non-linear, complex and some would even suggest chaotic reality. Unless policy makers are prepared to understand the policy implementers' reality—the influence of context, micro-politics, school culture, the emotions of teaching and learning and leadership styles on educational change—school systems are, in the words of Michael Fullan, "doomed to tinkering" (1991). Policy makers need to understand more than just the content of the changes they mandate; they must grasp the complexities and subtleties of the change process (Tyack & Tobin, 1994; Tyack & Cuban, 1995; Stoll & Fink, 1996; Hargreaves, 2004). To bridge the two solitudes, policy makers need to address both the content and processes of change simultaneously (Sergiovanni, 2000).

Change Strategy

As mentioned, the prevailing change strategy emanating from government offices throughout the world has been a top-down compliance model. The pattern in North America has been fairly consistent—first manufacture an educational crisis by naming, blaming and shaming educators for real and alleged failures of the system; design a curriculum with more content and "higher" standards; change structures of governance to reduce local political control, and reduce funding in the name of efficiency. Since teachers and other educators are perceived to be the source of most problems, they must be obliged to comply with mandates by elaborate and usually expensive accountability measures. Simply stated, change is not something done "with" educators; it is done "to" them. More recently, the apparent failure of such policies has gradually led to policies that are no less directive, but at least recognize the complexity of the change process and the role of teachers and leaders. Ironically, the perceived problem is also the solution.

There is unfortunately, not a great deal of room in most of the reform agendas internationally for creativity, imagination, flexibility and innovation. Clearly, knowledge workers must possess these qualities to function effectively in a changing economic climate. This raises an interesting paradox. On the one hand, schools must prepare their charges for a world of complexity and indeterminacy. The students in our schools today must be more creative, imaginative, resilient, and persistent than students in the past have been. On the other hand, the people who must prepare

students in this way are often treated like skilled tradespeople by being required to deliver pre-packaged programs designed to assist student achievement on tests which in many cases assess relatively low level skills and knowledge.

Success Criteria and Change

The two solitudes assess the results of reform in quite different ways. Policy makers expect clear measurable evidence that change has occurred. They tend to want policies and practices that are both efficient and faithful to the intent of the policy designers (Cuban, 2004). A second criterion for success from the policy makers' perspective is the fidelity with which the reforms are carried through in the classroom. Are the implementers acting in accordance with the spirit of the change? The third criterion for policy makers is popularity (Cuban, 2004). Are the changes politically popular? Often, the pressured climate created by policy makers is to provide tangible results before another election. I would argue that the penchant for standardized testing has swept the world because it is efficient, popular, inexpensive, supported by powerful vested interests, and can be carried out with fidelity. To the teachers in the classroom, success is not an array of disembodied statistics on tests of questionable utility; they judge the efficacy of a change initiative on whether it can be adapted to their individual context.

Conceptions of Time

Another source of the two solitudes is based on differing concepts of time. Policy makers tend to operate within a monochronic time frame, which is concerned with doing one thing at a time in discrete segments, in an organized and scheduled manner. Most government, school and district administrators operate on monochronic time. Also, most Western organizations operate on monochronic time because this is the traditional way to get business done and achieve results (Hargreaves, 1994).

Teachers, particularly primary teachers, operate on polychronic time. According to Hargreaves (1994), this "is a world deeply grounded in intense, sustained, and subtly shifting interpersonal relationships among large groups of children and between these children and their teacher" (p. 104). Principals in many primary schools, in particular, also tend to operate on polychronic time. Days are often a series of unrelated events, crises, and planned activity. Misunderstanding and poor policy implementation can occur when policy makers who tend to operate on monochronic time fail to consider the polychronic concepts of time of the people who have to implement changes.

Bridging the Gap: Schools as the Centres of Change

While the preceding discussion has tended to dichotomize the worlds of the "policy maker" and the "policy implementer," the challenge for people involved on both sides of this divide is to create and maintain bridges of understanding between their two realities as the way to build a "state of the art" educational system. There is an old proverb that states, "You think because you understand one you must understand two, because one and one make two. But you must also understand and." In the remainder of this paper, I would like to offer suggestions as to what the "and" is in education—the issues that both policy makers and policy implementers should focus on.

My writing partner, Louise Stoll, in her inaugural address at the University of Bath in the United Kingdom, asked a fundamental question: *How good is your local school, really?* (Stoll, 2001). This is a question that all the stakeholders in a school and educational system should address collaboratively. It focuses everyone's attention on the "and." Professor Stoll then asked seven provocative questions to address the "goodness" of a school.

- Is your school preparing its students for their future or our past?
  There is an old Hebrew saying, "Do not limit your children to your learning, for they were born in a different time." A starting point is to ask: "What do we want our children to be?" Once we have agreed on what we want our children to be (e.g., literate, numerate, creative, inquisitive, tolerant, patriotic, kind and just), we can then ask the second question.

- Does the school do the right things?
  If we want students to be literate, for example, what does each teacher do to promote this goal? How do we build a language program across the curriculum? What does the science or mathematics teacher do to promote language development? Do we have a coherent school-wide policy on language teaching? Moreover, have we examined proven approaches to language development? Are we aware of the most effective ways to promote language learning?

- Is it about learning?
  While much of the focus of reform efforts has been on improved teaching, we have ignored the learner. We now know that students construct their knowledge—that they filter it through their preexisting experiences,

emotions and understandings. "Deep learning and teaching are also cultural and emotional processes. They entail contextualizing students' learning in what they have learned before, in what other teachers are also teaching them, and in students' own cultures and lives. This deep contextualization of learning which gets students engaged … is a cultural and not just a cognitive task" (Hargreaves & Fink, 2000, p. 30).

- Does the school have an improvement culture?
  The simplest definition of culture is the "way we do things around here." Culture is what happens when no one is looking. I think of culture as the rules that the principal does not have in his or her book of school procedures. These are the "real" rules of the school—"you primary teachers stay in your area, we will deal with the senior students"; "we never take work home on the weekend"; "the parents are sending the wrong children again this year." In *Changing Our School*, Louise Stoll and I (Stoll & Fink, 1996) outlined 10 cultural norms of improving schools that lead to an improved culture:

  Norms of Improving Schools

  1. Shared goals—"We know where we're going"
  2. Responsibility for success—"We can succeed"
  3. Collegiality—"We're working on this together"
  4. Continuous improvement—"We can get better"
  5. Lifelong learning—"Learning is for everyone"
  6. Risk taking—"We learn by trying something new"
  7. Support—"There's always someone there to help"
  8. Mutual respect—"Everyone has something to offer"
  9. Openness—"We can discuss our differences"
  10. Celebration and humour—"We feel good about ourselves"

- Does it have internal capacity?
  Is the school a professional learning community? Is it capable of challenging the old?—Evaluating the new?—Implementing and sustaining important changes? Professional learning communities are just what the name implies:

Communities where diverse people have a shared commitment to common practice, to each other in pursuing that purpose, and to acknowledge an inclusion of minority views in collective decision making.

Learning of the students, the adults and the organization more generally. The learning is deep and not superficial and the community's first response to problems and challenges is "What do we know about this?"

Professional in how they value grown-up norms of difference, disagreement and debate about the best ways to identify and implement needed improvements and how they promote, value, and bring together formal evidence (Hargreaves & Fink, 2007, p. 126).

- Does it have good support systems?
  Schools are nested in larger systems. Without support from higher levels of the educational hierarchy and from individual communities, it is very difficult for schools to succeed against the odds—although some do. As my previous discussion of the "Two Solitudes" indicates, policies pursued with the intent of "helping" often fail to consider the uniqueness of each context. Simply stated, one size does not fit all. Some schools will need more support than others.

- Does it help children to progress?
  Are the students making progress as a result of what is being done? This raises the question: "Progress on what?" How do we know? The entire issue of evaluation of student performance is a huge topic but how do we avoid "letting the testing tail wag the teaching-learning dog." Are the evaluation procedures evaluating what is valued?

- Does the school have quality leadership?
  It seems to me that there is only one purpose for school leaders and that is to enhance the learning of students, both formal and informal. I constantly challenge leaders to ask one question of their schools' decisions, practices, customs or policies: "Do they enhance the learning of their students?" This question powerfully focuses attention on what matters in a school. The very best of the thousands of educational leaders with whom I have interacted over the years were, and most still are, passionately, creatively, obsessively and steadfastly committed to enhancing "deep" learning for students—learning for understanding, learning for life,

learning for a knowledge society (Fink, 2005). Successful businesses that sustain success over time invest heavily in succession management to ensure a continuous supply of the types of leaders that will take their organization forward. These businesses look for people with the potential to learn the key aspects of the business and continue to learn and grow, rather than just focusing on existing competencies. In education and much of the public service, we tend to advertise the job as it exists now, rather than taking the long-term view. Succession management involves the identification, recruitment, development, selection, placement, ongoing support, and appraisal of existing and potential leaders. Sadly, many educational jurisdictions see this process as an expense rather than an investment. These ideas are developed in depth elsewhere (Stoll, Fink & Earl, 2003; Fink, 2005; Hargreaves & Fink, 2006).

Some Advice for Policy Makers

Let me return to the idea that effective schools blossom in effective school systems, and make a couple of suggestions to those that are charged with operating networks of schools.

- Think systemically—Schools in many places are overwhelmed by changes and projects thrust upon them by well-meaning change agents. They suffer from "projectitis." Since most educational jurisdictions operate as bureaucracies, one division is often unaware of what another division is doing. They need to understand what is happening on the ground—to teachers, students and parents. Schools need pressure to change but also support to respond to change. It is the judicious application of pressure and support that yields the best results. Too much pressure creates a siege mentality in the schools—too much support promotes apathy and contentment.

- Coalitions not coercion—The educational stakeholders need to unite around important moral purposes for schooling. This implies enrolling governments, unions, community groups and whatever other groups strive for a shared set of goals on behalf of children. We have successful models in the civil rights, environmental and feminist movements. It is

now time for the "learning movement." "Finger pointing" and "naming, shaming and blaming," as has been the practice in some school systems, may bring short-term political gain but in the last analysis contribute little to the learning of students.

- Networks not markets—The strategy of choice in many countries to improve schools is to force schools to compete for students and use the logic and competition of the marketplace to force changes for schools to survive. This absolves governments and taxpayers of the problem and the guilt. Markets are wonderful places and are excellent at producing wealth. Markets, however, do a terrible job of distributing wealth. The clear evidence is that market principles applied to education create wonderful schools for a few (usually the more privileged) and mediocre or worse schools for the vast majority. If schools are to compete, it should be as united and networked units against the forces of poverty and injustice.

- It's about learning and it's about time—Focus the resources on improving students' learning, not their test scores or other artificial means of intellectual accounting. To achieve growth in student learning, investment in teachers' learning and leaders' learning is needed. The goal is to have every school a learning community.

Conclusion

The challenge for those of us who want to improve education for all children for the future is to create and maintain bridges of understanding between these two realities as the way to build a "state of the art" educational system. Regardless of our roles, most of us are probably both policy makers and policy implementers. Policy makers attend to what Sergiovanni (2000) calls the "systemworld." This is the world of structures, accountability, policies and protocols. These provide the order and direction for complex organizations. "In schools leaders and their purposes, followers and their needs, and the unique traditions, rituals, and norms that define a school's culture comprise the lifeworld" (Sergiovanni, 2000, p. 61). Change efforts that focus only on the "systemworld" or the content of change, and ignore the "lifeworld" or processes of change, will shine brightly as long as the pressure to change is maintained, but over time fade away as so many change efforts have in the past. Only policy makers and policy implementers who understand each other's world, and work together to

enhance the educational experiences of all students in their care, can address educational change productively. It was Neil Postman, the late American scholar, who said, "Children are the living messages that we send to a time we will not see" (Postman, 1984, p. xi). There is no higher calling—as educators we shape the future.

Notes

1. To date I have worked in 30 different countries including Canada, the United States, United Kingdom, Australia and New Zealand.

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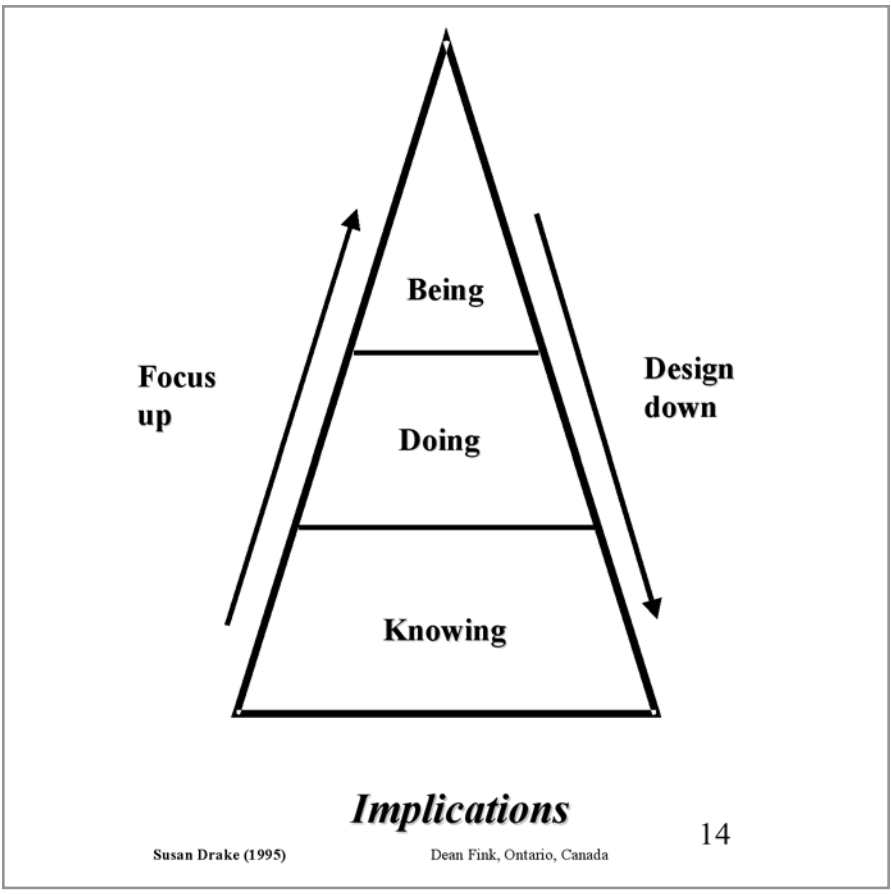

Fig. 1

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Learning to Lead: Lessons From the Field

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ABSTRACT

In this article, the author recalls experiences from her career, and shares them as five lessons learned about leadership. She explains that a mentoring culture did not exist for her or others when she assumed various leadership roles in her school board, and she argues that possibilities exist for a strong mentoring culture now. The five lessons presented focus on caring and compassion, trust and risk-taking, listening, collaboration and shared governance, and facilitating and mentoring.

Introduction

At the age of 24, I was named head teacher of a high school for students with special needs. At that time, I had a quote posted on my office wall which read, "Lead, Follow, or Get Out of the Way!" (Paine, 1776). It took me the next 34 years to learn that there was a whole lot more to leadership than those eight words. As we move through the early years of the 21st century, I continue to learn what defines successful leadership in education. It is constantly readjusted by an evolving curriculum and culture, rethought and reworked to better address the needs of a changing society and to prepare students to take their place in a shrinking global community.

My career began in a small high school on the South Shore of Montreal. As a new teacher, with a background in Anthropology and trained to teach History and Geography in high schools, I barely knew what special education was. I remember at my job interview, when asked if I would teach special education, saying, "Sure, what's that?" I would soon find out.

As I looked for the answers to address the needs of my students, little did I know that this field of special education would shape my career. In my years with the school board, I taught special education as a classroom teacher and after two years, became the school's head teacher. My search for answers on how to teach reading to my special education students sent me back to university for a Master's Degree in Education. I was later a reading specialist and special education consultant with the school board and a school administrator—both in a special education school and a primary elementary school. In my final 12 years with the school board, I was the Director of Instructional Services and then Assistant Director General, responsible for Curriculum and Complementary Services. It is through this sequence of experiences that I came to understand that the role of leadership in an organization requires caring first about the people as they work through change within an organization, along with the well-being and future direction of the organization. Robert Greenleaf (1977) suggests, in his discussions on servant leadership (leaders who serve first and encourage relational interactions and the ethical use of power), that the problem with big institutions is that they do not serve well. He quotes a former professor of his as saying, " … nothing of substance will happen unless there are people inside these institutions who are able to (and want to) lead them into better performance for the public good. Some of you ought to make careers inside these big institutions and become a force for good – from the inside" (p. 3).

When I was named head teacher, there was little support for the development of leadership skills or the nurturing of new leaders. Our philosophy and our direction were formed by our experiences in the field. In fact, in those years, very few educators came to leadership roles by design or with much preparation. More than once, I found myself sitting alone at a desk in an office, wondering what to do next and hoping that there would be someone who would walk through the door and have the answer. How different our experiences might have been had we had the advantage of a coach or a mentor in our early years. Zachary (2005) suggests that, "Creating a mentoring culture is a journey of organizational learning in which mentoring competency and mastery are enhanced at all levels: participant, leadership, administrative and institutional" (2005, p. xxiii). In my early experiences, it was often the school secretary who provided the guidance to get us through our first few months and days and showed us the way.

As educators, we came to leadership positions by chance in many cases. At a point in time, we had demonstrated some ability to lead, to take charge, to organize a major school event or curriculum project or take up a role because no one else was coming forward to do it. We had shown the right leadership traits, at a moment in time, when there was a need for someone to take responsibility for a particular job

or action. Suddenly we found ourselves, for example, as a head teacher of a school for special needs or as a principal of an elementary school or as the director of instructional services in a school board. Our leadership training began on the job and developed as we faced each new challenge. Our leadership skills evolved by happenstance related to the circumstances in which we found ourselves at the time. Each lesson was a building block for the next and the lesson learned became a part of the fabric of who we are, as we struggled and worked to understand the needs and demands that were set before us. If we were lucky, we possessed intuitively some of the five components that Fullan (2002) suggests are essential characteristics of educational leaders: moral purpose, an understanding of the change process, the ability to improve relationships, knowledge creation and sharing and coherence making. I think what components came most easily to us were moral purpose and relationship development. We wanted to make a difference in the lives of our students and we, perhaps only intuitively, knew that we needed to build relationships with our students if we were to have any impact. It was only later that we learned about emotional intelligence and how essential it is for making change in any organization. Goleman (2008) argues that "outstanding leadership requires a combination of self-mastery and social intelligence …. When it comes to leaders, effectiveness in relationships makes or breaks. Solo stars are often promoted to leadership positions and then flounder for lack of people skills" (p. 1). The question is what moved us as young, inexperienced leaders to understand that building relationships with our students and colleagues was crucial for our teaching and working with them. The following stories exemplify the impact of emotional intelligence in moving an organization forward through change.

Lesson 1—Caring and Compassion

As mentioned earlier my leadership learning began at that small secondary school designated for special students. It had a student body of 108 special needs students and a staff of 9 teachers. Six of us had never taught before our assignment there. In my third year at the school, I became head teacher in the school by default, after a long search for an experienced male administrator willing to take on the assignment—it was 1973, after all. There were none, and I was given the job. My lessons came fast and furiously.

All of the students had been placed in the school because they did not "fit" into a regular high school program. Many of the students came from impossible home situations. Some came with severe mental health problems. This was the first

educational placement that they had had following a long-term hospitalization in a psychiatric ward. At the beginning, daily crises were the rule of the school, as students clashed with each other and with us, over any request or instruction they received. They behaved outrageously and we had very little experience in coping with the extreme behaviours that faced us on a daily basis. Classroom management, not instruction, became our immediate focus. We worked hard at trying to connect with our students. They worked equally hard at taking their place and gaining the attention of others in any way that they could. They were students who had failed in the regular school system and were removed from the general population to be placed in a special school, and they resented it far more than we realized. This point was driven home to me by one of my students, when we were on an overnight field trip. While she was a very difficult student in the school, she was particularly well behaved on this trip. At one point, I asked her, "Why is your behaviour so different here from what it is at school?" Without even thinking, she said, "The school is a mental school, we're supposed to act mental there." It was a turning point in my thinking—we had been treating our students as special needs students, instead of thinking of them as students with needs. We were dealing with their individual behaviours and forgetting to look at the students as needy children first. Their needs, we were learning were far greater than academic achievement. Dewey (1998) talks about placing a strong emphasis on the subjective quality of a student's experience and the necessity for the teacher to understand the past experiences in order to effectively design a sequence of liberating educational experiences to allow the person to fulfill his or her potential as a member of society. From our students we learned that their pasts had been traumatic and that many lived in marginal situations on a daily basis. To many school was their haven for a few hours a day.

Heller (2002) talks of the power of gentleness in education, that kindness and compassion are rarely mentioned in seminars and presentations on educational leadership. Education, he contends, is not about production models, power models or business models, but about service. "And service entails listening to others, caring for them and quietly going about doing your job" (p. 76).

These students taught me that no matter what their challenges were, they were people first—with fears and issues like any other student. They needed to be listened to and we needed to care for them. Interestingly enough, we did not know the theoretical basis for our actions at the time, but today we know that the development of a relationship with a student is one of the most powerful educational building blocks (Fullan, 2002; Goleman, 2008). Heller (2002) argues that, "Education should be about helping students become humane, caring individuals, capable of dealing

with complex issues that the world presents. We can model humane behaviour for our students without sacrificing standards of learning or behaviour" (p. 77).

Nothing can be more relevant to students than trying to help them sort out a conflictual situation with their parents, with their peers or even as I discovered, with their drug dealer when money was owed. I recall feeling way beyond my range of skills when I tried to help a 14 year-old boy address how he was going to survive the next visit from his drug dealer: laying out the situation with him—deciding on the possible courses of action. What were the possibilities that he had not thought of yet? What seemed to make the most sense? How might he avoid finding himself in this situation again? We never really knew how many of these situations ended at the time, but as educators, we took the time it needed to show them that we cared what happened to them, and that we wanted them to be safe.

Did our interventions as their teachers shape their lives? Did they learn caring and compassion from us? Our only evidence is that we have the advantage of seeing our students as adults today, now in their 40s and 50s. They contact some of us every so often. The proof of our impact is in what we observe 30 years later. For the most part, we see many of our former students as successful adults. They have families and they have maintained jobs, some for over 20 years.

