Serving principals
Needs Analysis Programme

A NAFPhk Professional Development Programme

Conversations

Conversations 2:

Change and
Strategic Thinking

DEVELOPMENTAL
NEEDS ANALYSIS

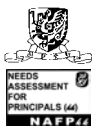**A NAFPhk Professional Development Programme –**
Serving Principals Needs Analysis Programme
Conversations 2: Change and Strategic Thinking

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For more information on the *Needs Assessment for Principals (Hong Kong) [NAFPhk]* programmes, please email us at NAFPhk@fed.cuhk.edu.hk or visit http://www3.fed.cuhk.edu.hk/ELDevNet

Every serving principal has heard about **strategic leadership** and **change** management. We have all been told – and we believe – that nothing is certain in schools *except* change.

Lets ask ourselves some change questions:

- Are my school's resources being fully utilised?

- What networks do I have that let me know about change?

- What are my staff's expectations? Am I seen as an agent of change?

- Is my school known as innovative? Conservative? And which do I prefer?

"If we are to achieve results never before accomplished, we must expect to employ methods never before attempted."
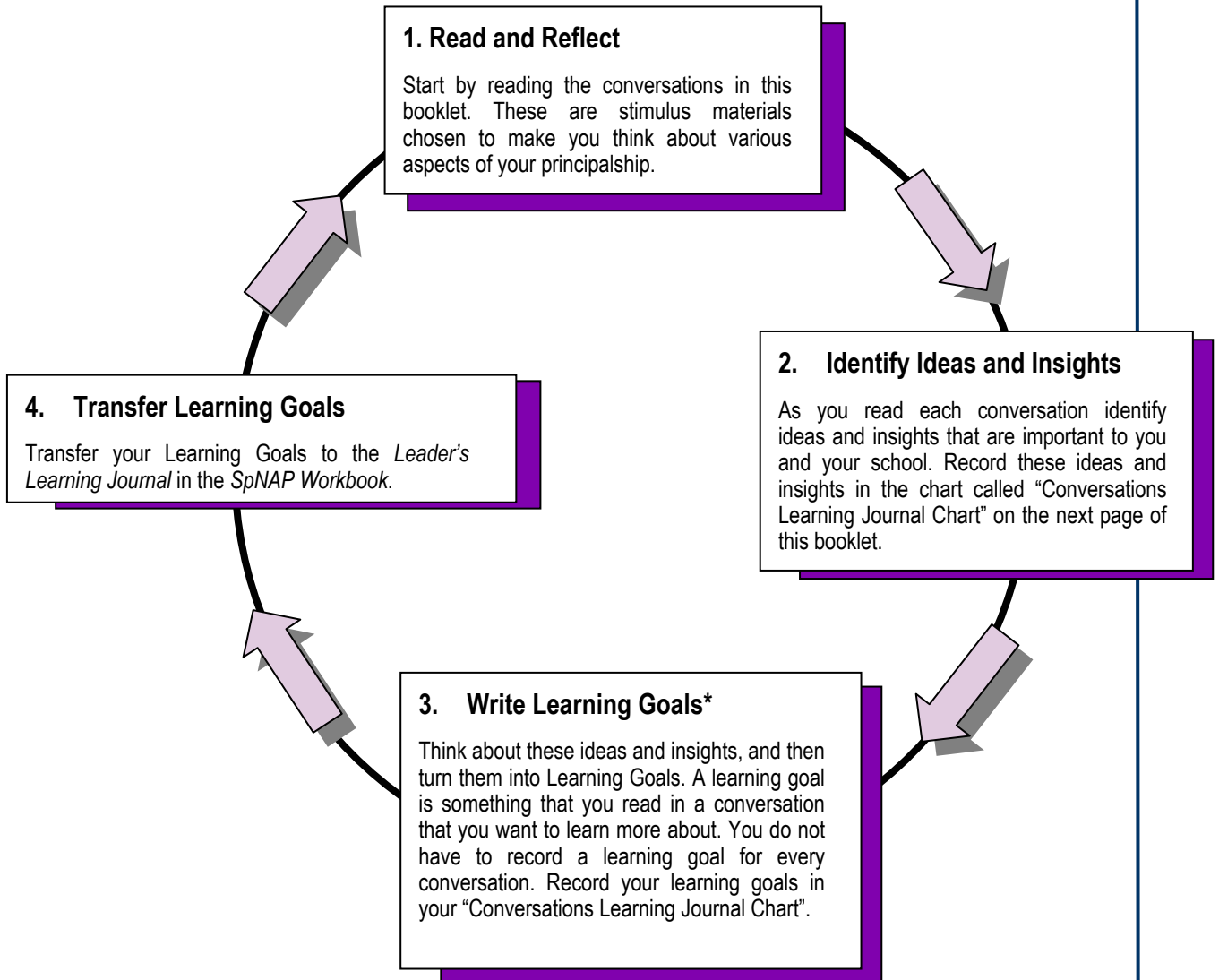
– *Francis Bacon.*

CONTENTS

How to Use this Booklet

1. Read and Reflect

Start by reading the conversations in this booklet. These are stimulus materials chosen to make you think about various aspects of your principalship.

2. Identify Ideas and Insights

As you read each conversation identify ideas and insights that are important to you and your school. Record these ideas and insights in the chart called "Conversations Learning Journal Chart" on the next page of this booklet.

3. Write Learning Goals*

Think about these ideas and insights, and then turn them into Learning Goals. A learning goal is something that you read in a conversation that you want to learn more about. You do not have to record a learning goal for every conversation. Record your learning goals in your "Conversations Learning Journal Chart".

4. Transfer Learning Goals

Transfer your Learning Goals to the *Leader's Learning Journal* in the *SpNAP Workbook*.

A 'learning goal' is something that you read in a conversation that you want to learn more about. It should be able to reflect what you want to learn about the ideas and insights that you identify from the conversations.

Conversations Learning Journal Chart

The structure of the "Conversations Learning Journal Chart" is described below.

The Journal is a log or diary that records your progress through the conversations.

A sample of a "Conversations Learning Journal Chart" entry is shown below:

Date	Conversation number	Ideas and insights arising from conversation	Learning Goal
8/5/05	Conversation 6: What are eBooks?	What are eBooks and are they cost effective?	*Goal*: Investigate the possibility of using eBooks in my school – involve English HOD and Librarian to develop a plan. Is there a cost advantage?

Complete the chart on the following page as you progress through the booklet and then transfer the Learning Goals to the *Leader's Learning Journal* in the *SpNAP Workbook.*

Conversations Learning Journal Chart: **Change & Strategic Thinking**

Date	Conversation Number	Ideas and Insights Arising From Conversation	Learning Goal

*Transfer your most important learning goals to the *SpNAP Leader's Learning Journal.*

Conversations Learning Journal Chart: **Change & Strategic Thinking**

Date	Conversation Number	Ideas and Insights Arising From Conversation	Learning Goal

*Transfer your most important learning goals to the *SpNAP Leader's Learning Journal.*

Conversation 1. Future Trends for Schools

Schools are under pressure to totally rethink what they do and how they do it.

- Schools no longer serve as a sifter of manpower nor a provider of terminal qualifications, but the starting point of lifelong learning.

- Primary and secondary schools are no longer seen as places for narrow vocational preparation, but are responsible for student acquisition of core capacity for lifelong learning.

- Schools are no longer the major provider of information, and hence its role of feeding information will soon deteriorate.

- Schools are now given the renewed mission of student development.

- Schools lives therefore go well beyond examinable subjects, and extend to extra-curricular and extra-campus endeavours.

- Schools will move increasingly away from "set-menu" curriculum for students, and will play a weaker role in dictating students' learning paths.

- Schools face pressure to liberate its structure and hence will blur the formal/informal as well as the private/public borders.

- Teachers will change from an information provider and examination facilitator to mentors of student development.

There is an obvious trend towards a new type of humanity in education. The last two decades have seen a shift of emphasis from the system to schools. There is a further shift of attention from schools to students. The shift is not only about the level of focus, but also a shift from hard knowledge and skills towards more intangible development of capacities within the student.

If student development is accepted as a necessary focus then all other routines in schools that are less concerned about student development should be reduced to the minimum. Education should be brought back to its very fundamental mission; education policies should concentrate on student learning; school activities should be reduced to the basics; school "management" should be brought down to the utter simplicity.

The knowledge economy and technological developments will drastically bring about a liberation of human capacities in learning. Schools and formal education in general must seek a new identification. This is the basic task of educational reform at this time of human history.

Extracted from:

Cheng, K. M. (2000). *Schools into the new millennium: In Quest of a New Paradigm.* Keynote address to International Council for School Effectiveness and Improvement. Hong Kong.