Lesson 2—Trust and Risk Taking

Several years later, I began to work more closely with teachers as a pedagogical consultant. My role was to help teachers diversify their teaching and to take on new practices that would address the needs of a wide range of students in a classroom. A wise university professor had once told me that it was most important for us as instructional leaders to have a solid working relationship with staff, so that when they were asked to do tasks which seemed impossible to them, they would do it because they trusted us. It was advice that I have relied on over and over again in the various roles I have played. It is supported by Hargreaves and Fink (2006) who described trust, confidence and emotion, as sources of human resourcefulness that drive the power of renewal in change. "Trust is an indispensable resource for improvement" (p. 212) with "positive organizational consequences in terms of 'more effective decision-making, enhanced social support for innovation' …" (p. 214).

This lesson was well illustrated when I asked a teacher to provide writing opportunities for her young students in authentic learning situations, for example, to

begin having her kindergarten children keep a journal of their daily activities. "But they can't write," she said. We talked about having them express their ideas orally and drawing a picture and then writing what they could to describe their experiences. Reluctantly, she agreed.

Three months later, she brought me samples of work from a student who had special needs. This student had moved from scribbling to forming some sequences of letters, to writing legible three to four word sentences about her daily activities. The teacher was convinced and the students were writing. Sometimes it takes a giant leap of faith—or a trusting relationship—for innovation to take a foothold.

This experience taught me much about the importance of building trust with our staff before launching our "off-the-wall" ideas and initiatives. It also showed me the capacity for risk taking that educators have if they believe in and trust the person with whom they are working and if this accompanies an issue or concern that requires further thought and investigation.

Lesson 3—Listening

Initiating and managing change in a school have become central to an administrator's role over the last ten years. Sustaining that change is a complex task that initially is not easily understood. I clearly did not understand this complexity in the early 90s, when I became a principal of a small elementary school with a culturally diverse, population of students. I did understand that there needed to be goals and direction for the school to be successful. An enriched curriculum embedded in a school-wide theme and a focus on literacy in an inclusive setting which accepted all children into this school community seemed good ways to attract families to this school with a strong English program. It did not seem like a far stretch for this little school with 200 students since the staff had earlier embarked on a strong school-wide literacy program.

While the staff, students and parents were enthusiastic about many of the ideas, they viewed these suggestions as discrete projects and activities and not as part of a bigger plan to move the culture of the school to a richer, more stimulating environment for all students and staff. Fullan (2002), in his examination of "The Change Leader," reminds us that "The goal is not to innovate the most. Innovating selectively with coherence is better" (p. 17). While I thought that I had shared my vision of enrichment with all its complexity with the whole staff, I had not waited to

see if members of the staff accepted this direction as their own and were ready to pursue the changes we had discussed.

It was not long before one of the teachers was assigned the task of coming to speak to me, to let me know that the staff was upset and that the changes were too rapid. "You are moving too fast," she ventured. "The teachers are not behind you and you are going to lose them." The teachers were overwhelmed and were stressed by the rate of change. The staffroom talk was reaching a point of high stress and disgruntlement. Despite being deflated with this reaction, I thanked that teacher for coming forward, and we talked about ways that teachers could become less stressed. We began with a staff meeting where I spoke to the teachers about what my aims were. I indicated that I understood their concerns and acknowledged that I had made a mistake in trying to move too quickly. Based on our desire for improvement we brainstormed a direction for the school to readjust our course, and worked through possible next steps.

Had I known at the time about Fullan's (2002) five essential components characterizing leaders in a knowledge society, would the crisis have been averted? I am not sure. Perhaps I would have understood more; perhaps I would have checked to make sure that the teachers were supporting and supported in the next steps. Fullan contends that while principals are

> …not attuned to leading in a culture of change make the mistake of seeking external innovations and taking on too many projects …. Culture Change Principals … realize that overload and fragmentation are natural tendencies of complex systems. They appreciate the creative potential of diverse ideas, but strive to focus energy and achieve greater alignment …. [they] value the tensions inherent in addressing hard-to-solve problems because that is where the greatest accomplishments lie. (pp.18-19)

In our school, some teachers had recognized the tensions and one brave soul came forward to speak about them.

There is a fine balance between creating the desire and capacity for change and developing a sustainable growth rate. "Like cross-country skiing, school improvement needs the right amount of energy at the right time" (Hargreaves, 2007, p. 21). Hearing from the teachers was a crucial part of the process. Their participation in adjusting our goals and directions was essential. Working through the dissention with the staff helped to move the process forward. Had I opted to ignore their concerns, it would have been impossible to move forward. Listening to where the staff was helped lead the process of change forward.

Lesson 4—Collaboration and Shared Governance

In the past few years in Quebec, there have been many challenges in leading organizations through change. The reorganization of school boards, changes to the Education Act and the Basic School Regulations, and the introduction of a new Quebec Education Program have all stretched educators' capacity to manage change. The greatest fundamental change to the way in which school leaders have functioned has been the introduction of shared governance of schools with other partners—parents, staff members, and community partners. These partners participate in the decision making that determines the direction of the school, the educational project and the school success plans. Shared governance and the participation of the stakeholders are essential in the response of a healthy organization to its constituents. However, there is not much that has prepared educational leaders to share authority and to facilitate the building of consensus. Learning to collaborate and build consensus within a group is a lesson learned at the grassroots as partners are brought together to develop an organizational direction and work through complex relationships and the development of a common vision and goals.

Hargreaves and Fink (2006) address shared governance in their work on "leadership" and caution that

> …if [groups] are not bound together by a clear vision, tight processes and clear accountability, multiple sources of leadership can pull a school apart. The consequences of not distributing leadership are staleness and stagnation. The risks of distributing leadership are anarchy and confusion. (pp. 111–112)

One of the essential prerequisites of working collaboratively to establish the common vision is the capacity to respect diversity and to understand that there are differences in perspectives. My background in anthropology has probably been one of my most useful assets in learning to respect different cultural values and views of the world. It is not as simple as it sounds to be able to put yourself in another person's shoes, but it is an invaluable asset when trying to connect with a diverse group of people who have different interests and different perspectives.

Developing common goals and direction is often done through committee work. Frequently, people find the process to be inefficient and very frustrating. Learning to constructively participate in a productive meeting is clearly a blending of art and science while building a common vision and direction. As a director of serv-

ice in a school board, I sat on as many as 18 committees a year and chaired as many as eight different groups both internal and external to the school board. It seemed most of my daytime and evening hours were spent in committees working through the process of building consensus and direction in order to improve policies and directions for the organization and ultimately for the students and employees it served.

A camel is a horse designed by a committee. This is a phrase often used to underline the awkwardness and frustration of committee discussions and decisions. It is only through meeting and discussion, however, that one can build the dynamics of the group and the working relationships which lead, more often than not, to respect and trust of the individuals around the table. It is important to anticipate and respect other members' points of view; to work to identify the common interests, establish common ground and clear goals, and to set a direction and reach a consensus for action with a follow-up plan. I learned most from my work with the teachers' union on parity committees, where the administrators and teacher representatives sat in equal numbers. Initially these committees were probably the hardest to make things move along productively, because of differing points of view. Yet they were often the most productive when we could agree on a common vision and a common goal and build that together into a policy or procedure that provided direction for working with our students. I appreciated the point of view of the teachers. While our committee meetings were loud and often off topic, they were good examples of how differing viewpoints could be worked into an acceptable direction. Designing by committee continues to be a lesson in lifelong learning, and an essential one, especially when used judiciously, particularly as leaders prepare their students for a global stage which will rely on their skills of collaboration and negotiation much beyond our current understanding.

Lesson 5—Facilitating and Mentoring

In the last years of service within an organization, developing a strong team to take the leadership after one leaves is crucial for the well-being of the organization and for the continuity of services provided to students, staff and parents. It is probably the best opportunity that one has to be able to pull together all the lessons learned and to begin to share those lessons with others, while encouraging them to assume more and more complex leadership roles in the process.

In the last years of my career, I worked with a phenomenal group of administrators, professionals and support staff who provided the schools in our school board with educational services—both curriculum and complementary services. Most of my time, apart from sitting on those committees described above, was spent talking with the coordinators and professionals who worked every day in our schools, with greater or lesser success, given the task before them and the receptiveness of the staff they were supporting. Debriefing, analyzing difficult situations, coming up with potential directions, trying them out, and debriefing again … was our pattern of conversation.

Frequently, on a Thursday or Friday afternoon, after everyone else had left the office for the weekend, a small group of us could be found standing together and reviewing the events of the week or the crisis of the day, and trying to figure out the next best steps. It was frequently the only time the consultants saw me or each other in a week, as they spent most of their time in schools. Our impromptu "corridor" meetings were a variation on Tom Peters' (1985) notion of "management by wandering around" (p. 402) and became a regular means of keeping in touch with each other.

It became clear to me that my most important role as their director, apart from establishing a common direction and goals for the department, was to facilitate their self-awareness, encourage them, help them keep sight of the big picture, to anticipate the bumps in the road, to celebrate their successes and to provide some opportunity for reflection and consolation during their more difficult times. In essence, my role was to transfer the skills, perceptions and leadership capacity that I had learned and internalized through my years in the field. It was an important step in preparing them for change as they would lead the curriculum changes with those who were taking my place.

As I approached retirement, I looked forward to a shift in the intensity of my work life—that is, shorter than 60-hour workweeks, daily schedules that are my own design, and time for myself. Yet I knew that I had a lot that I wanted to give back and contribute. We, the baby boomers, are now the new elders. Our greatest challenge becomes working out the balance of giving back and both "savouring and saving the world" (Schimke, 2007, p. 37). Our obligation is to help build a new generation of educational leaders and see them through these times of considerable change. How can they benefit from some of our experiences and lessons we learned "by the seat of our pants"? We have a significant potential for assisting our younger and less experienced colleagues through their early years. We can help them through some of the challenges that we as educational leaders faced entirely on our own. Perhaps with our

support, through a culture of mentoring, our young leaders will be able to benefit from their experiences in the context of a learning environment.

As retired leaders, we "get to step back from the hectic day-to-day routines and broaden [our] scope" (Varlas, 2007, p. 8). In roles as leadership coaches and mentors, we can become valued as teachers of young educators and feel that our ideas and experiences might make a difference in their learning.

Conclusion

As many of us who have been active in school boards reach retirement, we will be looking to what our new challenges will be, where our new "buzz" will come from. Many of us—the boomers—will be outside the formal organizational structure, perhaps looking to "retread" more than retire. As we leave our organizations, we will take with us the history, the culture and a certain level of experience and expertise. Through my 34 years of experience, I have come to understand the need to build strong relationships—with students, with teachers, with administrators, with professionals and with parents. I know that it is essential to develop the "people skills," that social intelligence is really the heart of an organization. To build trust and encourage risk taking (albeit, sometimes, in small steps) is crucial for leading change in an educational organization. To build collaborative models that have a focus on vision, goals, process and accountability, in a spirit of caring, is what we all strive for in our work. This understanding is important for the strength and continuity of an organization.

Taschereau and Bolger (2007) identify leadership characteristics that will serve the leaders of the 21st century as new organizational structures are explored and developed. I understand now that leadership is not simply a choice of leading, following or getting out of the way. It is working within multiple communities to network, vision, create, design and build an education for and with our students who will be adults in a world we can only begin to imagine. This is what leadership is all about.

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The Novice With Expertise: Is There a Leadership Role for Preservice Teachers in Times of Educational Change?

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ABSTRACT

Teachers working in secondary schools in Quebec are in the initial stages of the implementation of a new curriculum. In contrast, preservice teachers completing their studies are prepared to use the programs and approaches. This article explores the notion of teacher leadership for the "novice with expertise." Competing conceptions of teacher leadership are presented, followed by an examination of preservice teachers' representations of teacher leadership and tentative suggestions regarding the possibilities of leadership for preservice teachers.

The challenges of educational reforms that have been observed in different contexts throughout North America are currently the lived reality of educators in the province of Quebec. These challenges, as Earl and Katz (2000) write, include difficulties provoked by directives that are evolving or contradictory, the unending series of complex initiatives, and policy and program documents that provide limited guidance regarding the designated key concepts. These difficulties are compounded for educators in English language institutions in the province who may have to wait for translations of the original French language documents. Additionally, the new programs require teachers to develop and evaluate student competency, as has been the trend in French speaking countries in the European Union (Jonnaert & M'Batika, 2004). The development of competency requires that teachers assist students to increase their knowledge and skill as well as autonomy so that they take successful action in a range of complex situations. Evaluation of

competency focuses on the process and outcomes of the students' strategic use of their knowledge and skill in such situations (Lafortune, 2005). This is a significant contrast to reforms in other English speaking countries. While the implementation of competency-based programs is being studied and is documented in French language texts (Lafortune & Deaudelin, 2001; Lafortune, 2004), there is little being written in English. Living through this period requires a high degree of tolerance for uncertainty; *leading* through this period remains a challenge, despite increasing knowledge of effective leadership (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

There is no shortage of angles from which to consider educational change and much has been written about the role of leadership. However, my personal interest is in teacher professional identity, so my concerns are connected to the role that teachers play in times such as these. What follows is an exploration of a question that has arisen for me as a result of my current role in education in the province. I am a professor in a School of Education at one of the few English language universities in Quebec. I am also, however, involved in a large-scale, longitudinal, participatory research project that has a preparation component targeting leadership in the implementation of the new policies and programs (Projet Accompagnement Recherche Formation).

My current work has added new insight to my understanding of our particular context of educational change. Before joining the university in 2006, I worked with teacher teams from the English language schools that were piloting the new secondary level programs as part of a Ministry research initiative. Additionally, I worked with the research team analyzing the reform-driven efforts of teachers from across the province. What I have observed in these different contexts has made me acutely aware of the gap between the extent to which preservice teachers at the university are building understanding of the new curriculum, and the degree to which it is being used in the secondary schools in the province.

Preservice teachers will head into placements where they may have more knowledge of their program documents than the teams they are joining. Many of the teachers in the schools may be in the initial phases of the implementation process and may be operating with little training to support program use. In contrast, by the time the preservice teachers leave the university for their final, fourth-year placement, they will have worked individually and collaboratively to develop multiple unit plans and they will have participated in repeated peer evaluation and feedback processes regarding their work, some of which they may have piloted in previous placements. These preservice teachers demonstrate significant confidence regarding

their ability to implement competency-based programs and to understand the associated theoretical foundations.

Datnow (2000) writes that teachers "need to own the process of change" (p. 131), yet for preservice teachers leaving current teacher preparation programs, "change" and its "ownership" may hold a completely different sense than it does for the more experienced teachers who will soon become colleagues. As new teachers, they may, as Hargreaves (2005) notes, "have no habits to abolish nor practices to abandon. The new curriculum [is] the curriculum they [have] been prepared to teach" (p. 973). This raises the question of what contribution preservice teachers and recent graduates may be able to make in their new schools in this demanding period.

There is the perception, described by Hargreaves (2005), that teachers who are new to the profession are "finding their feet" in the first few years of their careers; this perspective might be associated with the notion that they are not yet ready to take on a leadership role. Yet, while they may be considered novices, M. Turnbull's (2005) study demonstrates that preservice teachers can take effective professional action in their placements, and this is influenced by professional knowledge associated with, for example, curriculum documents and policies. While this supports the possibility of novices having pertinent expertise, B. Turnbull (2005) notes that they are unlikely to be asked their opinion and their suggestions are often viewed as less pertinent than those of their seasoned colleagues.

How, then, might they contribute in this period of educational change? Will they be able to take on leadership at an early stage in their careers? What factors will influence their ability to do so? How do they conceive of teacher leadership?

The Study

The final question was raised in a study with preservice secondary level teachers who are in the last year of their four-year program. The question was asked in the context of a course that requires the preservice teachers to plan collaboratively for interdisciplinary teaching and learning using the new programs. The tension between being a novice in the school setting yet having a certain degree of expertise with the documents had arisen several times.

The students were given a form to complete on which they were asked, "What words or phrases come to mind when you think of teacher leadership?" In connection with that question, they were asked to reflect on the likelihood that they would one day be a teacher leader. To provoke self-assessment and stimulate their reflection, they were given a six-point numbered scale on which to indicate the possibility. The forms were collected for analysis. The discussion that followed was not recorded for structured analysis.

Seven of the 22 preservice teachers indicated a strong belief that they would be a teacher leader one day. Overall, 20 of the 22 students chose either the number 1 or 2 on the six-point scale and no one circled a number on the lower half. It would appear that most view teacher leadership as an expected dimension of their future careers. While it can be suggested that these preservice teachers are demonstrating what has been characterized as "the often admirable, frequently infectious but sometimes questionable enthusiasm of youth" (Hargreaves, 2005, p. 963), the assertions of these preservice teachers might also be related to the way they conceive of teacher leadership. It is Hargreaves' thought—pertaining to the concept of teacher leadership—that served as the prompt to carry out an exploratory reflection, the results of which are shared in this text. It begins with the following question: What leadership role might preservice or newly graduated teachers play in the context of educational change in the province of Quebec?

The question is complex and answers are shaped by individual and shared conceptions of teacher leadership. Thus, the notion of teachers as leaders is the starting point. It is followed with an examination of the representations made by the preservice teachers, which are organized under three headings that are associated with Donaldson's (2006) model of leadership as relational. The text concludes with tentative thoughts about the leadership role that preservice teachers may make in this period of educational change.

Teacher Leadership

Teacher leadership is commonly described as consisting of two fundamental types of roles: formal and informal (Muijs & Harris, 2006). The formal roles are viewed as positions that are part of a hierarchical structure, positions that are associated with titles such as department head, mentor teacher, or instructional coach, to name a few. These positions, as Donaldson (2007) suggests, are associated with

knowledge, authority, and power. Danielson (2007) writes that individuals who serve as formal teacher leaders "typically apply for their positions and are chosen through a selection process [and] receive preparation for their new responsibilities" (p. 16). Conversely, Johnson and Donaldson (2007) describe how appointments of teacher leaders may be made without a formal process, and thus, other teachers may view the selection as an act of favoritism. Lattimer (2007) describes this as a process of anointing teacher leaders, which can result in alienation for the one who has been selected.

In contrast to formal leaders, informal leaders are understood to "arise organically" (Lattimer, 2007, p. 71) or "emerge spontaneously" from among the teachers themselves (Danielson, 2007, p. 16). This emergence is viewed as a result of personal initiative and the ability to influence, "stem[ming] from the respect they command from their colleagues through their expertise and practice" (Danielson, 2007, p. 16). While informal leaders may not need to be designated as such by a higher power, in some circumstances, their own right to authority may be called into question by their peers, for reasons of age or career stage, if either of these are associated with inexperience (Johnson & Donaldson, 2007).

The above exploration of formal and informal teacher leaders demonstrates that the discussion is often shaped by the perspective of leadership as an entitlement combining "superior judgment and knowledge with superior authority and power" (Donaldson, 2007, p. 26). There are alternate views of teacher leadership that contrast with the hierarchical model. Muijs and Harris (2006) write of a form where "the nature and purpose of leadership is the ability of those within a school to work together, constructing meaning and knowledge collectively and collaboratively" (p. 962). Bennett, Harvey, Wise, and Woods (2003) echo the notion of teachers participating in what they describe as distributed leadership. In a review of the literature, they draw out the characteristics of such leadership. It is, they write, "an emergent property of a group or network of interacting individuals" (p. 7), through which the "boundaries of leadership" are opened so that "varieties of expertise are distributed across the many, not the few" (p. 7). Further to this, Donaldson's (2007) relational model of leadership conceives of "leadership as residing not in individuals, but in the spaces among individuals" (p. 26). Muijs and Harris (2006) write that there are three implications of this type of alternative to the hierarchical model:

> Firstly, it implies a different power relationship within the school where the distinctions between followers and leaders tend to blur. Secondly, it has implications for the division of labour within a school, particularly when the tasks facing the organisation are shared more widely. Thirdly, it opens up the

> possibility of all teachers becoming leaders at various times. It is this last dimension that has the most potency and potential for school improvement because it is premised upon collaborative forms of working among teachers. (p. 962)

Crowther, Kaagan, Ferguson, and Hann's (2002) Teacher as Leader Framework proposes 24 types of actions considered to be forms of leadership. The actions are presented under six headings: Teacher leaders

> [c]onvey convictions about a better world….[s]trive for authenticity in their teaching, learning, and assessment practices….[f]acilitate communities of learning through organization-wide processes….[c]onfront barriers in the school's culture and structures….[t]ranslate ideas into sustainable systems of action….[and] [n]urture a culture of success. (p. 4–5)

It is understood that through collective action, all will contribute to meeting the "complex needs of school communities in a rapidly changing world" (p. 6).

Along similar lines, Donaldson's (2007) model proposes that three facets of daily school life provide contexts for the exercise of relational leadership: "as educators attend to the quality of relationships, insist on commitment to school's purpose and goals, and examine and improve instruction" (p. 26). Significantly, attention to these three dimensions—people, purpose, and practice—is a direct target of the preservice programs for teachers in Quebec (Ministère de l'Éducation, 2001). The recently implemented provincial approach to teacher preparation is competency-based and its rationale is described as follows,

> Since the role of the teacher and the context of teaching have changed, new resources (knowledge, skills, attitudes) are required to practice the profession. Certification in a given subject is no longer the sole qualification needed….teachers must acquire the more complex competencies that underlie the new professionality (Ministère de l'Éducation, 2001, p. 23).

The three dimensions of school life connected to leadership: people, purpose, and practice, about which Donaldson (2006) writes can be identified within the Quebec teacher competencies which are the targets for preservice teacher learning (Ministère de l'Éducation, 2001). For example, cooperation, collaboration, and consensus building are program features. A preservice teacher, upon completion of the program, should be able, among other things, to: "contribute to the work of the teaching

team in an effective manner; provide constructive criticism and make innovative suggestions" (p. 141). The preservice teacher should be able to "adjust his or her actions to the educational objectives of the school and contribute to the attainment of these objectives by becoming personally involved in school projects" (p. 139). Additionally, the teacher competencies include the ability to "engage in professional development individually and with others" (p. 143), so that upon completion of the program, the graduate can "engage in rigorous reflexive analysis on specific aspects of his or her teaching" (p. 143). It might be surmised that preparation for participating in a school through relational leadership is a target of preservice preparation in the province of Quebec.

Teacher Leadership? The Preservice Teacher Perspective

In order to explore the possibilities that relational leadership presents for preservice teachers, their perceptions of teacher leadership are presented below using Donaldson's (2006) three dimensions, people, purpose, and practice, as a means to organize the ideas.

Donaldson (2007) refers to the role of the first dimension, People, and the significance of "attend[ing] to the quality of relationships" (p. 27). The notion of quality relationships as an important element of teacher leadership was clear in the preservice teachers' representations. This extended to relationships with the principal, with peers, and with students. The skills the preservice teachers named included those that lead to positive interactions, for example, cooperation, understanding of others, enthusiasm, effective listening, helpfulness, and openness. Also evident were skills associated with creating relationships among others: "creates a positive dynamic within a teaching team and pushes for the best in everyone," "able to recognize the various strengths of coworkers and try to draw out those strengths," and "brings others into the group that are excluded." The people dimension also extended beyond building teams, into influencing change. The teacher leader, they wrote, "can defuse problem situations," "give feedback," and provide "constructive criticism." These are the relational skills that, as Donaldson (2007) suggests, pull people together to work on initiatives, rather than pushing them to collaborate.

Donaldson's (2007) second dimension, Purpose, refers to "insist[ence] on commitment to school's purpose and goals" (p. 27). The preservice teachers identified purpose and commitment as being essential to teacher leadership. The notion of purpose can be identified in the notion of "a desire" to "work toward improvement" and to "seek opportunities to make positive changes." Their comments extended further,

into looking for ways to "bring in new ideas," but also through "giving opinions on the education system for future improvements." As one individual wrote, the teacher leader "does not just accept something he or she does not agree with." This dimension would include their referral to "promoting a cause" which underlines that the changes and improvements are not simply viewed to be in one's classroom.

Donaldson's (2007) third dimension, Practice, refers to action to "examine and improve instruction" (p. 27). The notion of Practice can be connected to the preservice teachers' suggestions that the teacher leader "takes risk in order to learn," "implements and experiences new techniques, skills, and activities," which it can be suggested, leads to "evolving teacher skills," which are in turn connected to being "reflective."

Donaldson (2007) calls the three dimensions "assets" that teachers contribute to "the school leadership mix" (p. 27). He underlines that the assets are interdependent. This was reflected by many of the preservice teachers both in their descriptions of teacher leaders and the statements they made about their own potential as a teacher leader. "I think of a teacher who takes the initiative to promote a cause and has the people skills to have others follow. Such teachers have influence and others validate their opinion." Another wrote, "Teacher leadership means giving opinions about the education system for future improvements, also working in a team with others to gain new knowledge and advice." A third expressed the three dimensions in light of personal aspirations,

> I want to create the best environment for my students and in order to do this, being able to try new approaches and research data on learning will be crucial to accomplishing this. I not only enjoy communicating/debating with others in order to learn, but also to push for the best approaches.

Still another described the teacher leader as,

> a teacher who is not afraid to try new things, a teacher who shares his or her experiences, good or bad, not just when approached about them, a teacher who does not just accept something that he or she does not agree with, a teacher who seeks opportunities to make positive changes … I feel that is a part of my commitment to teaching to do all that I can to improve the education system. I could never see myself passively accepting something that I think could be improved upon.

Significantly, only two of the students used the language of formal leadership when describing what came to mind when they thought of teacher leaders. Additionally, there was only one reference to a selection process that would "put" a teacher "into a situation where he or she is expected to take charge." On the other hand, the word "initiative" and similar representations appeared over and over, in phrases such as, "taking the lead," "take on a role," and "takes charge."

The above presentation of the preservice teachers' perceptions of teacher leaders demonstrates that they overwhelmingly used terms that can be associated with two very specific educational discourses: leadership as shared (rather than hierarchical) and teacher leader as collaborator (rather than expert). The educational discourses that are taken up by a teacher are one of the three factors that—interdependently—shape the professional identity. The second contributing factor is the teacher's desire, the deeply held, conscious or unconscious hopes. Discourse and desire intersect as the teacher enters into a new interaction with another; the resulting relationship is the third contributing factor. The way in which power is distributed in the interaction will influence the way the teacher acts on what he or she knows, believes, values, and desires. The lived experiences of working through these moments of interaction between teacher and student(s), teacher and principal, teacher and colleague(s), and so on, shape the continuous and fluid process of the formation of teacher identity (Hollway, 1989; Aitken, 2005). With respect to the preservice teachers involved in this study, their discursive representations of teacher leadership as collaborative and their self-representations as future teacher leaders suggest that leadership will, at some point, be part of their professional identity given the right relational context, that is, where a supportive and collaborative culture exists. As the studies of Grant (2006) and Muijs and Harris (2006) underscore, trust and supportive relationships must exist for teacher leadership to flourish. While this paints a hopeful picture for the future, it does not necessarily describe the possibilities of leadership for current preservice teachers and those newest to the profession at this moment in time.

Possibilities of Leadership for Preservice Teachers

If the relational or distributed model of leadership is the predominant approach in the school, there would be opportunities for the preservice teachers to draw on many of the competencies they have been developing: collaborative planning, engaging in feedback processes with peers, and participating in collective decision making. Such a model would also make effective use of the preservice teacher's knowledge of the new curriculum. On the other hand, if a hierarchical model were the

commonly held approach to leadership in the school, it would likely preclude preservice teachers from taking up a teacher leader role. Their knowledge of the curriculum may be viewed as pertinent; however, as mentioned earlier, they may be perceived first as novices who "lack the tools of classroom management," are naïve about change, and "without adult history or professional memory" (Hargreaves, 2005, p. 972).

If one looks within the larger context of the school in which the preservice teacher is placed, it is possible to find a more intimate context, that is, the collaboration between the preservice teacher and the associate teacher. Following Donaldson's (2007) notion of "leadership as residing not in individuals, but in the spaces among individuals" (p. 26), the preservice and associate teacher collaboration can be viewed as space for many fruitful opportunities for pooling expertise and working jointly toward the shared goal of student success. It is also possible that in this context the preservice teachers' knowledge of how to work with the program materials and their experience in planning collaboratively will lead to effective teaching, and that these successes will, in turn, be viewed as winning models by their experienced colleagues. As Guskey (2002) notes, it is through witnessing successful action associated with program changes, that teachers are convinced to adhere to such changes.

Additionally, the preservice teachers may influence others if they effectively model one of the ten roles for teacher leaders that are proposed by Harrison and Killion (2007), the "Learner." This role is considered to be among the most important. It is different from the authors' other suggestions, which are contingent on a hierarchical model demanding expert knowledge. The role of Learner stands out because it attributes teacher leadership to modeling the application of analysis and reflection on personal practice, which is not necessarily contingent upon years of teaching experience. Thus, the role of Learner may be a promising teacher leader role for preservice teachers, particularly as reflective practice is a target of teacher preparation in the province of Quebec (Ministère de l'Éducation, 2001). Given the range of potential spaces for leadership described above, it is entirely possible that the preservice teachers will play a significant and positive leadership role while in their placements and beyond.

Some Thoughts on the Broader Context

The initial question that prompted this reflection—how might preservice or novice teachers contribute in this context of change—is directly connected to my own practice as a teacher educator in the province of Quebec and to my concern for the preservice teachers who will enter into schools where teams may be struggling with program changes. It might rightfully be said that this text provides only limited insight into a narrow context of change. At the same time, it can be asserted that the waves that are being felt in Quebec are ripples of two much greater areas of concern being examined internationally: the possible purposes of teacher education programs and the impact of a changing world on teacher practice. The government of Quebec—whose educational reforms have extended to the restructuring of the teacher education programs—is not alone in taking on the question of how to better conceive of a system of education and determine how to prepare its teachers. The Association of Canadian Deans of Education (2006) recently approved the "Accord on Initial Teacher Education." One intention of this accord is to provide principles for the preparation of preservice teachers. The text begins with the context, referred to as, "today's changing world." The same words are found in the title of the Darling-Hammond and Bransford (2005) publication in which the authors examine the question of what should now be expected of teachers and what that means to teacher educators in the Unites States. Similarly, the Australian context is described in the Butcher and McDonald (2007) text, *Making a Difference: Challenges for Teachers, Teaching and Teacher Education*.

Preparing teachers to be leaders is not necessarily explicitly addressed in the above-mentioned texts. However, the two discursive positions that emerged in the small study described herein, that is, leadership as shared and teacher leader as collaborator, are echoed through a range of perspectives that advocate the importance of collaborative communities and the significance of teachers as learners. The lines between leading, collaborating, and learning are blurred in these texts, where attention is on preparation of effective teachers in—and for—a rapidly changing world. This raises the issue of which entry point is most pertinent when one wants to prepare preservice and new teachers to influence others in their schools. Is it through the explicit lens of leadership (Neumann, Jones, & Webb, 2007; Turnbull, 2005)? Is it through the lens of collaboration? Or it is through the lens of lifelong learning? These are questions that merit the attention of teacher educators. They are certainly questions that will fuel my future reflection and action.

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Building Leadership Capacity Among Student Teachers: A Narrative Inquiry Into Relational Continuity in Student Teachers' Field Placements

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ABSTRACT

The authors of this paper are two teacher researchers, one situated at the university and one situated as principal of an elementary school. Through narrative inquiry (Clandinin and Connelly, 2000) two main themes of belonging and becoming were illuminated. The work suggests trusting relationships evolving from dialogue sustained over two field placements at the same school offer student teachers the possibilities of connecting their life experiences with their new experiences at the school; a connected knowing that enables them to develop their identifies as beginning teachers.

> "Their story, yours, mine—it's what we all carry with us on this trip we take, and we owe it to each other to respect our stories and learn from them" (Coles, 1989, p. 30.).

Linda's Story

Another group of student teachers is coming to school today. I wonder who they are and what the next nine weeks will bring as we establish a thread in our school tapestry. This re-presentation of our year together will now include these student teachers and the relationships that they create as they become connected with within our community.

It seems a little strange because this is the first cohort that I have not had some involvement with prior to this very first meeting. I'm always excited, it feels just like the beginning of a new school year to discover where the journey may take us and what connections and experiences may evolve. The promise of new relationships, wonders, hopes and fears!

I'm not sure what to do. One of our student teachers seems to be struggling and we've barely begun. She speaks in such positive terms about her dream of becoming a teacher and the faith that her family has in her abilities to achieve this dream. I'm worried. Her voice alone has me wondering what is her story? Where has she come from? What are her challenges as she sees them? What can I do to help? To shape? To support?

I've had a long conversation with her mentor teacher. I've asked to observe a lesson and watch her interactions with the children because her actions and perceptions of those actions aren't matching. I need a context to be able to speak with her. She hasn't been able to connect with the children. She doesn't talk with them about their lives. The children are not a part of her daily interactions. The children don't know her. The children aren't responding.

That was a really hard conversation. Linda thinks that she has made such great gains since last time. We are nearly at the end of week three. What last time? I now know that this is the second and final time that Linda has to be successful in this practicum course. She took it before and withdrew on the advice of the University. She has spoken with a counselor; she has taken courses to help with her abilities to respond to developing situations around her, her social skills and her ability to do more that one thing at a time! She has taken a year off! Now what? She is crying and saying that the things that I shared and asked her to think about and to find different ways of working with the children were all things that she's heard before. Linda thought that she was doing so much better! Her hope for success was keeping her coming to school everyday to try and try again. Her Mom knows that she can do it this time. Her husband tells her that her faith will help her. But how do I help her? She wants another opportunity to show me.

Another lesson, this time the children are being patient but not engaged. They are quietly doing their own things, not what Linda is asking for. They are confused and don't really know what she wants. Her voice is lost in the activity of the room. Royce has a problem and leaves the classroom. Linda doesn't stop her lesson. The children wonder what has happened to him. They ask. She doesn't stop "teaching."

I feel terrible and I'm not looking forward to the next conversation. We need to present Linda with a notification of concern. She won't be able to make the changes necessary. She will be devastated! Why wasn't I given a chance to help her? If I had known Linda's story before she came to our school there may have been things that I could have done differently. Why did we—the school, the mentor teacher, the children, the University Facilitator—have to find out the "hard" way? The dignity and grace for Linda as a person was not threaded through the whole experience.

I call Linda at home a few days later. She cries and says in a halting voice that she is okay and needs time. Her family doesn't understand what happened. My heart goes out to her. Where and when did the "system" value the storied life that we were asked to participate in?

The damage control and repair work at school now occupies my thoughts … I don't feel that I was given a chance to help. The system didn't work for Linda, for our school, for our children.

Linda's story troubles us. As we each compose our lives as educators, we wonder if there are other ways to imagine the field placement experience for student teachers. Teaching may not have been Linda's chosen profession, but an educative experience for Linda was never offered. We wonder if Linda's experience could lead to a place of possibilities rather than a place that ends in failure? And whose failure is it? This paper develops from a narrative inquiry into the continuity of student teachers' experiences in field placements. For us, a teacher educator researcher and a teacher educator principal, it is a story of possibility when becoming a teacher in a school grows from an evolving sense of belonging to a school.

Research Purpose

A fundamental purpose of teacher education is to allow student teachers opportunities to develop a professional identity as teachers. In narrative terms, Connelly and Clandinin conceptualize teachers' experience of identity as composed of "stories to live by" (1999). Our understanding of stories to live by are that these stories are those that dwell in a person's heart, that a person is committed to and those that a person composes. Becoming a teacher implies developing new stories to live by. Connelly and Clandinin (1999) further conceptualized developing and living out stories to live by as being shaped by school landscapes, a metaphorical space filled with diverse people, places and things in continual interaction. As student teachers

begin their transition from students to teachers, they need safe supported spaces on the landscape where stories reflecting newly reconfigured teacher identities can be told. Due to the complexity of the school landscape, a significant period of time may be necessary to make possible a belonging place where hopeful relational spaces can develop (Steeves, 2000). How might a relationship created through dialogue over a significant period of time on one school landscape shape the student teachers' understanding of themselves as becoming teachers? How might narrative inquiry methodologies have the potential to offer a deeper understanding of what it means to become a teacher?

With these wonders in mind, we sought to inquire into the experiences of student teachers engaging in two successive field experience placements in one particular school community.

Situating the Inquiry

Our interest for student teachers was to create a safe relational space for growth during their field placement experience. Dewey, 1938 affirms a plethora of experiences does not lead naturally to education. It is not what but how experiences happen which is important. Situations that give people the opportunity to make connections to their life are deemed worthy because there is the opportunity for continuity of learning and a continuing sense of self. He wrote the following:

> Continuity and interaction in their active union with each other provide the measure of the educative significance and value of an experience. The immediate and direct concern of an educator is then with the situations in which interaction takes place. (p. 45)

Affirming Dewey's (1938) philosophical stance around continuity of experience, we situated the inquiry within research literature which reflects a narrative view of teacher education. With Hollingsworth (1993) and others we hold that continuity of experience through a pedagogy of conversations sustained over time can lead beginning teachers to construct stories of becoming a teacher. Clandinin, Davies, Hogan and Kennard (1993) emphasized the evolving nature of such knowledge by saying "Conversations with theory, research, social conditions, different cultural groups, other teachers, and children allow for a response-filled environment and encourage more mindful retellings. These tellings and retellings are education" (p. 218).

The kind of knowledge shaped in such sustaining spaces was described by Connelly and Clandinin (1988) as personal practical knowledge: "a moral, affective and aesthetic way of knowing life's situations" (p. 95). How might student teachers become teachers with a moral, affective and aesthetic way of knowing life's situations? How necessary might this way of knowing be to student teachers faced with the increasingly diverse classrooms in Canada today?

Methodology

"Narrative is the study of how humans make meaning of experience by endlessly telling and retelling stories about themselves that both refigure the past and create purpose in the future" (Connelly and Clandinin, 1988, p. 24).

This research was a narrative inquiry. Narrative inquiry is a kind of educational research grounded in relationship which develops over time. Narrative inquiry offers both the researcher and participant the opportunity to construct (tell) and reconstruct (retell) the experiences they are living. Connelly and Clandinin (1999) affirm that as new stories are lived and told, new stories to live by evolve continuously shaping identities.

We imagined developing rich insights into student teachers' experiences of becoming teachers through narrative inquiry. As such, prescribed agendas for our regularly scheduled conversations were not set but rather we encouraged student teachers to tell stories of their own lives, past and present while at the same time being shaped by their practicum experiences at the school. We listened and inquired alongside and together with the student teachers. We particularly noted present and past reflections as well as future imaginings. As students told and retold their experiences in this conversational way, we listened to the student teachers' as they developed their identities as beginning teachers.

The student teachers were drawn from an initial first year "Introduction to Teaching" course which was taught by us, a teacher educator and school principal as well as another teaching colleague from the university in a large city in Western Canada. Special permission was granted to teach the course at the principal's elementary school site. Typically, the course is offered on campus at the university. During the second and third year of their teacher education program, student teachers are given two field placements at two different schools, thus completing their

introductory and advanced practicum terms. Again, on the basis of our proposed study we sought and received permission to have students from our school-based course attend their two practicum experiences at the same school if they wished.

The principal's reputation as a leader in the district school system helped in getting this permission from the administration at the university. One of our intentions with the cotaught "Introduction to Teaching" course held at the school was to give student teachers the opportunity to begin to develop a relationship with us as well as with the school community itself.

From our initial Introduction to Teaching course, we found three participants who were willing and able to complete both their Introductory Professional Term (IPT) field placement, a four-week full-time experience, as well as their Advanced Professional Term (APT) field placement, an eight-week full-time experience, at the same school in each of the following two years. The student teachers participated in weekly group conversations with us during the course of their two field placements at the school. Transcripts of group conversations and individual interviews were used as field texts.

The student teachers who remained a the same school for all their practicum placements were assigned to different cooperating teachers. Yet, because the multiple placements were all held at the same school, the student teachers were able to develop long-term relationships with many of the teachers along with the principal. The principal, Sue, a co-researcher in the study and Pam, a teacher educator and also a co-researcher in the study, were able to relate to the student teachers on multiple levels.

Conversations as field texts

The principal (co-researcher) was known by staff, students and family as readily approachable and so we chose to hold our conversation amidst, not apart from, the ever-moving and complex school landscape. We wanted student teachers to experience a broader sense of school. Accordingly, we gathered in Sue's office for our weekly conversations. As co-researchers, we were interspersed amongst the student teachers, squeezing up close on comfortable chairs around a circular office table. Student teachers were present as documents from central office were signed, as teachers came forward with pressing questions, as children and families dropped by.

The three student teachers participated with us in a series of regularly scheduled, taped conversations around their unfolding school lives over the two field placements at the school. These conversations, held over time, offered a space for student teachers to reflect on and tell accounts of their teaching experiences. The student teachers shared reflections about their present experiences in the school, offered imaginings of their future experiences as teachers and told memories from their past and ongoing experiences as students. The events brought forward were ones *they* found significant to bring up, ones *they* were attending to as their teaching lives unfolded at the school.

As we engaged in conversation with the student teachers, we had the opportunity to join in the conversation during "teachable" moments. We often elaborated on their stories from practice with educational theory, then connected these back to practice and so on. As narrative inquirers, we imagined our contributions as "dabs of glue" as Paley (1986) would say, scaffolding newly connected threads of knowing amongst us all. It was practice first, then theory, situated within a storied school landscape.

Interviews as field texts

At the end of both the IPT and APT field placements at this particular school, the student teachers also participated in individual interviews to talk about how they connected their various learning activities in teacher education; to talk about their learning experiences over time; and to talk about what was helpful in their transition from students to beginning teachers. Because we were known to the student teachers, conversational interviews led readily to more reflection on their experiences. The interviews were held in Pam's university office.

Composing Interim Texts—Found Poetry

As mentioned earlier, field texts were gathered from transcribed group conversations and transcribed individual interviews. Soon after, interim texts were composed and shared with participants to give us some response and direction as we created our research texts (Clandinin and Connelly, 2000). Found poetry was composed from transcripts of interviews held with each student teacher individually at the end of the first IPT field placement. Found poetry (Butler-Kisber, 1998) was created from actual words uttered by the student teachers and then arranged in poetic form to portray the emotional power of their voices. Since we were interested in the student teachers' sense of identity as they transitioned toward becoming teachers, the found poetry offered poignant ways to represent student teachers' beliefs and values.

Composing Interim Texts—Narrative Accounts

Narrative accounts were composed from transcripts of interviews held with each student teacher individually at the end of the second APT field placement. They deepened our understanding of the significance of both the ongoing conversations and duration of the field placement experiences at the school. Both the narrative accounts and found poetry were shared with participants and interwoven later with the larger body of field texts.

Composing Research Texts

Field text data from transcripts as well as interim texts were examined from three main perspectives, a metaphorical three-dimensional narrative inquiry space conceptualized by Clandinin and Connelly (2000). A narrative inquiry space is derived from Dewey's understanding of experience. As such, the framework directs us to inquire into the experience of continuity and interaction while at the same time attending to the situation/place of the experience. In this way we considered student teachers' experiences at the school in relation to their past, present and imagined future lives. We considered the way student teachers were interacting both internally (their feelings) and externally (their outer circumstances). And we considered place, the relational space we created in conversation in the principal's office as having a significant shaping effect on the conversation and stories told. Throughout the study, ongoing conversation amongst ourselves, contributed additional perspectives as patterns arose in the stories. We composed stories to illuminate the themes.

The Inquiry—Belonging

Drawn from the field texts of student teachers' experiences were two interwoven themes of belonging. The themes are explored here within the context of our main research focus: the exploration of student teachers' experiences in their two field placements held in one particular school community. In this first section, we share stories composed around themes of belonging which were illuminated in the field text data.