教育改革要求教師改變其教育思維和教學習慣、培養「新世紀人才」，這是教育決策者的意願。對教師而言，教育決策的首要問題是決策者在制定決策時未必有充分考慮到教學的複雜性。教育決策者希望教師能迅速和爽朗地改變，卻沒有理解到教師在轉變教學方法時，會遇到不少的質疑和挑戰。將單向講授、練習、記誦的教法改變為發現、綜合、協作的建構性學習，教師需要一定的水平和勇氣，因為這種規範性的教學轉變往往會讓人懷疑教師是否放棄讀、寫、算等基本能力的培養，甚至會有人懷疑教師在教學上是否盡責。教學的改變需時，然後才去嘗試、去為「新法」辯護。這正好說明教學革新不能一下子就成事。若決策者不能理解這點，在沒有充分考慮教學的複雜性的情況下而勉強為教育改革定下時間表，則會出現欲速不達的情況。

對教師而言，教育決策的第二個問題是決策者在制定決策時的偏頗假設，如教師的「不足」。決策者為了改進教學質素而要求教師在工作上有所調節和配合，這是合理的。不過要求教師改變的出發點卻不應是教師的「不足」。在香港，由政府主導，對部分教師的重新評核便是這種偏頗假設的引例。在過去，教師為某些教育問題而要承受的責備是屢見不鮮。現時的政策措施，都會以教師培訓配套。這是一種負責任的政策實施的表現。在這裡必須要澄清的，是「凡改革，必培訓」的方案，是否能就

解決教師在改革進行過程中所遇到的困難。教師培訓的重點，都旨在讓教師增加認識，補其在工作上之「不足」。如果教師的培訓只是「新知」、「新法」的傳授而沒有照顧他們專業發展的其他需要，那一種「不足的教學模式」便會凌駕於教師發展之上，只肯定了教師的知識、技能及質素的不足，而將注意力集中在補救「不足」之上。

從體制的層面來看，教育決策的第三個問題是教育政策的實施問題。自 90 年代開始，香港和中國內地的學校教育經歷了一浪接一浪的教育改革，實行的改革措施實在很多，但卻沒有見到有系統的政策評估出現，及向公眾交代這些動用大量公幣的改革建議的實踐成效。沒有客觀和系統化的政策評估，大家都不知道已實踐的改革建議有多大的作用，日後更無取棄的依據。

本文內容擇自：

盧乃桂（2001）。教育改革潮中的教師和教師發展。【基楚教育學報】10.2: 73-100．

The construct of 'learning societies' in the 21st Century has been dominated by the enormous growth in digital media. Computers, the internet and Information Communication Technology (ICT) in general is rehaping education in the 21st Century in the same way as the printing press transformed the educational organization and the process of learning in the 19th century. Spender (2002) describes the nature of lifelong learning as we change from "the old to the new":

- From *education as a right*, as an established system, to *learning as a commodity*, where the consumer can choose (and where the learning products increasingly can be purchased).

- From *education which controls entry,* which regulates availability, to *learning for all,* to deregulation.

- From *education as a qualification* or credential, to *learning and skilling as a lifestyle*; where instead of working your way through someone else's prepackaged information, you cherry pick from all the available courses to get the skills you need for the work you want to do.

- From *education as a scheduled activity*, to *learning any time, any place, any pace;* what ever you need for as long as you want it and you only pay for what you use.

- From *taking in content* (studying), to *making information*, doing something with the resources, creating something new – a solution, process, methodology.

- From *memory testing*, to *the demonstration of performance*: it's not what you know (which has little value in itself) but what you can do with it – the value is not in the known but the new.

- From *competitive* to *collaborative practices*; whereas the book, the essay and the exam have all been isolated activities, the online and networked environment allows for a much greater degree of collaboration.

Extracted from:

Spender, D. (2002). *e-Learning and its future.* Paper for the Conference Connecting the Future: Global summit of online knowledge networks. http://www.educationau.edu.au/globalsummit/papers/dspender.htm, March 2002.

每個在台灣生活著的人都有一張自己的教育改革藍圖，街頭巷尾都不難看到數著教育「不是」的人們。而在教育改革的策略上一直誤將「病癥」當「病因」，以「過程」作為「目的」的解決方法使教育問題一次比一次更為棘手。而近年來還常因「認知不足」或一些與教育無關的個人「情緒」與「政治立場」，有意無意混雜在政策方案的推動、宣傳與落實的隙縫間，更使改革成為另一場劫數。

教育的問題錯縱複雜，其改革層面含蓋文化、價值與生活現實等問題，而其內涵或為意識形態，或為生存的基本需求。因此從事教育問題的解決不但要有系統思考，更應以堅實的教育哲學作為基礎。但是長久以來，我們解決教育問題卻以最簡單的思考邏輯與世俗常識做工具，僅在表面的升學問題上不斷耗盡資源以致衍生更多的教育問題。「九年國教」、「自學方案」等幾次重大的教育改革政策都是在如此的思考與作法上失去改革教育的契機。目前的「多元入學方案」和「基本學力測驗」似亦掉入如此的邏輯泥沼中。入學方式等技術性改革可以為解決教育的手段或過程，卻絕不能由此完成教育目標。

「教育形式，重於教育實質」的觀念是目前問題的主要根源，亦是目前的社會劣質文化。所謂的「明星」學校，與其他的社會流行風尚一樣，實質的意義並不多，卻令多數人頭昏目眩。競爭「明星學校」，是盲從地為爭得「面子」與名氣。教育本質受到如此的扭曲與物質化，自然有了大量的失敗者。如果教育改革不能將教育回歸至其內涵與本質，而仍複製簡單的「廢除考試、減輕學生負擔」的思考模式，則教育問體不但永無改善，且將衍生更嚴重的教育問題。

要從事有計劃的教育建設，其過程必能讓教師、家長、社會大眾更清楚教育本質；了解求學的意義和價值；明白義務教育與選擇教育之分野及全民教育與菁英教育之不同。教育的問題一定要回到教育的本質，由教育的方法與內容，有根本做起，累積成果。

目前主要教育改革政策著重在由上而下推行，缺少研討、辯證與對話。因此教育本質與內涵的理解與共識建內都極為不足，而改革措施之設計與學校落實之策略也往往經不起升學現實與行政干預的影響。面對社會轉型、國際競爭，在自由化與多元化的教育改革趨勢中，我們應在政策推動改革的同時更積極建立起我們正確、且有共識的價值觀、發展教育改革的中心思想與教育哲學。

本文內容擇自：

周麗玉(2003)。推薦序：五【誰捉弄了台灣教改？】台灣：心理出版社。

Conversation 5. Principals and Culture

For decades, the terms climate and ethos have been used to capture this pervasive, yet elusive, element we call "culture." Although hard to define culture is extremely powerful. This taken-for-granted aspect of schools, too often over-looked or ignored, is actually one of the most significant features of any educational enterprise. Culture influences everything that goes on in schools: how staff dress, what they talk about, their willingness to change, the practice of instruction and the emphasis given to student and faculty learning. Culture is the underground stream of norms, values, beliefs, traditions and rituals that has built up over time as people work together, solve problems and confront challenges. This set of informal expectations and values shape how people think, feel and act in schools. This highly enduring web of influence binds the school together and makes it special.

School leaders from every level are the key to shaping school culture. Principals communicate core values in their everyday work. Teachers reinforce values in their actions and words. Parents bolster spirit when they visit school, participate in governance and celebrate success. In the strongest schools, leadership comes from many sources.

School leaders do several important things when sculpting culture. First, they *read the culture* — its history and current condition. Leaders should know the deeper meanings embedded in the school before trying to reshape it. Second, leaders *uncover and articulate core values,* looking for those that buttress what is best for students and that support student-centered professionalism. It is important to identify which aspects of the culture are destructive and which are constructive. Finally, leaders work to *fashion a positive context*, reinforcing cultural elements that are positive and modifying those that are negative and dysfunctional. Positive school cultures are never monolithic or overly conforming, but core values and shared purpose should be pervasive and deep.

What are some of the specific ways school leaders shape culture?

- They communicate core values in what they say and do.
- They honor and recognize those who have worked to serve the students and the purpose of the school.
- They observe rituals and traditions to support the school's heart and soul.
- They recognize heroes and heroines and the work these exemplars accomplish.
- The eloquently speak of the deeper mission of the school.
- They celebrate the accomplishments of the staff, the students and the community.
- They preserve the focus on students by recounting stories of success and achievement.

Ganado Primary School in Ganado, Arizona, was once identified as one of the worst schools in the state. Now the culture is one that supports learning for its Navajo students, professional innovation for its staff and meaningful parent involvement for its community. The principal, Sigmund Boloz, and his staff regularly meet for "Curriculum Conversations" about new instructional techniques and they discuss new books during "Teachers as Readers" meetings. The school acclaims student accomplishment of all types during the "Celebrating Quality Learning Awards." The building, whose architecture symbolizes the four directions of Navajo beliefs, has student work and the rugs of skilled Ganado weavers displayed everywhere.