The first story picks up the thread of belonging to a teaching story. As student teachers began to connect their past lives through storytelling to the teaching life they were experiencing, their learning became continuous and intertwined, enabling them to feel a sense of belonging and allowing them to grow in educative

ways (Dewey, 1938). The second story is composed around the idea of belonging to a school and illuminates the significance of place in recognizing a sense of belonging (Basso, 1996). The third story is about a sense of belonging in a teacher education story. The notion of belonging is evoked as aspects of teacher education at the university become connected to and "a part of" the student teachers' lives at school.

Belonging to a Teaching Story

In conversation, student teachers remembered back to a time when they were learners in school themselves. They recalled experiences in small rural and city schools and their transitions to larger schools. They told stories of particular teachers who mattered and why. They remembered and told stories about positive and negative learning experiences in school. At the same time they talked about their present experiences, viewing school from a teacher's perspective. "I know for me I've just been having so many flashbacks, like getting on that bus today … it's almost like déjà vu, 'cause like I'm on the other side of the desk now" (Group conversation, October 11, 2002).

Being on the "other side of the desk" drew talk and fascination with the way they were perceived by students. One student teacher talked about her grade one students being amazed that she had a mom and dad and that she shopped at Safeway. She wondered about the narrow script of "teacher" being portrayed in the stories of her young students. "You're almost up there on this pedestal. You're not really a person, you're a teacher" (Group conversation, December 11, 2002).

Near the end of the second field experience,, the same student shared that when she was asked by a student why she didn't know an answer, she replied "and you know like, when I say I don't know, then they're like, oh … that's because she's a real person" (Group conversation, March 12, 2004).

Over the two field experiences, student teachers shared more and more of their own lives with students, with us and with one another as opportunities arose. Providing time for sustained conversation during the two field placements was enabling student teachers to become more comfortable sharing their past lives and new experiences at the school. We share this excerpt of a found poem from an interim text composed January 2003.

I'm assimilating all these things at Ravine
Into myself
It gives me a stronger … what's the word?
Sense of identity

It seemed that student teachers were becoming part of the stories they imagined about becoming teachers.

Belonging to a School

All the student teachers expressed that returning to the same school for the second field experience led them to believe they were accepted as part of the school community. The emotional connection depicted in the words of one student portrayed for us the significance of belonging to a school.

Sue believes in me
That I can be a good teacher
That I can come back …

And I got a sense from the staff
And the students
They would like it if I did come back

He told us he gained confidence from getting to know so many teachers. He said that getting to know everybody better was easier over the extended period of time because there was no need to spend time at the beginning of the field placements "just trying to figure out what's going on" (individual interview, January 2003). The student teacher shared later that having the second field experience at the same school meant the most to him in his overall learning in the program. " I wasn't nervous in class at the university two weeks before we went for our APT (advanced practicum term). I knew everyone, all the teachers, and I could ask anyone a question. The teachers were glad to see us. They said they didn't know how they'd do things without us" (Narrative account, May 26, 2004).

Another student teacher talked about the likelihood of teaching in grade levels different than those she experienced in her practicum but said that in being part of a whole school she could come anytime and "ask anyone" a question or borrow resources in the school. "I could probably go to anyone in the school and have, and know that like no matter what grade I'm teaching, I can call, I'm teaching grade

three I can call up Naomi, I can call up Maggie or somebody …" (Group conversation, April 16, 2004).

For this student teacher, being able to "bond" with the whole school rather than a single cooperating teacher built for her a significant resource to draw on as a beginning teacher. Might offering two field placements at the same school enlarge the opportunity to create such a resource?

Belonging to a Teacher Education Story

One student teacher talked further about being better able to attend to her course work during the time between her first and second field placement because she connected her course work to her experiences at the school, knowing she would return again. We share this excerpt from a found poem composed from an interim text January 2003.

Yeah! I know where I'm going
It's always in the back of my mind
Kind of preparing for it in a way
I always think about it … you have something
My little work place

And when they give assignments
I'll try to give my all
That goal of having a place to go next time
Pulls it all in

In another account, a student teacher said: "When I was doing my music classes I could imagine [the school]. I could picture what I could do in that classroom. Whereas I don't think I'd be able to plan out things if I didn't have that" (Narrative account, May 19, 2004).

Might there be a reason to pay more attention, "always think about it," "pull it all in" and "imagine" if student teachers know the place they would be returning to? Might experiencing two field placements at the same school offer student teachers the opportunity to connect their learning on campus to their learning in the field placements through the imaging?

The Inquiry—Becoming Teachers

In the following section we share themes from the field texts that were expressed as student teachers' interaction with children, teachers, administrators and families that grew over the time of two field placements. Inquiry into our field text data shaped complex themes as student teachers grappled with issues associated with diversity and transition, multiplicity, rhythms in teaching, and uncertainty and dilemmas as their lives as becoming teachers unfolded.

Becoming attentive to children's lives is a theme that resonates through all the stories of student teachers becoming teachers. Through the stories we see how they are developing their personal practical knowledge as teachers. That is, we understand them to be developing a sense of what it felt like to be a teacher, cultivating "a moral, affective and aesthetic way of knowing life's situations" (Connelly and Clandinin, 1988, p. 95). The stories here were composed to highlight particular aspects of teaching the student teachers were coming to know.

Coming to Know Diversity and Transition

Student teachers were struck by the diversity of children and families they were meeting on this school landscape. For one, the contrast triggered memories of her upbringing in Southern Alberta. "Wow, I mean we went to school in white middle class, you know what I mean, everyone's pretty much the same … but up here it's like … wow" (Group conversation, October 11, 2002).

She recalled encountering more diverse students when she moved from a small rural school to a larger urban high school but she remembers not really paying attention. "We're all kind of like, look at all the new kids, you know and when we went to high school we still all hung out … all the little hamlets go to Cardston for high school so there's like the Halsbury kids, the Mountainview kids, and we all kind of stuck together a bit because we've been together for so long" (Group conversation, November 22, 2002). We were curious, it seemed this student teacher didn't attend to diversity during high school.

But now she was *facing* (Anzaldua, 1990) diverse students head-on in her field placements and the *facing* seemed to draw a response. "Like you really have to put yourself in their shoes and try and relate to them (Group conversation, March 5, 2004).

Our weekly conversations became filled with talk around diversity. Student teachers explored issues such as children transitioning to school from more or less structured home situations. They considered the strengths of children whose experiences were different from their own and the need to attend to the wholeness of their lives.

Student teachers remembered times of transition in their past, where differences were encountered in their personal lives. Conversation centred around times in small schools and the transitions to larger schools, and times of transition from elementary to junior high school. One student teacher told stories of particular teachers who eased the transition just by talking with them about the situation they would be experiencing. She remembered these teachers as having respect for them as people. "I remember in grade 6, my teacher spent a long time telling us how … he was trying to prepare us, if you don't hand in your homework, he showed us on the board, I remember exactly … he spent a lot of time on that" (Group conversation, March 12, 2004).

We wondered if offering the possibility of relational continuity through sustained dialogue over the two field placements was shaping opportunities for student teachers to negotiate more successfully their own transitions to the new, diverse world they were encountering in the school.

Coming to Know Multiplicity

One student teacher began to talk about the necessary responsibility and hard work of attending to so many things at once while trying to keep children's lives at the forefront. "And it's just not, just do this, do this, do this. I mean if it was and everybody was just sitting there, you know I mean that would be something. But you're so aware of all the different,…you've got so much going on in your head at all times" (Group conversation, April 8, 2004).

Conversation around multiplicity resonated with one student's experience of playing a musical instrument. "You have to look up, you want to make sure you're breathing properly, you got to be able to read your notes, you got to be able to push the keys down … interpret the markings on the page and how you want to play the notes, you have to watch the conductor and what the conductor is doing and listen to everybody else to make sure you're playing an appropriate level" (Group conversation, March 19, 2004).

It seemed student teachers' understanding of teaching, was developing not as a lock-step, linear process of adding more and more skills but rather as an "awakening" (Greene, 1995, p. 28) to the multiplicity of lives and the possibilities for imagining what might be otherwise. For example, a student teacher began to question having only one prescribed, usually academic, route to success for children in school. She began to wonder what success might be in diverse children's lives as well as their own; to imagine a wider story of success. She told of her aunt's work with children experiencing severe difficulties. She related that for her aunt, just making eye contact was a big step (Narrative account from individual interview, May 2004).

We wondered if providing opportunities for relational continuity through sustained conversation over the two field placements was deepening student teachers' knowing of the complexity of becoming a teacher?

Coming to Know Dilemmas and Uncertainty

As the student teachers' knowing of teaching deepened over time, they began to speak of dilemmas, tensions and uncertainty. One spoke about the tension of attending children's lives amidst the ever-moving school landscape. "I know with this one kid and he came to me and he asked a lot of questions and he continually asked a question and I said, 'Just a minute, I'll be right there,' sort of thing and then I just got so busy doing everything else. And like it was the end of the day and he left … And that was bad, and oh my gosh … I felt bad for him because he did come and ask me a question and I told him that I'd be there" (Group conversation, March 19, 2004).

A student teacher admitted he didn't "know everything" even though he felt pressure to know things with certainty. "There's a lot of expectation that you know so much. But really all I have really learned is that … like you just get, you start, there's so much more" (Group conversation, March 19, 2004).

We wondered, might offering conditions of relational continuity through sustained conversation over two field placements at the same school provide the student teachers with a safe place to bring dilemmas and uncertainty forward, for reflection and learning?

Coming to Know Rhythms in the School

Connelly and Clandinin (1988) conceptualize rhythmic knowing as "the way in which we as teachers 'know' the cycles of schooling and come to 'know' when certain cyclical patterns in our narrative of school life will draw out certain images" (p. 76).

Over the period of their two field placements at the same school, student teachers began to feel the rhythm of the school landscape. Our dialogue with student teachers began to reflect this new understanding. Phrases like "getting the hang of it now" and having "a really good presence" and "it really seems to be flowing well this week" (Group conversation, April 8, 2004) cropped up frequently by the end of the second practicum at the school.

Student teachers noticed the children's excitement about spring break, for example, and then the attention needed for the transition time as students reoriented themselves from home to school afterward. One talked of "cutting students some slack" as they felt the rhythm of particular situations. "I've learned there is a certain time to do stuff and a week before spring break is not …" (Group conversation, March 26, 2004).

The culture of this particular school was event filled. Every month there was something going on. Over time the idea of "going with the flow" became a way of being at the school because "If you kept putting things off for it to be like, oh, when it gets less crazy … it never gets less crazy" (Group conversation, May 19, 2004).

Student teachers began to recognize "teachable moments" and would be ready to shift lessons in favour of learning as response to a particular question or need at the time. One student teacher noted "I find that the more and more that I teach them, I'm worried less and less about getting to page 81 today … like I found out the other day when I asked them about time and they couldn't tell me … and so I just dropped everything I was doing and taught them about time" (Group conversation, March 26, 2004).

We pondered if creating opportunities for relational continuity through sustained dialogue over the two field placements contributed to student teachers' attention and knowing of the rhythm in their own lives, in their students' lives and in the life of their particular school. Also, we wondered if knowing about the rhythmic nature of lives in school contributed to a more responsive and improvisatory way of teaching in a school.

Teachers as Curriculum Makers

Although curriculum planning was shaped by mandated policies that student teachers were obligated to adhere to, the reflective space of sustained conversation within two field experience placements at the same school over time created openings for student teachers to shape the *way* curriculum would unfold.

Narrative understandings of teaching embodied in personal philosophies and principles (Connelly and Clandinin, 1988) began to guide one student in her planning as a teacher. "Our discussions and stuff, it's really opened …opened up our thoughts as to what our philosophies are about teaching, just from the discussions we've had …" (Individual interview, January 24, 2003).

Another student teacher talked about our weekly conversations as being a time to think about school and education as a whole. "For me it was most helpful to have the conversations. Whatever came up, came up. It was a whole range of issues we talked about in our conversations" (Narrative account from individual interview, May 26, 2004).

At the end of the two field placements a student teacher stated that she felt "the philosophy of the principal is key," that there is a lot of "hidden curriculum" and there's "a lot of politics in schools." She commented that the conversations helped her "really think about what she was doing" in school (Narrative account from individual interview, May 19, 2004).

We wondered if being listened to, through the course of the two field placements at the same school was enabling these student teachers to develop their individual voices and a sense of agency in the curriculum-making process with the children as Connelly and Clandinin (1988) have described.

Reflection

For us as participants in this narrative inquiry, we not only considered the longer time frame and sustained conversation from which student teachers shaped their knowing as they were becoming teachers, but we also noted the place of our conversations—the principal's office. Although the student teachers had chosen willingly to be part of the study, we acknowledge the inherent power differential that exists between student teachers and the principal. The conversations in the

principal's office were however not agenda driven, rather the focus was the student teachers' evolving lives. Might this shift in attention towards the students' unfolding lives have shaped a safer place for conversations to evolve?

Richardson (1997) writes that the kind of conversation we have shapes the kind of communities we become. "Communication as 'community' invites participation, association, locale, temporality entrustment and most important, empathy. It privileges human agency" (p. 79). We wondered if positioning our weekly conversations in the principal's office might have shaped a broader sense of belonging and agency for these student teachers in school and education as a whole?

We wondered if the way conversation happened in the principal's office encouraged and helped to build leadership capacity (Lambert, 1998) in new teachers. Constructing a situation in which student teachers were invited to share their teaching experiences, past, present and imagined future, directed the course of conversation. Student teachers initiated comments and questions about their experiences. As more experienced educators we listened, and frequently responded with comments of our own, often connecting ideas to the educational literature and research during teachable moments as they arose. We are reminded of Oyler's work around shared authority (1996) where students in a classroom were not positioned as passive receptors of teacher-driven content but rather joined with the teacher to be co-constructors in learning. Oyler suggests the following for students:

> [They] be given ample time to connect and extend the understandings from texts with their own lives. For it is by initiating that we can act upon the world and speak as experts, claiming authority, even if we are poor (p. 148).

Oyler was talking about students in a classroom, but we wonder if sharing authority for conversation in a principal's office can help to develop leadership capacity in a school.

When we listened to Linda's story, the tension we were feeling crystallized as we laid her story alongside the stories of the student teachers in our study. Indeed, we agree with Bateson (1994) who helps us see that, "Insight, I believe, refers to that depth of understanding that comes by setting experiences, yours and mine, familiar and exotic, new and old, side by side, learning by letting them speak to one another" (p. 14). We realize what might have been for Linda was the missing relational thread that might have led to educative possibilities for her life.

Conclusion

Teacher education and becoming a teacher is continuous over a lifetime (Vinz, 1996; Hollingsworth, 1993). Students do not graduate from teacher education programs "fully formed" as teachers. They can only continue to become teachers over time. But what direction might help them move foward? This inquiry makes us wonder … if student teachers begin to experience their own lives as composed in a situation of relational continuity, might they begin to know teaching as something about composing lives, their own and those of children, teachers, principals and families living on school landscapes (Clandinin et al., 2006)?

The inquiry portrayed the significance of belonging to one school landscape over a sustained period so that that student teachers could imagine themselves teachers during their field placements. Sustained conversation through regularly scheduled meetings provided a space for the development of trusting relationships and longer- term reflection. This enabled student teachers, as well as ourselves, to tell and retell our knowing as educators. Lyons (1998) has noted in her work with beginning teachers the significance of reflection over time, rather than in connection to single incidents or contexts.

The themes of belonging and becoming cut across the student teachers' experiences. Both threads became visible to us as student teachers expressed their understandings of their experiences at the school. Belonging was expressed in narrative themes around connected learning and identity. Student teachers connected their own lives with a teaching story, a school story and a teacher education story. We found that as student teachers experienced their lives while being attended to as people, a sense of belonging emerged; at the same time their attention turned toward lives in school, the children's, teachers and administrators and others, the families and themselves. The idea of becoming was expressed in themes of coming to know diversity and transition, multiplicity, rhythms in teaching and dilemmas and uncertainty. As student teachers experienced being "really listened to" (Belenky et al., 1986) in sustained conversation over time, they began to weave together threads of belonging and becoming to create their own "ways of knowing," as "curriculum planners" (Connelly and Clandinin, 1988).

As student teachers explored and talked about things that really mattered to them, their engagement with the school both broadened and deepened giving rise to more careful noticing and more sensitive responsiveness. As student teachers' imaginations were triggered in conversations, new ways of knowing and

seeing emerged. Student teachers began to acknowledge diversity and transition, multiplicity and the rhythmic cycles of school (Greene, 1994). They recognized the dilemmas and uncertainty involved in becoming teachers.

Dialogue embodies the true relation in education (Buber, 1947), In this study it provided a way of working in relationship over two field placements and created a condition of relational continuity for student teachers. By creating a situation of relational continuity in student teacher field placements, student teachers were able to connect their life experiences with their new experiences at the school. The ongoing dialogue and mentoring that occurred in teachable moments helped to build a sense of agency and leadership capacity among these student teachers.

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Learning to Lead: A New Teacher's Perspectives on Teacher Leadership

Kristie Bridges, Riverside School Board

ABSTRACT

The question of teacher leadership is inextricably tied to teacher effectiveness. Leadership forms the foundation of classroom management and permeates all aspects of the curriculum. While many new teachers have visions of the kinds of leaders they wish to become, this vision is often complicated by the everyday realities of classroom life. Faced with increasingly difficult circumstances, it becomes infinitely more important for teachers to foster the trust and confidence required to make meaningful connections with their students. This article discusses the qualities of effective leaders and the impact of effective leadership on students. It also considers some of the challenges that arise when pursuing one's vision of leadership.

One of the most important challenges facing new teachers is that of teacher leadership. Graduating from teacher preparation programs and embarking on a new career is an overwhelming experience. Setting foot in a classroom for the first time is intimidating and being responsible for the education of a group of young people is daunting. Despite the preparation offered by teacher programs, there is nothing that can compare with being in the classroom. When preparing for a new class, the notion of teacher leadership is often overlooked, though it should not be. I began teaching last year. At the beginning of the year, I started planning my curriculum, choosing themes and planning lessons. I thought about the strategies I would use to manage my students' behaviour. Yet, I did not really consider myself to be a leader. Yes, I was in charge of my class, but a leader? Leader somehow seemed too strong a word. It suggested something much more than what I was. But I was a leader. I am a leader.

It is my view that all teachers are leaders, whether they label themselves as such or not. A teacher's job is to construct knowledge with her students, and empower them to become contributing citizens. While presenting information and evaluating students' learning, teachers assume a leadership role. This does not mean that teachers are simply authority figures who "have all the answers." Rather, it is a teacher's job to bring her students to an understanding of the subject matter. In so doing, teachers are leaders. However, teacher leadership extends beyond the curriculum. In many ways, school is a child's home away from home and teachers are responsible for students' well-being while in their care. Teachers need to show children how to interact with one another, how to solve conflicts, how to overcome adversity. Ideally, teachers show students how to become responsible people.

In order to communicate my ideas about teacher leadership, I must consider what I learned in my teacher preparation program. I inevitably draw on my own experiences in the classroom. My experience may be limited, but I have learned a great deal in a short period of time. I am not the same teacher I was a year ago and I hope to be a different teacher a year from now. My view of teacher leadership is in constant evolution and as I think about both what I have accomplished and the difficulties I have faced, I believe that I have come to a deeper understanding of my role as a teacher and as a leader.

Afternoons in kindergarten are always noisy. Students engage in their favourite free play activities, while I work with students on unfinished work or one-on-one evaluations. One afternoon, I heard one student shout at another: "Sit down! Hey! Listen!" I was immediately compelled to intervene. After all, kindergarten is about learning how to be friends and bossing others around is a behaviour I aim to discourage. Then it occurred to me that these commands were all part of the game. The students were playing teacher. That night, as I drove home, I caught myself replaying the afternoon's events in my mind. I heard the students' voices as they pretended to be the teacher. I am the only teacher they have ever had; I thought they must be doing their very best impression of me. And then it occurred to me: is that really the kind of teacher I am?

So much about being a teacher is not about reading and writing and mathematics. So much has nothing to do with science projects or history facts or physical education. Curriculum is important, but it is only one part of teaching and learning. The other part is about leadership. It's about showing children how to be responsible. It is about attitude and respect. Curriculum and leadership are inextricably linked. No teacher can aspire to be a good teacher without considering both.

New teachers receive specialized instruction about how to teach subject matter in teacher preparation programs. Psychology classes are compulsory, all with the goal of helping education students gain an understanding of child development. The various theories and philosophical foundations of education are analyzed in depth. There is no class about leadership, yet it is a fundamental aspect of teaching. Why? It is certainly no fault of university administrators and program directors. The simple truth, perhaps, is that much about leadership cannot be taught. Quinn, Haggard and Ford (2006) suggest that perhaps new teachers would be more likely to emerge as leaders if they were explicitly taught leadership strategies through a defined course of study. Their proposal outlines ways to foster leadership skills within the classroom and with teacher peers. Also, it includes leadership skills for coaching and mentoring future teachers and for developing relationships within the profession. What is most pertinent to this discussion is Quinn et al.'s (2006) acknowledgment that fieldwork done by preservice teachers provides "limited, and often contrived, opportunities to practice newly acquired skills" (p. 57). They contend that students in teacher preparation programs need to be taught leadership skills in order to become effective teachers. Leadership, they maintain, differentiates "adequate performance [from] excellent performance" (Quinn, et al., 2006, p. 60). While these authors do propose a framework for the teaching of such leadership skills in teacher preparation programs, the fact remains that many university programs today offer such instruction only in passing, thus signifying that many new teachers are faced with the considerable challenge of learning how to be a leader while in the classroom.

Teachers lead how they live; no two teachers envision leadership in quite the same way. One's vision of leadership develops over time, and it is my view that as new teachers graduate from teacher preparation programs, most have a very clear picture of the kind of leader they want to be. Deciding on the kind of leader one wants to be is fairly easy. Becoming this leader is not quite as simple.