Joyce Elementary School in Detroit, Michigan, has developed a strong, student-focused culture. The school is located in an economically depressed area, but its culture is rich with hope and support. Over the past 20 years, Principal Leslie Brown Jr. has worked with his staff and parents to build a

place that values its students, encourages professional improvement and celebrates success. Regular classes for parents support their interest in learning. Staff hold high expectations for themselves and students. Joy and caring fill the hallways. A special honors ceremony with speeches, medallions for the students and time to reflect on personal achievement attracts hundreds of community members each year.

Extracted from:

Peterson, K. & Deal, T. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56.1:28-31.

戴望舒教授於重新設計學校教育 (Initiating the Redesign process) 一文指出，「怎樣」及「從那裡著手」為學校再設計其教育的過程是兩個最困難的步驟。他認為我們可利用「學校之需要評估」作為整個重新再設計程序的起點。

據戴望舒教授所言，要評估學校的需要，第一步是要釐清什麼是推動學校變革的動力。這可助學校抵消變革的阻力和弄清楚「需要評估」的方向。

戴望舒教授又指出變革的動力可分為「內在」變革動力和「外在」變革動力兩種。

「外在」變革動力的項目一般包括：

1. 政府或教育部門頒發的教育政策：如課程改革、賦權及校本管理等。

2. 政府教育奉行的經濟政策。

3. 社會經濟結構轉營。

4. 適齡入學人口結構及社會經濟的變動。

5. 父母對學校及子女的期望。

6. 學校間的競爭。

「內在」變革動力的項目一般包括：

1. 學生的學業成績。

2. 學生的品格操行紀錄。

3. 教師教學的主動性。

4. 校本課程製作的主動性。

5. 教師專業精神。

6. 學校行政人員的主動性。

7. 委任教員作新的職能綱位。

當學校能全面掌握其「內在」與「外在」的變革動力的時候，學校便能按其優勢與弱點，初步勾劃出未來學校發展的藍圖、目標和願境。學校亦可在評估需要的過程中逐步將該願境完善。

本文內容撮譯自：

Dimmock. C. (2000). Initiating the re-design process: Creating the school culture. *Designing the learning-centred school: A cross-cultural perspective* (pp. 63-77). London: Falmer Press.

　　如果把校園當作一個身體，校長這個主要帶領學校的關鍵人物應該是頭，而手腳、血管應是學校的行政組織，至於身體裡的五臟六腑則非老師、學生還有課程、教材教法等莫屬。現在讓我們先看看頭部、手腳和血管。

　　台灣於一九九八年推出校長遴選制度後，校長的角色為之轉變，由原先所謂企業的「總經理」變成員工的「工頭」，許多校長可能因為每四年的遴選而離去，也有一些校長不得不做一些公關，教職員和家長打好關係，這與過去校長由派任，比較能有為有所不為，權力較大的情況大不相同。

　　從學校的教育行政組織來說，由於引進家長會、教師會、教評會以及校務會議等一連串措施，使過去的人事、校務發展權力旁落到這些任務組織上，教師參與校務成為新趨勢。校內教師會的存在更是台灣獨特的制度，因為世界上很少有國家在校內直接成立教師會，這使原本是專業經理人而非資方代表的校長與教師會的關係，反而變成像資方。校長與教師會於這關係下似乎容易成為對立關係，尤其在校長職能轉變後，無論在校長遴選或聘任新教師、人事權的安排等產生很多問題。

本文內容擇自：

周祝瑛（2003）。校園生態為何變了？【誰捉弄了台灣教改？】台灣：心理出版社。

Conversation 8. The Triplization Process

Globalization, localization and individualization are necessary components of current educational reforms. All of these processes as a whole can be taken as a *Triplization Process* (i.e., triple + izations) that can be used to discuss educational reforms and formulate the new pedagogic methods and environment to implement new curriculum for students in the new millennium.