My vision of leadership is based on respect, strength and patience. Leadership is about making connections. No teacher can hope to build a rapport with her students without treating them with respect. It may be cliché to cite the old adage, "treat others as you would like to be treated," but in my experience, it has certainly proven to be true. Children need to feel like they matter, that they are important to the teacher and that their best interests are being considered. San Antonio and Salzfass's (2007) study of bullying among middle school students indicated that students "made it clear that they value fairness, respectful communication, and adults who make them feel physically and emotionally safe and cared for" (p. 38). When students feel safe, they are ready to learn. For teachers to be able to work effectively, their

students need to be receptive to learning. In order to achieve this, good leaders need not give children everything they want or accept all of their requests. Nor does it mean that negative consequences are never handed out. A good leader helps students to recognize that sometimes consequences are necessary and deserved. A leader's goal must also be to help students realize that their individual behaviours have an impact on the class as a whole. A good leader also knows that imposing consequences does not mean blindly imposing authority. When teachers are respected, when they have invested time in connecting with the students, students are more readily able to be a positive presence in the classroom community.

To be a good leader, teachers must be equally patient with their students, as with themselves. As anyone dealing with young people can attest, patience is a key element of interactions with children. Children sometimes make mistakes and they sometimes resist authority. Effective leaders give children the chance to make those mistakes and are cognizant of the fact that children's worth is not determined by a single action. It is also important to be mindful that it takes time to build the connections between teachers and students. These connections are the key to positive leadership.

I came upon my first teaching contract somewhat by accident; I did not expect to spend the year teaching sixth grade in French immersion, nor did the students expect to have me as a teacher all year. The first few months were difficult for all of us. It took both the students and me some time to get to know one another and to learn to trust each other. In the beginning, the students looked at me as little more than a temporary stand-in. They disputed many of the things that I said and were reluctant to follow rules without challenging them. At first, there is no doubt that I was not entirely the kind of leader I wanted to be. I didn't know how to approach the students, and was somewhat intimidated by them. I had never envisioned that I would teach sixth grade and, true to my expectations, it was not always easy. I tried to be authoritarian, doling out severe consequences for even the smallest transgression. This did not work. I tried to be far too accommodating, which was perhaps even less successful, because I ended up losing control of what was going on in my classroom. I realized that I needed to be somewhere in between. Slowly, but surely, we were able to navigate through the rough patches and come to a point where there was mutual respect and a sense of responsibility for what went on in the classroom. I needed to convey to the students that we were going to be together for the year and that we were all accountable for our successes and failures as a class. I needed to show them that I was their leader and that we, together, were going to accomplish great things, but that we needed to trust each other first. This trust meant that they needed to respect my authority and that I would need to give them a voice in the classroom.

In the beginning, I implemented a system of rewards and consequences. I explicitly outlined which behaviours I would reward and those that merited consequences. Listening, participating and staying on task got the students closer to an agreed-upon reward activity of their choice, while disruptions and incomplete work often led to notes home or recesses indoors. The students realized that there was a certain standard of behaviour in the classroom and that I would not tolerate behaviours that interfered with my teaching or, worse, students' learning. Because unacceptable behaviours were clearly outlined, students accepted consequences more readily. As the year went on, it seemed that I did not have to resort to rewards and consequences as frequently. The acceptable behaviour became second nature to the students.

I also spent a great deal of time outside of class simply talking to my students about their likes and dislikes and what they did in their spare time. I paid attention to their interests. They came to tell me things about themselves spontaneously and I shared with them certain aspects of my own life. For many teachers, sharing personal information with students is a breach of professionalism, but I think there is a way to share likes and dislikes without divulging information that blurs that line between teacher and student. By talking to students, I became a real person to them. When I listened to them, they realized they could trust me. This helped to strengthen our connection, but it took a great deal of time and patience for our relationship to blossom.

Finally, leadership requires strength of character. It is a struggle to consistently be a constructive leader. It takes strength for teachers to analyze the kind of leaders they are and make the necessary changes. It is not easy to be a leader every day. The fact is, however, that teachers are leaders no matter what they do. The difficult thing is to become a positive leader. Whenever I think of educators as leaders, I inevitably think of Miss Trunchbull, the tyrannical principal from Roald Dahl's (2007) fabulous *Matilda*. Miss Trunchbull's memorable lines always come to mind: "You were wrong! [...] In fact, you strike me as the sort of poisonous little pockmark that will always be wrong! You sit wrong! You look wrong! You speak wrong! You are wrong all around!" (Dahl, 2007, p. 152). In fact, when I consider myself as a leader, I take an informal inventory of all of my Miss Trunchbull's moments and make it a point to minimize these in the future. One of my greatest faults as a teacher is that I am easily flustered when my attempts to deal with students who are inattentive or disruptive are unsuccessful. On occasion, I let my frustration show and I lose my temper. At times, I have raised my voice simply to assert authority and I have doled out consequences impulsively. Having realized that this is one of my weaknesses as a teacher, I know that I

must continually assess situations to make sure that the consequences are fair. Was I too harsh? Too lenient? Was I patient enough? Too tolerant? Asking myself these questions allows me to improve. Ackerman and Mackenzie's (2006) discussion of teacher leaders discusses how even veteran teachers who have relatively firm beliefs about the nature of teaching and have fairly stable instructional practices, must continually "gauge the extent to which their practices align with their philosophies" (p. 67). Effective teachers change over time, as they learn more about students, teaching strategies and classroom management approaches. The key is to consider one's instructional practices and how these fit with one's vision of an effective teacher.

Why is leadership so important? Leadership is the foundation of classroom management. While so many classroom management approaches exist, along with countless systems of rewards and consequences, these are most effective when the teacher implementing them is a good leader. Rewards and consequences are more meaningful when they come from someone the students are attached to, someone the students believe in. In kindergarten, I can tell that my relationship with the students is directly related to the kinds of interactions I have with them. When one child hits another, for example, I am sure to take that child aside and discuss what happened. I always ask the students how they feel and how they imagine the other student feels, and I am also sure to tell them that this kind of behaviour worries me because it is unsafe. I often tell them it makes me unhappy to see my students treating each other so poorly. When I share my feelings with the students, I can tell that they understand the severity of their actions. Our conversations are meaningful, thanks to the relationship that we have built over the course of the year.

It is a relatively simple thing to describe a vision of leadership. When I think of a teacher as a good leader, I think of someone students listen to because they respect her. I envision a person who is dynamic and entertaining, but also firm in her classroom management. I think of someone who is clear in her expectations and who engages her students. Carrying out this vision, however, is infinitely more complicated than simply describing it. In an ideal world, the enthusiastic teacher would effortlessly act the way she believed a leader should act and eager students would respond favourably. However, there are so many external factors that come into play in the classroom. Classroom life does not take place in a vacuum. Teachers must constantly adjust their ways of doing things to suit the needs of their students. The reality in today's classrooms is that many students are disinterested and unmotivated and this results in behaviour that greatly influences the classroom dynamic. Some students are unhappy at home and are preoccupied with events occurring in their family lives. Others have learning challenges that have spawned a disinterest in school because it

has become too difficult. There are many more reasons for disruptive behaviours and, ultimately, they are irrelevant to this discussion. Regardless of the reasons behind them, the fact remains that problematic behaviours are an unavoidable part of classroom life. It is by living in the classroom that teachers learn how to approach the so-called difficult students and address behaviour problems. Meuwissen (2005, p. 256.) discusses the dichotomy between ideal classroom and "today's classrooms" in the context of preservice teachers' internship experiences. He describes preservice teachers' change in attitude near the beginning and end of a methods course. He notes a change from optimism and innovation to cynicism and defeat as preservice teachers spent more time in the classroom. He indicates that there is thus a need to adapt teacher preparation programs to address the apparent discrepancy between preservice teachers' expectations of classroom life and the realities they witness during their fieldwork (p. 257). I suggest that Meuwissen's observations apply beyond the context of teacher preparation programs. Even with a year of teaching experience, I continually need to find ways to adapt my vision of an ideal classroom to work in my everyday context.

In my dealings with challenging students, I have occasionally resorted to Miss Trunchbull antics. I have lost my temper and have used my authority in ways that were not constructive. There have been moments when I have gotten caught up in my emotions and have not dealt with my frustrations effectively. On those days, I have tried to look for what went wrong and come up with a plan of action for the future. I think that new teachers inch their way closer to their visions of leadership every day; the important thing is that they slowly approximate their definition of a leader.

It is important to discuss leadership explicitly with students. No matter how young or old, students are partially responsible for how the classroom operates. If the teacher is a proficient leader, then she can point students in the right direction, but the students are still responsible for following the teacher's lead. I have had numerous discussions with my kindergarteners and my sixth-graders about how we are operating as a class and why it is important to adjust certain behaviours in order to accomplish our goals. Talking out loud about the classroom community and sharing ideas with students are part of being a good leader. It gives students some control and voice, and allows them to understand the teacher's role as a leader.

Am I the kind of leader I want to be? Not yet, but I'm getting there. I am learning how to be a good leader, through my successes and, perhaps more importantly, through my failures. I have known all along that becoming the kind of leader I want to be would not be easy. In fact, teacher leadership is very complex and not easy

for anyone to master. The realities of classroom life call for persistence and creativity on the teacher's part, in order to develop the kind of relationship with students that will permit effective classroom management while creating an environment that is conducive to learning. I noticed my kindergarteners imitating me again more recently. They were playing with puppets, repeating the exact conflict resolution scenario I had done with them that morning. "You can solve your own problems," they told each other, "Here's a solution: let's share." Maybe imitating me is not such a bad thing after all.

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Stepping Up to Leadership

Natalie Domey, Colonel By Secondary School

ABSTRACT

The author shares how her role as leader of Black History Club and the United Cultures Club in her secondary school has helped to shape her understanding of leadership. Through the lenses of "stepping up" and "pushing back," she shows how she has come to a deeper understanding of the role of vision, perseverance, resilience, and delegation in leadership initiatives and, further, how these experiences have benefited her in ways that extend beyond leadership of school clubs.

Leadership. What is it? The formal definition of leadership is to give direction by setting an example or to act as a guide through one's conduct. To me, leadership is when one "steps up." Further, it means to "push back" when life throws an obstacle in your way. This can be true on a variety of spectrums; however, I believe there are two types of leaders—those who choose to lead and those who are forced to lead. In this article I am choosing to focus on the former. Specifically, I will share some of my experiences and reflections as a leader in my high school.

In the words of Edwin H. Friedman, "Leadership can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the future" (Friedman, Leadership Quotes section, para. 28). Leadership has helped me to redefine myself and feel established as a person. I feel it is the one thing that has helped me find my place in the world. I truly believe that Friedman was right in saying that leadership is to give a vision of the future, and to do so leaders must give direction by example and setting a precedent. In my opinion, no one form of leadership is more important than another. Some leaders may be more valued, but there is

no variance in importance whether one is leading amongst the community, nationally, globally, or even as the head of a household or, in my case, as the leader of a Black History Club at a local high school. They all require the same skills, techniques, and courage.

In my life I have found myself taking up a leadership role in my community, particularly in my school. At Colonel By Secondary School, I am one of the heads of both the Black History Club and the United Cultures Club, and I am an active participant in a variety of other clubs and teams. Despite my responsibilities on the Graduation Committee and Dance Committee at my school, I feel a great obligation toward the United Cultures Club. Six years ago, my brother and some of his peers founded this club at Colonel By with the goal of bridging the gaps between cultures, highlighting their similarities rather than their differences, and uniting the cultures through these similarities. With each successive year the club has been carried on by a group of leaders who have chosen to step up and head the club. This year I happened to be one of them. The vision that my brother instilled in me from his experience of building the club from the ground up helped me gain the tools to attempt to lead. Theodore M. Hesburgh was of like mind when he said, "The very essence of leadership is that you have to have a vision. You can't blow an uncertain trumpet" (Hesburgh, Leadership Quotes section, para. 3).

Vision is important but so is organization and perseverance. At the beginning of each approaching school year, it is the leaders' responsibilities to meet with a member of administration and book any important dates in which the school space is needed, explain what the intentions of the club for the upcoming year, and most importantly, write up proposals for every event that the club intends to host. When I draft the initial proposal, I anticipate that the administrators will likely find flaws because it is their job to check if proposed dates are already booked, the activity is against school protocol, or if there are just too many events happening at once and would result in too many students being out of class. This is where the frustration begins for me. So I continue with my second, third, and sometimes fourth drafts of my proposals. We work back and forth until an agreement is reached. Once this is attained I must rally together the members of the club and prepare for our first event. This usually ends up being a trying, stressful process as emotions run high, strong personalities clash, and ideas get pushed to the wayside. This is when the strength of the club as a unit is tested, and when my strength as a leader is tested as well.

Sometimes leadership requires a deeper "pushing back" against obstacles. Four years ago, I was one of the founding members of the Black History Club at

Colonel By. At a school that is not very culturally diverse, the idea was not readily embraced and many students were skeptical about whether this large-scale endeavour could be accomplished or should even be attempted. There was no prior evidence to prove that the project merited an investment of time and we had a difficult time launching the club. Being one of the few black students in my school, and one of two black females in my grade, I felt as though all eyes were on me. I found the pressure overwhelming, and the threats of those students who did not want to hear about Black History did not go unheard. Many felt it unfair that there was a month dedicated to Black History but not to the history of other cultures. While I listened to these comments, I knew it was my responsibility to voice a different perspective. As a member of a race that has been oppressed and still frequently endures racism around the world today, the history of black people is not something that is, or ever has been, taught in many classrooms. Instead, I study the western world and European conquests, exploitation, and colonization; but not a minute of black history. So when I was questioned about the fairness of having a black history month, I explained that my position is that it serves justice.

The Black History Club and what it stands for is a good illustration of my leadership in the community. I made the choice to "step up" and push back against obstacles. That is what leadership is to me. Friedman describes it as being a "capacity to define oneself." The experience has taught me that I can give direction by example, and that I can pave a vision for the future, not only for myself, but also for others. It has taught me that I am resilient. Another thing I have learned from my experience with school clubs comes from the words of Robert Half (2008): "Delegating work works, provided the one delegating works, too" (Half, Leadership Quotes section, para. 24).

I try to integrate what I have learned from school leadership positions into my everyday leadership skills. When I speak of leadership, I am referring to more than leading a school club or team. Everyday one encounters obstacles, and it is whether the choice is made to first "step up" and then "push back" that sets the individual apart from another. This is what I believe defines an individual as a leader not only in school, or a club, or his or her community, but also in life.

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In the Golden Fall Days

Marina Ridley, Colonel By Secondary School

ABSTRACT

The author examines the role that high school physical activities have played in shaping her as person and, ultimately, as a leader. She provides insights on not just her passion and dedication for sports, but also on a sense of accomplishment, a desire to learn, inspiration, teamwork and the joy of mentoring younger student athletes—all invaluable building blocks for leadership.

At fourteen, going into a new school, you have no idea who you will come out as four years later. When I started in grade nine at Colonel By Secondary School, an impressive and renowned local Ottawa high school, I was intimidated, nervous, anxious and excited. The school, known as Ottawa's International Baccalaureate (IB) School, attracts students from all around the city—gifted, talented, high achieving students. I was coming to Colonel By, not as an IB student but as a grade nine academic student, a serious student but one who had many other interests outside of the classroom. Among my many courses, grade nine physical education (P.E.) class was one of my favourites. I could run around, make new friends and play games. It is kind of ironic that the one class that brought out the child in me was the same class that ultimately began making me into the person I am today.

My P.E. teacher, Mrs. Broadhurst, encouraged me to play on the field hockey team that year. Throughout middle school, I had played on the basketball team, but I was never passionate about it. When playing field hockey in P.E. class with Mrs. Broadhurst, I felt as if this was my jumping point—this was what would start my high school sport career—and it did. I, and only one other grade nine girl, made the team

that year. We were told that grade nines rarely made the "senior" team, so this was a great accomplishment. Already, girls on the tier two team looked up to us for our accomplishments. Michelle (the other girl) and I quickly grew to love the game. In the golden fall days, we played after school, and became involved in local tournaments. Our team traveled to Toronto every fall to play in the Toronto School Girls Tournament, an autumn escape from the classroom and two days of challenging field hockey. As a team, we connected, and as individuals we learned about dedication. The Toronto tournament exposed me to highly competitive teams, and made me realize that if I really wanted to stand out on my team, if I really wanted to excel in this game, I would have to be a leader. By the time grade eleven rolled around, Michelle and I were the most senior players on the team and good friends. At this point we were co-captains of this varsity team and we really looked forward to our final season together. Not only were we having a great time, playing a game we loved, but we were also leaders.

Personally, I loved demonstrating stickhandling and teaching and coaching the plays to the younger girls. Michelle and I coordinated the traveling from practices to games; we led the warm-ups, began the 7 a.m. practices, cheered on the team, encouraged the girls, observed our coach, helped her, and assumed more and more responsibility. We grew; I grew.

In the middle of my growing field hockey interests, our devoted coach, Mrs. Broadhurst, was diagnosed with breast cancer. Always keeping a positive outlook, she inspired all the field hockey girls to keep reaching for goals that we did not realize were within our grasp. As a team, we put together some small gifts to try and help our coach through her ordeal; she stayed strong by continuing to be herself through her coaching, by being a teacher and being a mom. As players (all of us) learned from her what it meant to be a leader; a leader is someone who can put aside his or her own personal feelings and experiences to help other people learn about themselves. Mrs. Broadhurst taught me that being a positive role model on a consolation team is just as rewarding as being part of a championship team.

Volleyball was another activity that commanded my high school years. From grade nine, I played on both the junior and senior volleyball teams. Being a year older than students in my grade forced me to play a year ahead. Because of this age difference I was compelled to play on the senior team for three years instead of two. At the time I felt like I was missing out; it seemed that my age always worked against me, making me the novice among the seniors. Often the junior "on the bench," I felt that I was a member of a team that would only hinder my volleyball career, instead of

advancing it. Looking back on the experience today, I realize that being a three-year senior had its own benefits: I watched and listened; I soaked up every speech, encouraged by tips and pointers, and tried to pinpoint how I could improve. All these things eventually made me a better leader. In my grade twelve year, for the second time, I was named captain of a team—but this time I did not feel as confident as I had with field hockey. With field hockey I had the command of the game to justify being captain, but with volleyball I felt much more inexperienced. By the time the volleyball season was over, I learned what it truly meant to be a leader: I realized that it does not mean being an all star—it means displaying that all-star attitude. I learned that being a leader means encouraging others and oneself, displaying a positive attitude, and always listening to coaches for improvement.

In addition to extracurricular activities I learned much about leadership in sports from my grade eleven P.E. class; I was just as excited about P.E. in grade eleven as I had been in grade nine. The big difference between grade nine and grade eleven was the fact that everyone was there by choice; P.E. is an optional course and those who chose the course wanted to excel, stay fit, and have fun all in one seventy-five minute period. The course challenged our skills because we could teach a lesson on a sport of our choice; not surprisingly, I gave field hockey lessons. Playing with friends in P.E. class was another way to connect with people, and have a really have a great time. At the end of eleventh grade I received the Physical Education Award for grade eleven girls, and at the same time I finished one of my favourite high school classes.

When it comes to high school, it really is what you make of it. If you are a person who likes to stay active, develop time management skills, stay fit, make friends, and learn how to appreciate games you played as a child, sports will be a positive experience. I entered the P.E. program at Colonel By in 2004 a somewhat anxious participant, and in June 2008 I like to think I will leave my school as one of the athletic leaders. And along the way I discovered a side of myself I did not even know I had.

Marina Ridley is in her final year at Colonel By Secondary School in Ottawa, Canada. She will begin studies in Public Administration at Carleton University in the fall. She enjoys reading and sports, in particular volleyball, touch football and field hockey.

Students Helping Students

Manju Hawkins, The Gordon Robertson Career Center

ABSTRACT

Through drawings and written text created over several weeks, Manju Hawkins reflects on her ideas about leadership. She shares her preference for informal leadership situations characterized by students helping other students.

Fig. 1: Student Council

When I first thought about leadership and education, what came to mind was the idea of tutoring. I was thinking of drawing students helping each other and I was going to draw that. But then I thought, no, it would probably be best to draw something about Student Council, so I did. After I finished my first drawing I was encouraged to continue with my original idea, and I was happy about that.

Our Student Council in high school was pretty effective. Even grade seven students were represented on the council so it was not made up of only the older students. They did a pretty good job. They organized fields trips to the Cabane à Sucre and Tremblant, and dances, and music at lunch hours and recess. They also got tutoring started so that teachers could help students in their breaks. I found Student Council too autocratic though. They had too much responsibility. I wanted to focus on my work and my friends and I found it interfered with those things. That is how most of us felt. In our class we did not care who represented the group. Whoever wanted to, could do it.

Fig. 2: Students helping students

When I think about leadership I like the idea of students helping students. It is more comfortable than working with teachers because when I work with students it feels like they may be on the same page as I am. This is more of my kind of leadership.

Manju Hawkins spent her first seven years in India before attending Vanguard Elementary and High School in Montreal. She has always enjoyed drawing and has a number of other interests that include singing, dancing and swimming. In the fall she will be attending The Gordon Robertson Career Center to study hairdressing.

Developing Leadership Through the Cape Farewell Expedition

Amélie Tremblay-Martin, Chambly Academy

ABSTRACT

Amélie Tremblay-Martin addresses the issue of developing leadership through sharing and reflecting on a series of multiple activities that occurred on an expedition in the Norwegian Arctic. This expedition was a seen as a wonderful opportunity that challenged the author's leadership skills. By sharing her stories, she hopes that her experiences will resonate with others and help them to become better leaders themselves.

The year 2007 is one that will be remembered. On March 1st, the International Polar Year began. Cape Farewell, an organization engaged in raising climate change awareness, selected three Canadian, seven British and two German high school students to embark on the Noorderlicht, a 100-year-old Dutch schooner, and sail to Svalbard, an island located in the Norwegian Arctic. Along with them were scientists, artists and media. Through a series of activities and experiments, they developed their leadership skills. I was one of three Canadians to take part in this expedition. Through my engagement in this experience, I have become a different person. I am more knowledgeable, aware, and self-expressive and I have developed a stronger perspective on my environment. I have become a better leader.

Before setting sail, the other Cape Farewell students and I met some of the teenagers living on the island of Svalbard. We did a variety of activities with them as a team and in groups. One was a movement piece, an activity that was quite successful and pleasant. All the adolescents gave their opinions about climate change and

Fig. 1: Noorderlicht, 100-year-old Dutch schooner

how it is affecting them. Using the information everyone provided, we made a graceful abstract dance. To demonstrate that all the life on our planet is interdependent, my group created a domino effect. If one falls, we all fall. The adolescents in this activity were very shy so I took a stand. I asked different questions. Then I suggested several possible movements and everyone started sharing. Our movement dance reflected biodiversity, the variety of life such as plants, animals and microorganisms. It was presented in front of the student body that was in attendance for the activities.

Fig. 2: Spiritual movement dance

As a result I realized that my childhood experiences could come in handy in dealing with situations such as the ones I encountered in the expedition. I once lived in a small town so I know how it is when one is asked to take part in an activity. No one wants to share his or her views because it's frightening. Living in a small community puts pressure on an individual because everyone knows one another and if people begin acting a way that they normally wouldn't, their reputation may be at risk. "It takes 20 years to build a reputation and five minutes to ruin it," enlightened Warren Buffett (2008, p. 13). At the time, I was not aware of the leadership impact I had. My goal was to simply try to involve everyone. Soon after, I became more knowledgeable about my leadership skills.

On September 16th, the whole Cape Farewell team gathered and a visual artist began a discussion on the group art project we would be creating on a beach the following day. By interacting with her and sharing ideas, I increased the interest of my peers. The conversation led to many aspects of climate change. This example shows that being a leader is more about being brave enough to say what you want to get across and also to influence others, whether it is through words, science or art. It is *someone* who makes things happen. Could *you* be that someone?

Fig. 3: Group art project

I was always one to believe that self-expression had to be done through words. My art project taught me I was mistaken. Even though my talent with words is not great, it did not mean I did not have a voice for self-expression. I struggle a lot with words, simply because I want everything to sound good, so in the end I make it sound complicated and long. My speeches are like puzzles. The pieces are there, but they do not quite fit together unless I think long and hard ahead of time and try different arrangements. On this expedition I collected ideas and inspirations to make a stained-glass window. I used the sites that had a big impact on me. I attempted to represent them through shapes and colors of glass. Some of the things that inspired me were two polar bears, glaciers collapsing, plankton, the Noorderlicht and the sounds of the ocean, the breeze, and the birds. Also, the passageway around Blomstrand-o halvøya, a large piece of glacier that melted and created an island with a passageway in between, made me realize that with time things change, as do people.

Fig. 4: Individual art project

My science project was analyzing plankton: the smallest creatures in the ocean and at the bottom of the food chain. I had three partners for this project. We collected our data with a simple plankton net, salinity conductor and a few sampling bottles. We took four different depth samples at each of three sites. I learned to use equipment and how to do science out in the field. It is very important to make the data significant afterwards. With my partners, we analyzed the different samples using a microscope and documented our collected data. Then, we scheduled a time to draw conclusions. I have grown to realize that the most important part of the science experiment was the process. It was through the process that I developed new ways of approaching situations.

Unfortunately, not everyone has the opportunity to experience an expedition. There are different ways to look at leadership. Suggesting ideas and having a positive attitude is a start. There is also movement. Aboard the vessel, the whole Cape Farewell team had a dance. One was for a birthday and the other was for our final party. I encouraged some boys and girls to join the dancing; we played catchy songs such as *YMCA* and *We Are Family*. Being active is a leadership skill used for motivation and encouragement.

Furthermore, organizing an event or even something simple takes a lot of work. Aboard the ship, I decided to use my creativity and make cards for the crew. I knew I could not organize everything on my own. By admitting this, I was displaying maturity. I explained the situation to the other students and on the night of the party, they each created their own artistic and thoughtful art. I made cards for the crew, and another person made mini cards for the organizers and everyone got a giraffe with a thought describing his or her personality.

As a child, I always pictured the Arctic to be a big mass of white land. I realized that it is not. When I went to Svalbard, it was summer. The days were not as cold as I expected and there were approximately 20 to 22 hours of daylight. My real challenge was being a witness and accepting the changes that were occurring in our environment. An image to which I had held on tightly was quickly shattered. I have to adapt to these changes. This is easier said than done. My perspective about my environment is different. I am aware of the changes and I plan to pass on the message and take action. But I asked myself why would anyone who did not experience such an expedition take action? One of the quotes often used on the ship was, "We're all in this together." One cannot do everything alone. Previously, I mentioned a dance movement created by the Cape Farewell voyagers and the students from Svalbard. I spoke of the domino effect. This is a message that can be passed on. If one falls, we all fall.

I have learned that I have always been a leader; it is a matter of applying the leadership skills and improving myself. This expedition showed me how. Cape Farewell gave me a voice, a voice I will use to be heard and to lead others through these tough times of climate change.

This experience has changed me. I am more knowledgeable, aware, and self-expressive and I have developed a stronger commitment my environment, as well as to leadership. I believe that everyone has the capacities that a leader needs; it is just a matter of application and the circumstances of the situation. The year 2007 has drifted away and 2008, the International Glacier Year, has now begun. The years of my responsibility have begun.

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Amélie Tremblay-Martin is originally from Jonquière, Quebec. At the age of nine, she moved to northern British Columbia for the opportunity to learn English. After six years surrounded by mountains, she moved back to the Montreal region of Quebec. She plans to pursue her studies in science at Champlain College.

The Arts & Leadership: Now That We Can Do Anything, What Will We Do?

Nancy J. Adler, McGill University

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ABSTRACT

Given the dramatic changes taking place in society, the economy, and technology, 21st century organizations need to engage in new, more spontaneous, and more innovative ways of managing. I investigate why an increasing number of companies are including artists and artistic processes in their approaches to strategic and day-to-day management and leadership.

> *"The MFA is the New MBA . . . An arts degree is now perhaps the hottest credential in the world of business."—Harvard Business Review* (Pink, 2004: 21)

Nobel Peace Prize Laureate Elie Wiesel was interviewed on his perceptions of the prospects for peace in the Middle East. After reciting the now all-too-familiar litany of missed opportunities, suffering, murder, and acts of terrorism, the interviewer asked his final question: "Mr. Wiesel, do you have hope?" Much to the interviewer's surprise, Elie Wiesel immediately answered, "Yes." With unconcealed incomprehension, the seasoned journalist challenged, "But how can you have hope? You of all people! You who have worked with both sides for decades and fully understand the profound depths of the impasse as well as the ongoing escalation of intransigence and death. How can you say you have hope?"

In a quiet, but deeply assured voice, Elie Wiesel responded, "Because it is human to have hope."[1]

Hope is not an empirical conclusion. Hope does not come from watching three versions of the evening news and adding up the data to conclude either for or against hope. Hope is what people bring to a situation; hope is what leaders bring to their organizations and to the world.[2]

The need for hope is not limited to geopolitical diplomacy or the caustic dynamics of the Middle East's search for peace. International business strategists coach managers and executives to maintain unreasonable expectations (their translation of hope into business parlance), reminding them that no company or society ever outperforms its aspirations.[3]

What does it take to turn hope into reality? "By what law," demand the business strategists, "must competitiveness come at the expense of hope?" (Hamel, 2000: 24). Given the extremely competitive nature of the global economy, is it reasonable to simultaneously aspire to business success and societal well-being? Perhaps not in the past, but today not only is it a reasonable aspiration, but it is already beginning to happen (see Cooperrider & Adler, 2006; Arena, 2004; and Laszlo, 2003, among others).

In the first year of the 21st century, United Nations Secretary General Kofi Annan launched the U.N. Global Compact, which supports business in designing and implementing positive solutions to the challenges of globalization. Within only a few years, over 2500 companies from around the world joined the Global Compact, thus committing themselves to supporting a more sustainable and inclusive global economy (Cooperrider, 2004).

Twenty-first century society yearns for a leadership of possibility, a leadership based more on hope, aspiration, and innovation than on the replication of historical patterns of constrained pragmatism.[4] Luckily, such a leadership is possible today. For the first time in history, companies can work backward from their aspirations and imagination rather than forward from their past (Hamel, 2000: 10). "The gap between what can be imagined and what can be accomplished has never been smaller" (Hamel, 2000: 10). The defining question—and opportunity—for this century is this: "Now that we can do anything, what do we want to do?" (Mau et al., 2004: 15).

Responding to that question demands anticipatory creativity. Designing options worthy of implementation calls for levels of inspiration and passionate cre-

ativity that have been more the domain of artists and artistic processes than of most managers. As Harvard Business Professor Rob Austin well understands, "The economy of the future will be about creating value and appropriate forms, and no one knows more about the processes for doing that than artists."[5]

Entering the Twenty-First Century: The Time Is Right for the Cross-Fertilization of the Arts and Leadership

"The time seems right for this cross-fertilization [of the arts and leadership]. It seems that all the overripe hierarchies of the world, from corporations to nation states, are in trouble and are calling, however reluctantly, on their people for more creativity, [more] commitment, and [more] innovation" (Whyte, 1994: 21). Why else, as we enter the 21st century, would we be seeing increasing numbers of corporate leaders bringing artists and artistic processes into their companies? Consider what has transpired in the first few years of the 21st century and ask yourself:

- Why else would major corporations worldwide invite a poet, David Whyte, to address their senior executives, including at a prominent global aerospace company and aircraft manufacturer, not by any definition an arts-based organization?[6]

- Why else would a Harvard Business School professor have chosen to collaborate with a theatre director in 2003 to author the book *Artful Making: What Managers Need to Know About How Artists Work* (Austin & Devin, 2003; also see Guillet de Monthoux, 2004)?

- Why else would the 2004 World Economic Forum in Davos, Switzerland have offered the workshop entitled "If an Artist Ran Your Business"?[7]

Why? Because the time is right for the cross-fertilization of the arts and leadership. As additional examples reveal, the trend is unequivocal:

- At the beginning of the 21st century, Denmark opened the world's first business-school-based Center for Art and Leadership.[8] The graduates of Copenhagen's Center are now among the most highly sought after candidates on the European job market.

- Similarly, corporate recruiters in North America are increasingly visiting top art and design schools in search of corporate talent. According to *Harvard Business Review*, not only is an arts degree the new hot credential; the MFA (Master of Fine Arts) is becoming the new business degree (Pink, 2004). In 1993, 61% of consulting firm McKinsey's new hires had MBAs; today that number is down to 43% (Pink, 2004). McKinsey explains that not only are other disciplines just as valuable in helping new hires perform well at the firm but also, thanks to the globalization of white collar labor, McKinsey can recruit MBAs in India for financial analysis and number-crunching work at much lower salaries. The scarce resource is innovative designers, not financial analysts.

- Leading business schools worldwide are adding arts-based courses to their curriculum, including Wharton's compulsory MBA workshop entitled "Leadership Through the Arts," facilitated by the world-renowned dance company Pilobolus, in which participants explore movement, improvisation, and collaborative choreography.[9] At MIT, three of the 2003/2004 Sloan Leadership courses had arts-based components, including "Unconventional Leadership: A Performing Advantage" (Flaherty, 2002) and "Leadership as Acting: Performing Henry V." In the University of Chicago's required Leadership Exploration and Development course, MBAs write, produce, and showcase a film. While in Europe, Oxford University offers executives conductor Peter Hanke's course, "Leadership as a Performing Art." With actor/director Richard Olivier's Mythodrama in Residence, Cranfield University offers leadership development programs based on Shakespeare.[10]

- At the very beginning of the 21st century, the largest professional society for management professors, the Academy of Management, created an Arts and Poetry group—adding the arts to the ranks of business policy, human resource management, international management, and organizational behavior as worthy areas of discussion. In the same year, the Academy of Management held its first art exhibit in parallel with the Academy's traditional array of paper-presenting sessions, and the *Journal of Management Inquiry* published a special section that included images of many of the art works.[11]

The time is right for the cross-fertilization of the arts and leadership. According to management consultant and opera singer David Pearl, "business and

the arts [are] not . . . different fields, but . . . different aspects of the creative process. Shakespeare, remember was a manager and an artist. He ran a company and wrote the plays. If the two fields weren't separate for someone like [Shakespeare]. . . , why then for us normal mortals?" (Darso, 2004: 182).

The 21st century is already anything but business as usual, and most managers already know it. Options and approaches that worked well in the 20th century no longer work as well, if at all, today. Strategies unimaginable a mere decade ago are realized daily, if not by one's own company, then by competitors half a world away. The challenge facing business is to design strategies worthy of implementation, not simply to select from among approaches that have succeeded in the past.[12]

Old Approaches No Longer Work: Business Turns to the Arts

According to conductor Harvey Seifter (2004),

> Clearly, many business leaders have concluded that there are valuable lessons to be learned from the experiences and insights of artists, lessons that can help their companies stay profitable in these challenging times. . . . This represents a dramatic shift in the boundaries that traditionally defined experiences relevant to the business world, a shift triggered by profound technological and social changes that has transformed the culture of business over the past decade.

What has changed so dramatically that business executives, professors, consultants, and publishers are increasingly turning to artists and artistic processes to guide their thinking and action? Five defining trends are outlined below.

Trend 1: Rapidly Increasing Global Interconnectedness

The world today is dynamically globally interconnected in ways we could not have imagined even a decade ago, let alone a century ago. Old approaches to business no longer work the way they used to. Few organizations have experience successfully managing in such an environment.

In a world in which everything is interconnected, everything matters; nothing is inconsequential (Mau et al., 2004). Change ripples across industries, geographies, and sectors without regard for borders or boundaries.[13] Today, rapid, massive change is not only possible, it is inevitable. The discrete, circumscribed strategies of yesterday are no longer appropriate or effective. Benchmarking competitors' best practices becomes meaningless in a world changing at today's heretofore unimaginable pace. Leaders search for successful strategies, only to discover that the most viable options need to be invented; they cannot simply be replicated. Designing innovative options requires more than the traditional analytical and decision-making skills taught during the past half century in most MBA programs.[14] Rather, it requires skills that creative artists have used for years. Many management experts suspect that the traditional MBA is obsolete (Bennis & O'Toole, 2005; Ewers, 2005; and Mintzberg, 2004, among others).

Trend 2: Increasing Domination of Market Forces

Within global society, power has increasingly shifted to the private sector. Forty-nine of the 100 largest economies in the world are now multinational companies, not countries.[15] With the shifting balance of power, the old assumption that government would take care of society's welfare is no longer valid either for business or for society.

Wal-Mart, for example, is now the 19th largest economy in the world, with sales exceeding $250 billion (Mau et al., 2004: 128). If it were a country, Wal-Mart would be China's eighth largest trading partner (Friedman, 2005a). Wal-Mart's single-day revenue is larger than the annual GDP of 36 independent countries.[16] Wal-Mart is now the world's largest private-sector employer. With over 1.8 million employees worldwide, it has more people in uniform than the entire U.S. Army (http://www.walmartfacts.com/; Mau et al., 2004: 128). What Wal-Mart does matters, not just to its own employees and customers, but to the global economy and society in which it operates. For such companies, designer Bruce Mau's statement, "[n]ow that we can do anything" is literally becoming true (Mau et al., 2004: 15). Wal-Mart can do almost anything; the crucial questions, from society's and the company's perspectives, are these: "What will it do?" and "Who will it benefit?" In Wal-Mart's case, this is a particularly important question, as the company's behavior toward its employees and other stakeholder groups has been severely criticized both in the courts and in the popular press.

What U.N. Secretary General Kofi Annan wants businesses to do is to become co-creators of society's success:

> Let us choose to unite the power of markets with the strengths of universal ideals . . . let us choose to reconcile the creative forces of private entrepreneurship with the needs of the disadvantaged and the requirements of future generations.[17]

Arnold Toynbee (Mau et al., 2004: 15), in observing societal dynamics, clearly believed such repositioning was becoming possible:

> The [21st] . . . century will be chiefly remembered by future generations not as an era of political conflicts or technical inventions, but as an age in which human society dared to think of the welfare of the whole human race as a practical objective.

Those who plead for global corporate citizenship recognize that without the private sector, no attempt to create and maintain a vibrant, equitable, and sustainable society can succeed. Leaders from all sectors are searching for new partnership options that include business as a co-creator of a society we can be proud of.[18]

How will business leaders co-create the viable options society needs? Cellist and world renowned symphony conductor Benjamin Zander and his wife Rosamund (1998: 7) explain why, at this particular moment in history, leaders are turning to artists to help them navigate in this globally interconnected, market-dominated society:

> Artists—musicians, performers, painters, and poets—have rarely been in a position to speak directly to those engaged in business or government. For most of human history, artists have been employed merely to serve authoritative institutions, usually by bringing emotional truth to established principles. The general truths held by leading institutions of relatively closed societies were historically sufficient, overall, to maintain order and provide direction. In our new global society, however, there is no guiding institution that speaks compellingly to the majority of the people. Markets have replaced governments, religion, and other institutions as the regulating force and the highest authority, and markets are not conversant in a human tongue.

> The radical shift in the structure of the world begs for creativity; it asks us to rethink who we are as human beings. . . . It may be that writers, painters, and musicians have an unprecedented opportunity to be co-creators with society's leaders in setting a path. For art, after all, is about rearranging us, creating surprising juxtapositions, emotional openings, startling presences, flight paths to the eternal.

World leaders increasingly turn to the arts because the old ways no longer work as they used to, and business leaders have been among the first to realize this.

Trend 3: An Increasingly Turbulent, Complex, and Chaotic Environment

Already in the opening years of the 21st century, in addition to globalization and the domination of market forces, extremely high rates of change, ambiguity, unpredictability, and turbulence define the environment faced by business (see Zimmerman, Lindberg, & Plsek, 1998 and Friedman, 2005a, b). With greater levels of stability, continuity, and certainty characterizing most of the 19th and 20th centuries, leaders were able to rely, with a fair amount of confidence, on hierarchical, military, industrial, and machine-based models to guide their actions. Those Newtonian models no longer work very well. As the levels of chaos and complexity increase, 21st-century leaders are shifting away from the more hierarchical machine-like models to more human and biological metaphors to guide their strategies (see Morgan, 1997; Zimmerman, Lindberg, & Plsek, 1998; Wheatley, 1992). Among the most powerful human metaphors are those of the arts.

Three distinct trends within the overall pattern of chaos and complexity—discontinuous change, networked teams, and simultaneity—help explain business' appropriation of more arts-based approaches.

Discontinuous Change: Continuous Improvement Is No Longer Good Enough

One of the primary characteristics of the increasingly complex and chaotic environments faced by business today is not just change, but an increasing proportion of discontinuous, disruptive change (see Amis, Slack, & Hinings, 2004). Inventing "the next great thing"—or, as Michael Lewis (2001) refers to it, *the new new thing*—defines a business's success, or if it is invented by competitors, its demise. In contrast to 20th-century business strategies, continuously improving existing products and processes is no longer good enough. It is not that enhancements and increased efficiency—including at the level of six sigma—are not important; however, they are not sufficient for economic survival, let alone business success. Global business strate-

gists warn companies not to get caught in a "prison of incrementalism" (Hamel, 2000: 21).

> By the time an organization has wrung the last 5 percent of efficiency out of the how, someone else will have invented a new *what*. Inventing new *whats*—that's the key to thriving in . . . the 21st century. Business can no longer assume that continuous improvement is good enough (Hamel, 2000: 12–13).

Creating the next great thing demands constant innovation; it's a design task, not merely an analytical or administrative function. Historically, such creativity has been the primary competence of artists, not managers. Poet David Whyte (2001: 241) explains that "[t]here is a good practical reason for encouraging our artistic powers within organizations that up to now might have been unwelcoming or afraid of those qualities."

> The artist must paint or sculpt or write, not only for the present generation but for those who have yet to be born. Good artists, it is often said, are fifty to a hundred years ahead of their time, they describe what lies over the horizon in our future world ….The artist …must …depict this new world before all the evidence is in. They must rely on the embracing abilities of their imagination to intuit and describe what is as yet a germinating seed in their present time, something that will only flower after they have written the line or painted the canvas. The present manager must learn the same artistic discipline, they must learn to respond or conceive of something that will move in the same direction in which the world is moving, without waiting for all the evidence to appear on their desks. To wait for all the evidence is to finally recognize it through a competitor's product (Whyte, 2001: 241–242).

Constant, intuition-based innovation is required to respond to discontinuous change; without it, no business can succeed in the 21st century.

From Hierarchies to Networks—Individuals to Teams: Prior Structures No Longer Work the Way They Used To

As work has become more complex and the business environment more chaotic, organizations increasingly have shifted from single-company hierarchies to flatter, more networked, multiorganizational structures, including global strategic alliances, international joint ventures, and a wide array of cross-border mergers, acquisitions, and partnerships (see Barlett & Ghoshal, 1998; and Friedman, 2005a, b,

among many others). Within such networked partnerships, people are asked much less frequently to contribute as individuals and much more frequently to collectively collaborate across networks of both co-located and geographically distanced global teams (Maznevski & Chudoba, 2000; Maznevski & DiStefano, 2000).

Unfortunately, however, the success rate of such globally networked organizations and teams has not been outstanding. Historically, three quarters of all international joint ventures and strategic alliances have failed.[19]

Actors, dancers, and musicians—performing as ensembles—have developed team-based collaborative skills to a much greater extent than have most managers. Harvard Business Professor Rob Austin and his colleague, theatre director Lee Devin, are already advising "[m]anagers [to] . . . look to collaborative artists rather than to more traditional management models if they want to create economic value in this new century" (Austin & Devin, 2003: xxii). It is therefore not surprising that businesses are increasingly turning to such world-renowned ensembles as Orpheus—a leaderless chamber orchestra—for models, guidance, and coaching (Seifter, 2001, 2004). Given the novelty of such approaches, their potential has yet to be assessed.

Simultaneity and the Collapse of Time: Planning No Longer Works the Way It Used To

As the business environment more frequently calls upon managers to respond to unpredicted and unpredictable threats and opportunities, the ability to improvise increasingly determines organizations' effectiveness. Strict reliance on traditional managerial planning models no longer works. Without the luxury of the lead time necessary for planning, managers must use their professional expertise and experience to respond spontaneously—in other words, to improvise. As Canadian management professor Mary Crossan (1997: 1) explains:

> Improvisation occurs when planning intersects real-time problems and opportunities. . . . In order to keep pace with change, it has become essential to blend the traditional skills of planning and analytical foresight with the ability to respond in the moment to problems and opportunities as they arise. Although improvisation has been evident in the arts, it has [only] more recently been acknowledged as an important [managerial skill]. . . .