Tripliz-ation	Conceptions and Characteristics	Preliminary Implications for Education
Globalization	Transfer, adaptation and development of values, knowledge, technology and behavioral norms across countries and societies in different parts of the world from/to a society, a community, an institution, or an individual (teacher or student): • Global Networking • Technological, Economic, Social, Political, Cultural and Learning Globalization • Global Growth of Internet • International Alliances and Competitions • International Collaboration & Exchange • Global Village • Multi-cultural Integration • International Standards and Benchmarks	To maximize the global relevance, support, intellectual resources and initiative in schooling, teaching and learning: e.g. • Web-site Learning • International Visit/Immersion Program • International Exchange Program • Learning from Internet • International Partnership in Teaching and Learning at group, class and individual levels • Interactions and Sharing through Video-Conferencing across Countries, Communities, Institutions and Individuals • Curriculum Content on Technological, Economic, Social, Political, Cultural and Learning Globalization
Localization	Transfer, adaptation, and development of related values, knowledge, technology and behavioral norms from/to the local contexts: • Local Networking • Technological, Economic, Social, Political, Cultural and Learning Localization • Decentralization to the Local Site Level • Indigenous Culture • Community Needs and Expectations • Local Involvement, Collaboration and Support • Local Relevance and Legitimacy • School-based Needs and Characteristics • Social Norms and Ethos	To maximize the local relevance, community support and initiative in schooling, teaching and learning: e.g. • Community Involvement • Parental Involvement & Education • Home-School Collaboration • School Accountability • School-based Management • School-based Curriculum • Community-related Curriculum • Ability Grouping/ Classroom • Curriculum Content on Technological, Economic, Social, Political, Cultural and Learning Localization
Individualization	Transfer, adaptation and development of related external values, knowledge, technology and behavioral norms to meet the individual needs and characteristics: • Individualized Services • Development of Human Potential in Technological, Economic, Social, Political, Cultural and Learning Aspects • Human Initiative and Creativity • Self-actualization • Self-managing and Self-governing • Special Needs	To maximize motivation, initiative and creativity in schooling, teaching and learning: e.g. • Individualized Educational Programs • Individualized Learning Targets, Methods and Progress Schedules • Self Life-long Learning, Self Actualizing and Self Initiative • Self Managing Students, Teachers and Schools • Meeting Special Needs • Development of Contextualized Multiple Intelligences

Extracted from:

CHENG, Y. C. (2000). *Globalization, Localization and Individualization for Effective Education*. Keynote paper presented to The International Congress for School Effectiveness and Improvement. Hong Kong.

在我們這個科學時代裏，科學精神中的客觀、理智，以及只相信事實證驗的態度已逐漸成為絕大部分知識分子和學術界之準則。社會學的研究強調價值中立 (value-free)，目的為追求一種不受研究者感情與價值觀牽絆以達致客觀事實的發現。

教育固然無法做到價值中立或遠離價值。良好的教育，必須包括價值教育。除了客觀的知識傳授外，德育、美育、體育和群育亦相當重要。要使學生得到均衡的的發展，大家都認為「德、智、體、群、美」五育並舉是教育的理想。

香港教育的失敗，固然是由於過往殖民地填鴨式教育的傳統，以及教育的各種制度的流弊所致。但如果從價值教育的角度看，我們也可以說，香港教育的一個核心弊病，正正是香港的教育沒有恰當的價值教育。香港過於偏重知識的灌輸，以知識成為達到其他功用的「用」的價值，令價值教育受到長期的忽視。

在現時的教育改革中，有不少議論強調我們不要只教授青年人知識，更重要的是教他們能自學，使能終身學習。這種想法固然正確，但所提倡的方法就只能提高青少年的學習興趣。要知道要建立他們的自學以致終身學習，與道德教育、人生目標、價值取向的教育關係密切，故須重視培養青少年立志。

況且，香港是一個自由社會，人人都強調多元價值的可貴。然而，真正的多元社會必須是肯定及容許不同種類的價值的存在與追求 ─ 必須是價值教育成功的社會。 因此，香港的教育改革必須配合價值教育的重建才能達致一個真正多元的社會。

也許，很多人對香港教育問題的理解仍然流於表面，而且在重建價值教育時恐怕還是形式居多。因為大家對教育失衡、教育失敗的更深層原因反省與了解不足；整個社會大部分人的心態或價值取向仍是知識技能、實用功能至上。而這種知識的、實用的、功利的價值取向，卻是整個時代的哲學與文化的病痛偏蔽所致。因此在推行教育改革時，我們必須對時代的哲學與文化有深度的反省，了解以及解決時代的病痛，才可令教育的改革建基於更穩固的基礎。

本文內容擇自：

劉國強 （1999）。【論價值教育與香港教育改革─一個建基於哲學與文化的反省】 （教育政策研討系列之二十四）。香港：香港中文大學香港教育研究所。

Conversation 10. Action Learning and Action Teams

Action learning describes a learning approach which takes effective action to address real work based learning and teaching challenges. The learning occurs between a group of colleagues who develop a united approach to addressing the challenges. Action learning is more than 'learning by doing' as it aims to develop a fresh perspective on existing knowledge and experience to apply to current challenges or issues. The need for review, reflection, rethinking and reinterpretation of this knowledge and experience is integral to the action learning process. (ANTA National Staff Development Committee: 1996)

Characteristics of effective Action Learning projects

- Address challenges identified as important by individuals, teams and the school.