In moving from traditional managerial approaches to improvisation, core skills shift from sequential planning-then-doing to simultaneous listening-and-observing-while-doing. Successful improvisation only occurs when team members trust that their colleagues are taking care of the team's best interest. Individual star

performance undermines, rather than supports, effective collective action. It is no surprise, then, that managers are increasingly turning to improvisational actors, dancers, and musicians for guidance as they attempt to shift from sequential planning to approaches incorporating more spontaneity (see Van-Gundy & Naiman, 2003).[20]

Trend 4: As Advances in Technology Decrease the Cost of Experimentation, Organizations' Scarcest Resource Becomes Their Dreamers, Not Their Testers

Can business people rapidly turn their best ideas into new products, services, and market relationships? Perhaps not in the past, but in the 21st century the answer is unequivocally "yes". With advances in technology over the past decade, the cost of the continuous experimentation needed to test new ideas is at an all-time low, and it continues to decrease. Assisted by advanced computer technologies, rapid and cheap iteration allows managers to substitute experimentation for planning.[21] The challenge is not to test new ideas, but rather to dream up novel ideas worthy of testing. Inventing new "things to test—in scientific terms, generating hypotheses—is fundamentally a creative act" (Austin & Devin, 2003: xxv). Like artists, business people today need to be constantly creating new ideas. As we enter the 21st century, organizations' scarcest resource has become their dreamers, not their testers.

How do companies find such dreamers? For Google's Chairman and CEO Dr. Eric Schmidt, the answer lies in an organization's culture. According to Schmidt (Austin & Devin, 2003: xvii), "You need to let the artists [in your company] explore and create the next great thing, which they will do reliably if you permit it." Harvard's Rob Austin, however, is more cautious. According to Austin (Austin & Devin, 2003: xxvii), "Managers and management students don't understand how to create on cue, how to innovate reliably on a deadline. . . . Artists are much better at this than . . . [are managers. It's] something theatre companies [for example] do all the time."

Trend 5: Yearning for Significance—Success Is No Longer Enough

Following a century focused on the efficiencies gained through mechanistic and reductionist techniques, we yearn today for wholeness and meaning. This yearning prominently expressed itself, for example, in the last American presidential election, as both sides battled to present themselves as the political party most representing the country's "true" values.

Not only prominent politicians and humanitarians, but management thought-leader Rosalie Tung (2005) in her Academy of Management Presidential Address and business strategist Gary Hamel (2000: 249) also recognize that:

> What we need is not an economy of hands or heads, but an economy of hearts. Every employee should feel that he or she is contributing to something that will actually make a genuine and positive difference in the lives of customers and colleagues. For too many employees, the return on emotional equity is close to zero. They have nothing to commit to other than the success of their own career. Why is it that the very essence of our humanity, our desire to reach beyond ourselves, to touch others, to do something that matters, to leave the world just a little bit better, is often denied at work? … To succeed in the [21st century]…, a company must give its members a reason to bring all of their humanity to work.

Former U.S. President John F. Kennedy recognized the role of the arts, and in particular, poetry, in returning leaders to their humanity:

> *When power leads … [people] toward ignorance,*
> *poetry reminds … [them] of… [their] limitations.*
> *When power narrows the areas of …[people's] concern,*
> *poetry reminds…[them] of the richness and diversity of… [their] existence.*
> *When power corrupts, poetry cleanses, for art establishes the basic human truths which must serve as the touchstone of our judgment.*[22]

Similarly, poet David Whyte (1994: 242) recognizes the greater humanity that each of us yearns to bring to work.

> The artist's sensibility is one that grants life to things outside of our normal human ken. It understands that our place in this world can never be measured by the Dow Jones, that our ultimate arrival on our deathbed entitles us to other perspectives than mere fiscal success or the size of our retirement account. Free markets are not the be all and end all of life; they are the best we can do at the moment and are even now being ameliorated by the realization that any freedom is always understood within some far greater social, ecological, or religious sense of belonging.

It is not coincidence that the beginning of the new century produced a confluence of people's yearning for societal significance and the invitation to artists to

partner with business leaders. Speaking in Davos, Switzerland to the world's senior business leaders, President of the World Economic Forum Klaus Schwab (2003: 41–42) outlined the challenge:

> In today's trust-starved climate, our market-driven system is under attack . . . large parts of the population feel that business has become detached from society, that business interests are no longer aligned with societal interests . . . The only way to respond to this new wave of anti-business sentiment is for business to take the lead and to reposition itself clearly and convincingly as part of society.

Examples of business leaders using arts-based approaches are only now beginning to gain prominence. Industrialist and founder of the Tefen Industrial Park, Stef Wertheimer, for example, whose aspiration is no less than the simultaneous achievement of outstanding financial success and the creation of peace in the Middle East, has built a series of industrial parks that bring together Arab, Druze, and Jewish Israelis.[23] The industrial parks are extremely profitable, already accounting for more that $2 billion in annual revenue and 10% of Israel's industrial exports. And they rely integrally on the arts. Wertheimer describes Tefen as "a collaborative creation by both industry and art, to the point that we cannot separate . . . them."[24]

From Prediction to Aspiration: A Leadership of Hope

As we enter the 21st century, leaders recognize that we cannot create financially successful companies and an equitable, peaceful, sustainable world by simply applying yesterday's approaches to business. Global society's hoped-for future can never be achieved through mere projections—linear or otherwise—extrapolated from past trends.[25] Not even the best set of marketing, accounting, finance, and IT techniques, no matter how rigorously applied, will get us from here to where we want to go.

The very essence of 21st century leadership increasingly demands the passionate creativity of artists. German artist Joseph Beuys predicted that the predominant art form of the 21st century would be "social sculpture."[26] Beuys (in Darso, 2004: 185) understood that art needs to "play a [much] wider role in shaping the content of our daily lives."

Similar to great artists whose passion moves them beyond mastered technique to meaningful statement, 21st century leaders also require passion and courage. Such leadership relies on three very different types of courage: the courage to see reality as it actually is, and not as others would have us see it; the courage to envision previously unimagined and unimaginable possibilities; and the courage to inspire others to bring possibility back to reality. Confusing the courage to see reality accurately with simply imaging hoped-for possibilities is mere fanciful thinking; it is not, in any sense, leadership.

The Courage to See Reality: Collusion Against Illusion

Escaping societal conformity has long been part of most artistic traditions, and considerably less a part of managerial practice. For most of the 20th century, managers stressed conformity, not unique perception, appreciation, or vision. Yet similar to the historic role of artists, leaders today must have the courage to see reality as it actually is, even when no one else has yet appreciated that reality. Such reality-based perception is not easily acquired, either for managers or for artists. "Moments when illusion is stripped away and reality is revealed are extremely hard to come by. There is a vast conspiracy against them" (Palmer, 1990: 26). Education philosopher Parker Palmer admonishes leaders not to collude with illusion: the illusion that the world is better than it is; the illusion that our organizations and companies are more successful than they are; the illusion that future success can simply be projected from past performance; the illusion that someone else, wiser and more powerful than we are, will take care of society; the illusion that what happens on the other side of the planet cannot possibly affect us; and the illusion that the future is knowable and predictable.[27]

For business, the fundamental illusion is that prior predictors of success will continue to predict success. The reality is that business "success has never been more transient," and therefore more unpredictable, than it is today (Hamel, 2000: 55). For the first time in history, there is no longer a statistically significant relationship between company size and profitability.[28] For example, prior to its scandal-accelerated collapse, who would have predicted the demise of Arthur Andersen? In a chaotic and rapidly changing world, a company's denial of reality can rapidly become tragic (Hamel, 2000: 54). As global business strategist Gary Hamel (2000: 56) reminds executives, "Never forget that good companies gone bad are simply companies that for too long denied . . . reality."

We all know how easy it is to collude with illusion, and how difficult it is to see unwanted truths. September 11th, 2001 painfully stripped away the illusion of

invulnerability from many Americans who deeply believed "it could never happen here." March 2004 forced the citizens of Madrid to face a similar reality. Enron's precipitous collapse offered a glimpse of the fragility of the world's economic system in the face of massive corruption. While guarding against becoming stuck in current reality, leaders must begin by accurately seeing that reality.

As Quebec voters decided whether the province should separate from the rest of Canada, thus breaking the country apart, McGill Strategy Professor Henry Mintzberg asked his fellow citizens to turn off their TVs and radios and to look out the window. "Ask yourself," Mintzberg challenged his friends and neighbors, "Do our Anglophone and Francophone children play together? Do we, as English and French Canadians, invite each other into our homes? Do we enjoy our neighbors' unique cultural heritage?" With Canada's fate hanging in balance, Mintzberg pleaded with Quebec voters to see reality with their own eyes and not collude with the politically defined illusion of "two solitudes"—an illusion that, if believed, would break the country in two. By a narrow margin, the people of Quebec voted to remain part of Canada. They chose to see with their own eyes and not to collude with a politically created illusion. Leadership, whether corporate or societal, starts with truth—with having the courage to see reality as it is.

Dutch artist Frederick Franck, who worked with Albert Schweitzer in Africa and wrote such bestsellers as *The Zen of Seeing* and *What Does It Mean To Be Human*, believes that not just artists, but all of us are capable of sketching beautifully (Franck, 1992, 1993; Franck et al., 1998). We fail in our attempts to learn to draw not because of a lack of artistic talent but rather because we don't learn how to see (Franck, 1973). Beyond impeding our artistic abilities, Franck (1993: 4) believes that "[n]ot seeing . . . may well be the root cause of the frightful suffering . . . we humans inflict on one another, on animals, and on Earth herself." Franck's cure: learning how to draw, and thus how to see.

Are these just the naïve beliefs of an 85-year-old Dutch artist? Is it irrational to believe that we would treat other people and our environment with more respect if we saw it more accurately? Franck thinks not, and an increasing number of professionals in other disciplines agree with him. Researchers at Yale Medical School, for example, have already found that by introducing medical students to art, through an introductory art history seminar, the student-doctors' diagnostic skills improve significantly (Dolev, Friedlaender, Krohner, & Braverman, 2001). It appears that learning to see the details in paintings teaches the medical students to see the actual constellation of characteristics and symptoms manifested by patients they examine, rather

than simply relying on global interpretations based on what they expect to see in each particular category of patient. After only one year, the art-trained student-doctors' improvement in their diagnostic skills was more than 25% greater than that of their non-art trained colleagues.[29]

Management professors C. K. Prahalad and Stuart Hart, in their bottom-of-the-pyramid approach to strategy, now counsel major multinationals to "see" markets that were previously invisible to them—and remain invisible to most of their competitors (see Prahalad & Hart, 2002; Hart & Christensen, 2002; and Prahalad & Hammond, 2002, among others). They dispel the illusion that the world's poorest people do not constitute a market, that they do not possess buying power, and that there aren't significant profits to be earned by the companies serving them. Bottom-of-the-pyramid strategies dramatically use collusion-against illusion for the mutual benefit of business and society.

"To see is to forget the name of the thing one sees."[30] As the *Journal of Financial Planning* summarizes, "leaders must have the skill of seeing things the way they are, not for what we label them. One of the first jobs of a leader is defining reality—and that requires a new discipline of seeing."[31]

Hope Made Real: The Courage to Envision Possibility

In addition to accurately seeing reality, 21st century leadership requires the courage to envision possibility—to dream the big dream. Envisioning possibility means maintaining hope and not descending into cynicism even when colleagues and friends misinterpret one's aspirations and disparagingly label them as naïve.

More than a century ago, the poet Emily Dickenson wrote the prescient line: "I dwell in possibility." Echoing the same optimistic perspective at the opening of the current century, Harvard Business School Press published *The Art of Possibility*, coauthored by Benjamin Zander, the conductor of the Boston Philharmonic (Zander & Zander, 2000). Perhaps Harvard recognized that our artistic traditions provide a better guide for creating possibility—for supporting aspirations and generating unreasonable expectations—than have most of our managerial models and approaches. Perhaps executive thought leaders finally understand that Albert Einstein's warning applies to them: "The world will not evolve past its current state of crisis by using the same thinking that created the situation."

Seeking no less than to initiate massive change, the former dean of University of Virginia's School of Architecture and CEO William McDonough, a master

at envisioning and maintaining unreasonable expectations, offers one of the most hopeful contemporary visions and processes for combining business and societal success in what he calls "the next industrial revolution" (McDonough & Braungart, 2002). Based on the highest aspirations, artistic talent, design skills, environmental consciousness, and business pragmatism, McDonough and his partner, chemist Michael Braungart, suggest a new design assignment for business and societal leaders in the 21st century: "Instead of fine-tuning the existing destructive framework [for business and society], why don't people and industries set out to create something entirely new?" Why not create (McDonough & Braungart, 2002: 90–91):

- Buildings that act like trees and produce more energy than they consume, while purifying their own waste water;
- Factories whose effluents are the quality of drinking water;
- Products that do not ultimately become useless waste, but rather can be tossed onto the ground to decompose and become food for plants and animals and nutrients for the soil; or alternately, that can be returned to industrial cycles to supply high-quality raw materials for new products;
- Transportation that improves the quality of life while delivering goods and services; and
- A world of abundance, not one of limits, pollution, and waste.

Perhaps from a 20th century perspective, McDonough and Braungart appear naïvely idealistic. However, they have already proven that their unreasonable expectations are achievable. Their success with designs for such companies as BASF, Ford, Herman Miller, Nike, and Volvo, among many others, is testament to possibility made real.

Even with such a strong focus on enhancing society and the environment, McDonough does not ignore the bottom line. In the initial redesign of Ford's Riviere Rouge plant, for example, the McDonough–Braungart protocol saved Ford over $35 million (McDonough & Braungart, 2002: 163). According to the Chairman of Ford Motor Company William Clay Ford, Jr., "There are very few visionaries who are practical—Bill McDonough is one of the most profound environmental thinkers in the world." *Time Magazine*, in awarding McDonough its distinction as one of the "Heroes for the Planet" stated that McDonough's "utopianism is grounded in a unified philosophy that—in demonstrable and practical ways—is changing the design of the world" (McDonough, 2001).

McDonough believes that buildings, communities, and factories should be generative; like trees, they should give more back to the physical and social environment than they consume. He believes that being "less bad" is not equivalent to being good—and that it is time for leadership that is good. "Companies fail to create the future not because they fail to predict it but because they fail to *imagine* it" (Hamel, 2000: 120). McDonough's success is driven by imagination and design, not by more commonly taught managerial problem-solving and decision-making techniques.

Inspiration: The Courage to Bring Reality to Possibility

In addition to having the courage to see reality as it is and imagine possibility, leaders must be able to inspire people to move from their current reality toward much more desirable outcomes. Whereas 20th-century managerial frameworks focused primarily on motivation, often attempting to identify sets of rewards and punishments that would motivate workers to produce more, 21st-century leaders know that such motivation is not enough. The leadership challenge today is to inspire people, not simply to motivate them.

What inspires people to give their best to organizations? Whereas money motivates some people, meaning is what inspires most people (Boyatzis & McKee, 2006a, b; Erez, Kleinbeck, & Thierry, 2001; Gallo, 2006; Pomeroy, 2004).[32] Management guru Peter Drucker counseled business leaders to learn about inspiration from voluntary-sector organizations, categorically stating, "Unless people would volunteer to work with you and your organization, you are not truly a leader." Ask yourself: "Why would anyone choose to work for your organization if you didn't pay them? Why would anyone choose to work for you?"

Drucker understood the essential nature of intrinsic motivation for leaders and organizations. Artists also understand intrinsic motivation. Whereas most motivation systems in business have focused primarily on extrinsic rewards, most artists are almost entirely motivated intrinsically. It is therefore not surprising that British theatre director Richard Olivier uses Shakespeare's *Henry V*, and not some arbitrary set of motivation theories, to teach executives about inspirational leadership. Olivier sees Henry V as "Shakespeare's greatest leader—inspired and inspiring, visionary yet pragmatic, powerful yet responsible."[33]

Gary Hamel (2000: 24), a business strategist, not a theologian, reminds the business people he works with that God commanded the nomadic Israelites to rest one day out of seven—but God did not "decree that the other six had to be empty of

meaning." He coaches executives that they need "[a] cause, not a business.... Without a transcendent purpose, individuals will lack the courage" they need to innovate beyond the ordinary (Hamel, 2000: 248). "Courage . . . comes not from some banal assurance that 'change is good' but from devotion to a wholly worthwhile cause" (Hamel, 2000: 249).

The Art Of Leadership: Hope Made Real

Who are we as artists? Perhaps more important, who are we as human beings? How is business influencing life on this planet? How does business hope to influence life on the planet? What skills does business bring to the task of creation? According to Ivan G. Siedenberg, chairman and CEO of Verizon, "creativity is the one irreplaceable human skill in an increasingly automated world . . . the only sustainable source of competitive advantage."

At this unique moment in history, we are beginning to see a confluence of the best skills of business and those of the artistic community in service of the largest aims of humanity. Nobel Peace Prize Laureate Elie Wiesel reminds us that it is human to have hope. The world's multiple crises remind us daily that mere prediction, whether for business or for society, will not bring us anywhere near our hoped-for outcomes. If the world is to have peace and the economy is to sustain widespread prosperity, such outcomes will have to be created. Combining the global influence and entrepreneurial skills of business with the inspirational creativity and improvisational skills of the artist community gives us hope that we will not collude with illusion, that we will not settle for anything less than our highest levels of aspirations, and that we will have the capacity to create the kind of world that we all wish for and that our children deserve.

Notes

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1. Paraphrased from Rourke's 2002 *Los Angeles Times* article on Eli Wiesel.
2. For a discussion of the role of hope in leadership, see Luthans, Van Wyk, and Walumbwa (2004), Luthans and Jensen (2002), and Luthans (2002a), among others.
3. While echoing the sentiments of other business strategists, Hamel (2000: 244) stated that "no company outperforms its aspirations."
4. See the particularly important work of Cameron, Dutton, and Quinn (2003) on positive organizational behavior, building on the seminal work of Seligman (1998, & 2002) in positive organizational psychology.
5. Rob Austin, professor of technology and management at Harvard Business School, in e-mail to the author, as a part of the AACORN Network, April 2005.
6. David Whyte worked with the senior executives at McDonnell Douglas for more than a year. In 1997, Boeing bought McDonnell Douglas.
7. At the 2004 Davos World Economic Forum, the session "If an Artist Ran Your Business" was held on Thursday January 22nd at 2:45 pm and led by Denmark's Lotte Darsoe, Research Manager for The Creative Alliance Learning Lab Denmark, and included such noted artists as photographer Yann Arthus-Bertrand, film director Shekhar Kapur, director of the Hermitage Museum Mikhail Piotrovsky, and actor Chris Tucker. The session was described as follows: Creativity is an admired and sought after trait in business. But despite—or perhaps because of—creativity's high value, there are no easy methods for cultivating it. (1) What is creativity? Who determines whether or not something is creative? (2) How can the use of artistic competencies and communication forms contribute to organizational change and new product development? (3) What can business leaders learn from artists?
8. See www.cbs.dk/cal
9. See www.pilobolus.com for information on Pilobolus. See Tiplady (2005) for examples of MBA programs incorporating arts and design-based approaches. Contact Adler at nancy.adler@mcgill.ca for the syllabus from her arts and leadership MBA seminar.

10. For theatre-based leadership books, see Olivier (2003) and Olivier and Janni (2004), among others.

11. The *Journal of Management Inquiry* devoted a special section in 2001 to artistic works that were shown at the Academy of Management exhibit organized by J. Keith Murnighan. See the introduction by Murnighan (2001) and the individual artistic works by Adler (2001a, b), Bishop and Rowe (2001), Ferris (2001), King (2001), Poulson (2001), Reeves, Duncan, and Ginter (2001), Ringseis (2001), Strong (2001), and Taylor (2001). The Academy of Management's Art and Poetry group was last convened in 2005.

12. See Boland and Collopy (2004) for a discussion of designing as managing. See FastCompany's special issue on design for a listing of the most influential designers, including Breen (2004), Byrne (2004), and Canabou (2004). Also see Paul Bates' application of design principles to organizational consulting at the National Health Service in the United Kingdom, Warren Bennis' (2003) review of leadership through the design process of architect Frank Gehry, Kim Cameron's (2003) analysis of organizational transformation using architecture and design, and van Aken's (2004) use of a design approach in conducting research.

13. For a discussion of the increasingly rapid changes in the global economy, see Friedman (1999, 2005a, b).

14. Most MBA programs grew up originally in North America, and only later in Europe; much more recently Asians began to develop their own MBA programs and to import programs from abroad. It is therefore not surprising that such MBA programs often reflect the strengths and weaknesses of a 20th-century Euro-centric perspective that in many ways is not encompassing enough to guide managers in a 21st-century economy that has gone global.

15. As cited in the October 8th, 2003 report of the Aspen Institute and the World Resource Institute ranking business schools on their social impact.

16. Wal-Mart's 2002 revenue on the day after U.S. Thanksgiving was almost $1.5 billion (Mau et al., 2004: 128).

17. Speech given by U.N. Secretary General Kofi Annan at the World Economic Forum in Davos, Switzerland in 1999 which initiated the United Nations Global Compact, see http://www.aiccafrica.com/PDF%20files/Global%20Compact%-20Handout.pdf

18. A particularly important and innovative approach is the Global Ethical Initiative, founded and led by Mary Robinson, former president of Ireland and former head of the United Nation's Human Rights Commission.

19. See A.T. Kearney's study reported in Haebeck, Kroger, and Trum (2000) and Schuler and Jackson (2001). Kearney's study (in Schuler & Jackson, 2001) concludes that "only 15 percent of mergers and acquisitions in the U.S. achieve their objectives, as measured by share value, return on investment and post-combination profitability." For research on the instability of international joint ventures, see summary by Yan and Zeng (1999). Although the definitions (complete termination versus significant change of ownership) and overall results vary, numerous studies have reported substantial international joint venture instability, including 55% termination (Harrigan, 1988); 49% termination (Barkema & Vermeulen, 1997); and 68% instability through termination or acquisition (Park & Russo, 1996). Also see Hamel's classic 1991 article on international strategic alliances.