- Have a plan that describes how the challenges will be addressed.

- Have well-focused actions that lead to significant and enduring improvements.

- Engage a small team of colleagues in a process where they reflect on their learning, develop fresh perspectives on existing knowledge and support and challenge each other.

- Are grounded in the reality of the school and/or classroom context.

- Use actions and strategies from the available theoretical frameworks (e.g. Gardner's Multiple Intelligences, De Bono's thinking structures) to provide a 'learning edge'.

- Have a relatively short timeline, a beginning and an end.

- Address school and system initiatives, past and present.

Characteristics of effective action learning teams

- Are made up of staff members who work together to address identified teaching and learning challenges and engage in action learning.

- Engage in meaningful collaboration and systematic reflection so that ideas are transferred into practice.

- Assume collective responsibility for producing more effective learning for all students regardless of who teaches them.

- Address the tensions inherent in the personal and professional relationships within the learning team and avoid embattled positions.

- Experience three frames of support: personal, professional and structural. A sense of personal productive challenge and a balance between pressure and support characterises their work.

- Require knowledgeable, skilled and supportive principals who emphasise and model the importance of staff learning and shared leadership and act as coordinators and coaches.

Incorporating action learning into the work of the school

The process involves five actions or steps that project teams can carry out once they are committed to implementing an action learning project within a school.

1. Select a project area.

2. Identify a real work 'vehicle' for the project.

3. Focus the project and check its power for improving student and staff learning.

4. Take action.

5. Evaluate the project.

Extracted from:

Johnson, N. J. & Scull, J. (1999). The power of professional learning teams. *Improving Schools (UK): 2 (1).*

National Staff Development Committee. (1996). *A guide to action learning.* Australia: ANTA Publication.

Professionals who have conducted an analysis of educational change in Thailand's cultural context have suggested two propositions about leading change in schools. These may hold some lessons for Hong Kong principals.

1. *Target formal leaders and obtain their support early in the change process.* The leader's role as a catalyst for change seems necessary, particularly in schools that are undertaking reforms that run counter to deeply-rooted cultural norms. Thus, early, firm support in school leaders seems necessary for catalyzing and sustaining the transformation of schools into 'modern organisations'.

2. *Formal leaders must use strategies that counter traditional norms of deference and bring staff concerns to the surface so they may understand and address staff resistance.* The high power distance prevalent in some Asian cultures creates an intriguing problem for change leaders. It would appear that the leaders may need to 'disarm' themselves of the most powerful tool at their disposal, power, in order to promote lasting change.

In the face of the principal's power and status, some school leaders tend to show deference, forestalling the initial impulse of staff to ask important questions about the innovation. Consequently, leaders often fail to collect the concerns and questions from staff at the beginning of a change. They may come to believe that they have achieved consensus where none exists. The tendency of staff to respond with surface politeness also drives resistance underground. The result is a polite, surface compliance. This also means that managers fail to tap the most important resource they possess in the change implementation process, the knowledge of their own staff.

Resistance is a natural by-product of the change process. It is something leaders must learn to work with; not something to sweep under the rug, to bludgeon into submission or even to 'overcome' through argument. To successfully foster change in organizations, leaders must learn to look for and use resistance.

Some strategies to foster staff interest and involvement in change projects include:

1. *Obtain and cultivate the support of informal leaders and leverage the resources of the social network to create pressure and support for change.* Principals target informal leaders in the initial implementation of the reform project and maintain close contact with them throughout. Assessing the resources of the social network of the school, in some cases the community, create support for change.

2. *Use formal authority selectively to reinforce expectations and standards consistent with implementation of the innovation.* Principals over time use a variety of strategies that increase pressure for implementation. They are not afraid to use the authority of external educational constituencies, the expectations of the community and peer pressure to foster change.

3. *Find ways to inject fun, encourage the spirit and celebrate shared accomplishments in the workplace while maintaining accountability.* The skill of leadership lies in finding an acceptable balance between the pressure for change and group harmony.

Extracted from:

Hallinger, P. & Kantamara, P. (2000). Educational change in Thailand: opening a window onto leadership as a cultural process. *School Leadership & Management,* 20(2): 189-205.