20. See, for example, the work of Rob Nickerson, an actor/director who led Second City Improv's training program for 20 years and then went on to work with managers. He now coaches managers and executives from a wide range of industries. See Nickerson at robnickerson@bigboxcreative.com. Also see De Pree (1987).

21. See Austin and Devin (2003: xxv).

22. The gender specific individual nouns and pronouns, *he* and *his*, have been changed to the gender neutral plural form, *people* and *their*. The quote is from a speech given at Amherst College, Amherst, Massachusetts (26 October 1963). As cited at Wiki Quote: http://en.wikiquote.org/wiki/John_F._Kennedy. For an interesting selection of poems written by one of our era's leading business professors, see Stanford professor James March's poetry books (March 1974, 1977, 1980, 1985, 1990, and 2000).

23. Appearing on the *Fast Company* website, in a complement to the March 2003 print edition. It is part of the section, "Fast 50 - 2003 Winners: Meet the Winners" Link: http://www.fastcompany.com/fast50_04/2003winners.html

24. See http://www.gemsinisrael.com/e_article000047913.htm for a description of The Open Air Museum at Tefen. Note that Warren Buffett bought Wertheimer's privately held company, Iscar, in May 2006, stating that "You won't find in the world a better run company than Iscar" (Tigay, 2006).

25. See the discussion by Tung (2004) on the importance of understanding China's future, not just as a projection of its recent past.

26. Artist Joseph Beuys as cited in Darso (2004: 185). Note that Beuys referred to the 20th century.

27. Palmer (1990: 26) used the phrase "collusion against illusion." The list of illusions are those of the author. For companies, it has been said that the best predictor of

corporate failure is prior success, due to the hubris-caused blindness that often accompanies success (Hamel, 1991).

28. " . . . for the top 1000 publicly listed companies in America, the correlation between company size (as measured by average revenues over the past 3 years) and profitability (measured by average operating margins for the same period, whether measured over 3, 5, or 10 years, is no more than .004—a result that is not statistically significant. Put simply, there is no reason to expect that being bigger will make a company more profitable. Size and imagination of the sort that produces new, wealth-creating strategies are not correlated" (Hamel, 2000: 47).

29. The art-trained medical students improved by 56%, whereas the control group, which attended clinical tutorial sessions without the art sessions improved by 44%.

30. L. Weschler (1982) as cited by Karl Weick (2003: 95).

31. Fred Mandell, principal of Lennick Aberman Leadership Group, as cited in the *Journal of Financial Planning*, April 2004. See also, www.lennickaberman.com.

32. According to a 6-year (1995–2001) Gallup Poll surveying over 3 million people, only 30% are inspired. Gallup found that organizations with higher inspiration levels, on average, performed better, including showing a 56% higher customer loyalty rate, 44% higher employee retention, 50% higher productivity, 33% higher profitability, and 50% higher safety rate (as reported by the Bennett Performance Group http://www.bennettperformancegroup.com/). One of the primary bases of inspiration in the organization is employees' need to make an impact, for each person to know that his or her work is a part of a more important higher goal (http://www.bennettperformancegroup.com/).

33. See Olivier (2003) for a discussion of his use of *Henry V* to teach inspirational leadership. Quote is from a description of the book at: http://www.sfb.co.uk/cgi-bin/profile.cgi?s_55&t_4.

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Secondhand philosophy

Lorri Neilsen Glenn, Mount Saint Vincent University

It's a day to listen to country music at the local thrift store, wearing the soft corduroy shirt with the funky smell we don't want to wash out. A day to pick through the racks and overhear the young woman with the wail in her voice talk about her night course. I was kicked out of the other one, she tells the large woman sitting by the counter who is sorting shirts into long sleeves and short; I was kicked out for--what did they call it?--confidentiality. I said things out loud I shouldn't have. I need to learn to write it down or keep it in my head.

It's a day for separating sleeves by size, shirts by colour, for wondering where to draw the lines that make us, between what we think and what we tell. To wonder about the detours—the aisle that holds red and orange polyester dresses with bent foam shoulder pads that someone once wore to a dance, perhaps, felt beautiful. Or the tales that fell apart, the two-chord song that urged us to ride our horse, darling, to dream that dream. Those truths that won't be gentled into story, cannot slip easily over our hips. Bright and broken buttons we wear out loud.

Advice to a Child

First: learn that the sun
does not rise; you are

carried toward it, even when
you walk backwards.

Bed, window, house, moon:
These form the binding

of all the words you will read.
Blood is the way you pray,

and you will never understand
it all, but its holy ghost

will show you constellations. You are
as singular as a shadow:

carry water in a bowl painted
by old hands, and showers.

Lorri Neilsen Glenn has written poetry collections that include All the Perfect Disguises, Saved String, and Combustion (2007, Brick Books). Her work has appeared in *Arc, Prairie Fire, CV2, The Malahat Review, The Antigonish Review, Event, Grain*, and anthologies such as *White Ink, Nth Position, Dropped Threads 3, Common Magic*, among others. As an ethnographer, she has written several books in the field of literacy as well as works of creative nonfiction. She is Poet Laureate of Halifax for 2005-2009 and currently Professor in literacy at Mount Saint Vincent University.

Using a Theatre as Representation Scenario as a Teaching Vehicle in B.Ed and M.Ed Preparation Programs

Matthew J. Meyer, St. Francis Xavier University

ABSTRACT

The following article demonstrates the use of the dramatic scenario, *The Insurrection* (a TAR/ethno-drama fiction work) to teach fundamental educational administration concepts to graduate and preservice teacher candidates. The scenario was written specifically to address the conflicts related to communication within a secondary school community and is used as a provocation tool in classroom discussions.

Theatre as Representation (TAR) is a teaching pedagogy that utilizes a dramatic scenario to provoke discussion and decision-making possibilities within a preservice classroom management curriculum and/or a graduate leadership curriculum (Meyer, 1998, 2001, 2003, 2004, 2005). The scenario itself is inspired either by research interviews on a specific subject or, as, in this scenario, an actual event. The scenario's purpose is to bring to light to specific issues of leadership and decision making that can affect—positively or negatively—the values and ethics of school life such as school culture, climate, accountability, and inter-constituency communication.

Background

While I was doing my graduate work with the late Geoffrey Isherwood of McGill University in the mid 1990's, I realized that much leadership theory was still

existing within the positivistic paradigm as espoused by the followers of Simon (1945/1976), Merton (1967), and Griffiths (1988), to name a few. One opposing view to this came from the late Tom Greenfield (1993), who advocated a more responsive vision of leadership where ideas, power, and control of leaders were more open to collegial and co-operative activities and interactions. In the late 1960s and early 1970s, these theoretical deliberations were mostly known as the "Greenfield/Griffiths" debates within the leadership field. As a graduate student in educational administration, I was hearing mixed messages where on one hand, the school boards were instructing their future administrators in the traditional transactional leadership style of "this is the way we do it around here" preparation programs. On the other hand, as graduate students, we were informed about transformational (precursor to distributive) leadership. With this information in hand I toyed with the idea that school administrator preparation programs required some sort of alternative simulation-like activities rather than the typical "in/out basket" exercises.

Because I had a phenomenological stance in theatre education I began to experiment with the interview data I was collecting for my thesis. Along with typical coding, and reducing data into themes and subsets of conclusions, I began to create scenarios that would depict the issues that these subsets of information inspired. This technique of data-driven scenarios became *Theatre as Representation (TAR)* (see Meyer, 1998 for more details). Starting in 1993 from the very first public presentations at the Canadian Association for Study of Educational Administration Annual Meeting in Ottawa, and in educational administration graduate classes and conferences, the success of these scenarios was very encouraging. TAR would also fall into the more recent qualitative research approach called ethnodrama (see Saldaña, 2005).

TAR as a Teaching/Learning Style

From a teaching/learning perspective, *theatre as representation*, or ethnodrama-inspired scenarios, are employed in teacher and administrator preparation programs in what could be best described as a fused combination of learning-by-doing construction (Dewey, 1934) within a constructivist framework (Vygotsky, 1978). TAR is Dewey-like in the sense that participants become partially embedded in the characters' personas and then step out of those personas to either discuss or rework those personas in a hands-on manner. It is constructivist in the sense that the sequential and actual participant involvement in and subsequent deconstruction of their assumed personas leads to a deeper analysis of their characters. This design then

creates discussion formats and alternative conflict resolution possibilities for the scenario. The TAR scenario process also can produce discussions and strategies for real-life leadership decision-making issues.

In this application, TAR is founded on two rudimentary constructions and a third supporting one (Meyer, 2004). The first construction is based on traditional drama, theatre, and production practices as passed down through generations of performance practice, along with concepts espoused by such theorists as Beckerman (1970), Bolton (1979), Brecht (1948/1964), and Warren (2002), to name a few.

The second foundational view comes from a fusion of social constructivist learning theories: Fosnot (1996), Goleman's (1995, 1998) notion of emotional intelligence, and Hutchins' (1995) thoughts of cognition. When a TAR scenario is used within a teaching pedagogy, all students have the opportunity to take on character roles in the piece (either as actors or readers) and to be audience members. Each TAR scenario incorporates fundamental aspects of administrative and organizational theory (e.g., sources and uses of power, micro-politics, etc.) fleshed out through the use of research and/or analysis of extensive interviews with in-service practitioners. This would hold up to work by McCammon, Norris, and Miller (1998) where, "the goal of most teacher education preparation programs is the development of reflective teachers who can examine and re-examine their knowledge, beliefs and values about teaching and learning" (p. 1). If so desired, the actual interview data that inspired the TAR scenario, after appropriate editing, can initiate discussions among participants regarding a specified topic.

The third supporting concept comes from a synthesis of educational leadership, power, and drama (theatre) relationship ideas regarding power. The former is mostly predisposed by Hodgkinson's (1983, 1991) theories of value leadership, ethics in leadership (Shapiro & Stefkovich, 2005), theories in transformational leadership (Burns, 1978; Sergiovanni, 1990), Leithwood's (1999) ideas on decentralizing, constructions of distributed leadership (Spillane, 2006) and the design of future schools. The latter is devised from notions of Brecht's alienation theory (1964/1974), Boal's political theatre concepts, and to a lesser degree, some drama education theory on performance (Boal, 1985), group creation and structures (Jackson, 1993; O'Neill & Lambert, 1982) and drama group dynamics and story telling (Booth, 1994; Neelands & Goode, 2000).

This classroom collaborative activity is highly different than a standard case study exercise. Typically, case studies are somewhat technical, descriptive and linear deconstructions of incidents (designed or actual) that have an expected outcome. Cases are frequently based on actual incidents or litigation. Usually written in the past tense, a case study gives facts, actions, and probable conclusions. Theatre as Representation contains many of these elements; however, the distinguishing feature in TAR is its live presentation. Facts come alive with actual live voices. Character participants can emotively and psychologically empathize directly with the characters they are portraying. Students not involved it the dramatization serve as an audience to watch and weigh the merits of the case as it is portrayed.

Theatre as representation scenarios are inspired by real events; however, they are not the real event itself. There is some artistic license in both their creation and in their presentations. Herein lies the advantage of using this approach in a B.Ed or M.Ed learning environment. The live participation of all participants (active or passive) is altered each time a different participant takes on a specific role. Whether it is how a word or phrase is spoken, modulated, or creatively positioned within the scripted dialogue, participants can spontaneously modify characteristics as they are representing them. This spontaneity provokes directional, interpretative alterations to preconceived traits of the portrayed characters.

There have been other qualitative research-inspired scenario constructions that are used in preservice and related instruction. Of note are Jim Mienczakowski's (1996) work in health education and George Belliveau's (2006) research in social justice and teacher education. TAR scenarios differ from these examples. TAR scenarios are scripted based on interviews, or observed instances, or from stories. They are not inspired from a classroom group collective exercise or improvisation protocol.

The pedagogical foundation of TAR is to have students explore the possibilities for further direction and content of a scenario. The discussions that typically follow a class presentation usually deal with a number of related issues about the content or facts of the scenario. A TAR scenario triggers, or even goads, participants into taking sides about the content or portrayed personalities. It initiates many "*what if?*" questions and reflective inquiries, both into the content and the characters.

The following case, is one of dysfunctional communication, school governance, and school leadership. For the purposes of this short presentation, it serves as a classroom discussion provocation piece. In its typical classroom application, the instructor arbitrarily distributes the parts and in a readers' theatre-like setting, the

piece is read out loud. It is not important to have male and female participants reading corresponding parts. Most TAR scenarios are based on actual incidents. The inspired characters are based on actual personalities. Following the reading, the discussion question posed to the class is, "What just happened here?"

The Insurrection
by
Matthew J. Meyer

It is early December, on the Monday following the annual "semi-formal" school cotillion. The school principal is having an emergency meeting with several members of the parents' executive committee of the senior boys' basketball team. The team coach has quit because four of the grade 12 team members decided to attend the cotillion against his ruling, which conflicted with the date of an invitational basketball tournament.

This is based on a true incident; however, not all events occurred as indicated in the text.
Actual names have been changed.

Characters:
Mr. Pruit, School Principal, Mrs. Betty Miller, Mr. Greg Dogwood, Mr. Norbert, Mrs. Guyot

Mrs. Miller: Mr. Pruit, you must do something about this situation. Our basketball coach Paul Katz has given our high school four years of his valuable volunteer time in coaching our children. You must support him in this situation. His authority as Coach is in jeopardy. How can you overstep his mandate?

Mr. Pruit: First of all Mrs. Miller, let me remind you that as Principal, I have the authority and mandate to govern this school according to both the Provincial Education Act and our School Board protocols. That includes all academic and extracurricular activities. So please permit me to do my job!

Mrs. Miller: Yes we know that, you have told us that many times. But it was you who first begged Coach Katz to take over the team in the first place …

Mr. Dogwood: Betty, will you let him explain all the facts before you chop his head off? You're not letting him speak.

Mr. Norbert: Greg, if it were not for your son and his buddies we would not be in this mess to begin with. Betty is right. The Coach has been undermined and now we don't have a coach …

Mr. Dogwood: That's entirely unfair. My son and the others did nothing wrong and you should not be blaming his quitting on them.

Mr. Norbert: They went behind the Coach's back. They knew that their absence from the tournament meant that the team had no chance of doing well. The team must come first. That's loyalty.

Mr. Dogwood: The boys were willing to take punishment and such but to be permanently suspended?? That's too, too much!

Mrs. Miller: And now we have no Coach and now—no team!

Mr. Pruit: Stop this bickering. We still have a team … just no coach at the moment. So please everyone calm down. These are the facts as I have pieced them together. I have spoken to Paul, the boys in question, the Assistant Coach Tom, and most of you. Let me speak without interruption please. Before any of this came to me, here's what happened. Back in late August, Paul made the game schedule with all the other regional coaches. He had been given our complete school calendar of events. As Coach, he informed the team members that missing a game or being late for a practice would bring some sort of negative consequence to them and to the team. I do not interfere with the way coaches run their teams, so I am not aware of those consequences. But having been a coach myself for many years I have a pretty good idea. Next, a month ago at a parent meeting, Mrs. Dogwood asked the Coach what would the reprisals be for any team

member who missed the November 26th Tri-County Invitational Tournament. That weekend tournament happened to be in conflict with our school's annual Semi-Formal Cotillion Dance. Paul said he would think about such consequences and inform the parents. Two weeks passed. Paul sent a letter to all the parents informing them that he felt the team members' first obligation was always to the team and that a school dance was secondary to that commitment. He stated that the consequences for missing that tournament would be severe. But he did not specifically state what they would be. He also indicated that this was an invitational tournament and that even though the results would not affect the teams' standings, the experience would be tremendous in aiding in the team's growth as they moved towards the regional playoffs.

Mr. Norbert: Yes, Yes we know all that …

Mrs. Guyot: Let him finish!

Mr. Pruit: Next. At the beginning of last week, four days before the tournament, Paul left the practice early to catch a plane for a business engagement out of town. He was to return the day before the tournament to hold a practice. However, he still didn't inform the team of the possible consequences. Within that time, the four senior boys who wanted to go to the dance went to Tom to ask what to do. Tom suggested they come to me since Paul was out of town. I informed the boys that they would not be penalized for attending the dance since this event is a major school event and that it was my belief that no graduating senior should miss the opportunity of attending it.

Mrs. Miller: So you gave them permission to miss the tournament. That's outrageous. No wonder Paul quit—you destroyed his credibility!

Mr. Pruit: (*annoyed at being again interrupted*) Paul was away and I could not contact him. Upon his return, last Wednesday, he

went directly to the practice but found that he could not hold the practice because the gym was being transformed into a ballroom. Because the practice had to be cancelled, most of the players had left but a few were milling around the gym. Paul was angry that he could not hold the practice because the tournament was the following day. One of the junior team members asked him who the starting five players were going to be since the four seniors would be absent. Paul exploded in a rage saying no one had informed him that these four would not be at the tournament and then he stormed into my office.

Mr. Norbert: Well, wouldn't you do the same? How come you did not inform him of the cancelled practice in advance or leave him a phone message about your decision on "no reprisals?"

Mr. Pruit: As I was saying … Paul came into my office fuming. I attempted to calm him down and I explained my decision, which he did not accept. He said bluntly that I, even as Principal, had no right to interfere with the running of the team and that if I could not accept that, he would stop being coach. I would not change my decision, so he quit right then and there.

Mrs. Miller: You were so unfair to him and to our children by siding with those four. Their personal social needs for attending that dumb dance have put the entire team in jeopardy. Paul is a great coach and now our children feel deserted. That is entirely unacceptable.

Mrs. Guyot: I take great offence at your insinuation that my son and the other three boys are disloyal. They have been on the team since grade 10, have never missed a game or practice, and have given up weekends, a social life, and a lot more. And how about us as parents, we have supported this team for years driving them everywhere, providing food and bottle drives, and hosting tournaments. Your son is only in Grade 10, don't talk to me about loyalty!

Mr. Pruit: Paul's final word was that due to my "overriding" his punishment protocols, in this case permanent suspension, he felt that his authority was compromised. I informed him that I disagreed. Our school policy regarding conflicts between school events is flexible. However, the dance had been on the calendar since last spring, and in my view he should have taken that into account prior to making commitments. Further, this tournament was an invitational one and its results would not affect the team's standings.

Mrs. Miller: All that is irrelevant. Whether or not the tournament counts is not the important thing. What is important is that the team members understand their responsibility when they tried out for and made the team. There is no sense of honour.

Mrs. Guyot: This is high school basketball, not a military obligation. They are kids, not dogs in an obedience school. Let's not get carried away here. Paul was too serious. We are talking about an important school event for our kids. And this was an invitational tournament. He could have played the bench players and give them some needed experience. We even would have driven them to the tournament the next day. In that way they would only have missed one actual game. He knew that. I support Mr. Pruit here.

Mr. Norbert: That's because it's your son who has caused this disaster! If it weren't for his decision and that of the other three Paul would still be coach! Those kids went around the coach's back. They didn't have the gumption to face the coach directly … such cowards.

Mrs. Guyot: You are truly an ass, Norbert. The coach wasn't around first of all and they went through the assistant coach and Tom brought the matter to the Principal. They went through the only channel they could—especially since Paul did not respond to our request to define the sanctions. And don't call my son a coward.

Mrs. Miller: The point here is that we want Paul back as coach and these four students punished, Mr. Pruit. You owe that to the team.

Mr. Dogwood: No he does not. Paul quit because he disagreed with the Principal's decision. The Principal runs the school. He made a judgment call and that's that. The only thing left to do here is for the Principal to hire a new coach.

Mr. Pruit: Ladies and gentlemen. Please calm down. My decision stands firm regarding sanctions. I will speak to Paul and see if an arrangement can be reached. I highly doubt it. I will find another coach. That is my responsibility.

Mr. Norbert: If Paul is not the coach, then I'm taking my boy off the team.

Mrs. Miller: Mine too. Mr. Pruit, there are eight other parents who will do the same and this is mid-season. There would be no team.

Mr. Pruit: I do not respond well to threats. All we need to field are five or six players; and there are that many left. I am sure we can have a tryout fairly soon to make up the squad's membership. There will be a team and a coach even if it's me! When all these items are addressed, I will e-mail or telephone all of you within the next few days.

Classroom Discussion Possibilities

Decision making is an ongoing responsibility and task of all school administrators. Within many decisions there is a moral and ethical dilemma where a position will be either challenged or supported. This is the case in this scenario where Mr. Pruit, the principal, believes that the four students who have chosen to attend the dance have priority over the coach's decision, or need, to have total control over his team. There are several issues that this scenario brings to mind. First, but not in any specific order, is which constituency believes it has the actual power and control over an extracurricular activity where a volunteer has been solicited to be responsible for, in this case, the boys senior basketball team. Second, is whether the mandate of the Principal should extend over all activities within the school, and if so, whether it has

been explained thoroughly to all members of the constituencies involved. Third, is whether the incident has divided the parent support group and what the ramifications are for school governance, lines of communication, and the public relations between the principal, parent constituency, school board, and the general school community. Fourth, there are moral and value challenges in maintaining a healthy school culture and school climate for all students. Fifth, is whether responsibility and accountability have been designated and appraised in all extracurricular activities, especially where there are active parent support groups.

The responses to these issues from the classroom members may provide some insight into the decision-making dilemmas that an administrator must work through. Such responses can be constructed along pedagogical, leadership, and political lines. Students, either individually or in groups, can construct resolution solutions or role-play the possible dialogues between the conflicting constituent groups.

As a pedagogical teaching/learning strategy, a TAR scenario provides a provocation scheme to engage preservice and graduate education students in the moral and ethical issues of the field. As a pedagogical tool, it further fuses research, theory, and practice. If the classroom instructor has created the scenario, then he or she can choose to share the original data with the students to address trustworthiness/validity issues. A discussion of applicable theory (as in this case, leadership) can be infused into the scenario's classroom use. As a creative interaction device, the participation of the students in the scenario permits them to be characters persona and react in such ways that provoke discussion and possible alternative resolutions to the issues presented in a non-threatening ways. Participants are not judged on their acting abilities. They are reading from, not memorizing scripts. The focus is more on the content than on its dramatic presentation in a theatrical sense. The experience also provides an enjoyable and expressive communication medium for all those involved.

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