I suggest that what educational leaders must do to overcome the natural reluctance of teachers to try new things is to develop a mix of vital factors: Shared vision, understanding and respectful relationships are all crucial elements of a culture that fosters adult learning. This, in turn, promotes thoughtful, responsible risk-taking (educational "R&D") and craft expertise focused on real competencies for all students. But something more is needed to transform our schools -- a different kind of engagement on the part of everyone (students, teachers, parents and the community) and a new understanding of what leadership qualities nurture such engagement.

In my experience, most American public schools are bureaucracies, not communities. Bureaucracies are often managed by leaders who rely on compliance, not commitment. Subservience to authority is valued above all else. Such an atmosphere fosters the mentality among students and teachers alike that one need do only the minimum to get by. When parents are faced with inflexible, bureaucratic schools and compliance-minded managers, they are more likely to take an advocacy or adversarial stance.

By contrast, a shared sense of community nurtures active engagement in learning and collaborative problem-solving. Both students and teachers learn more and do more when they feel a part of something important that is larger than themselves and that they have helped to create. Some of the best independent, magnet, charter and new small high schools have this characteristic. They are places in which everyone does much more than the minimum. These schools are also more effective at involving parents, community members and business partners in helping out and working with students through mentoring programs and internships. This extended community -- and the closer adult/student relationships it encourages -- is crucial. By themselves, educators cannot possibly solve the problem of motivating all students to want to achieve at high levels. To create such learning

communities requires both new structures and a very different spirit.

Structurally, school units have to be reduced in size. Large schools need to be broken down into much smaller units within the same building -- autonomous schools-within-schools or academies in which a team of adults works with the same students (and their parents) over a longer period of time. These structures enable adults to work much more collaboratively. They also permit teachers to know students well and so better tailor learning to individual student needs and interests. As Theodore Sizer has often said, "You can't motivate a student you don't know."

The spirit of a learning community is one of shared responsibility and collaborative inquiry for both adults and students. Everyone's voice is valued. Developing such a culture requires a leader with qualities of heart and mind that are very different from those associated with the traditional role models. To get significantly better schools for all students, good management is not enough and charisma gets in the way.

Today's successful educational leaders understand that they cannot make change alone or by edict. They motivate groups to learn and to solve problems together by asking tough questions and naming the big problems while refusing to offer easy answers. They are self-aware and reflective, they seek constructive criticism and freely admit their mistakes. They are leaders who, above all, model good teaching every single day.

But there are far too few of them. Can more of our educational leaders learn to say, "I don't know?" Can they learn to trust groups to find the best solutions to the pressing challenges of "reinventing education"? Are they willing to take risks themselves and to become learners and collaborators? The future of American public education may well depend on growing numbers of new leaders who answer these questions with a confident "Yes!" and who have the courage to act on their convictions.

Five of the most common factors contributing to teachers' resistance are:

Risk Aversion

Historically, many people have entered the teaching profession because it promises a high degree of order, security and stability. As a result many educators are risk-averse by temperament, while many who thrive in the business world are risk-seekers. The educational "fads of the month" that have swept through schools for the past 30 years have served to reinforce the beliefs of many teachers that innovations are the fleeting fancy of leaders who are here today and gone tomorrow -- and so are not to be believed.

'Craft' Expertise

Teachers' greatest sense of job satisfaction often derives from introducing just a few students to their "craft." Teachers have claimed that asking them to give up teaching such units would be like telling them to cut out a part of what makes them unique as human beings.

Autonomy and Isolation

Risk aversion and craft pride contribute to educators' *reluctance* to change, but the factors limiting their *capacity* to change are their autonomy and isolation. Fifty years ago, the opportunity to work alone for most of the day was considered a plus for many adults in our society. Autonomy equaled independence. Not so today. The problems and challenges in the workplaces of the 21st century are impossible to solve alone. That's one reason why teamwork is now the dominant mode of work nearly everywhere -- except in education. But teachers working alone cannot possibly solve the systemic problem of how to get more students to achieve higher standards. What do leaders need to do to create the will to learn how to improve student achievement? First, they must acknowledge that most teachers care about students and they want to make a difference. That's one important reason why many chose the profession initially. Thus the

challenge in motivating teachers is to help them understand what today's students need to know and be able to do for work and for effective citizenship and to help them learn better strategies for teaching all students.

'Buy-in' Versus Ownership

Many school leaders say they talk to teachers about how the world is different and then provide them with workshops on new teaching strategies. But what are the real messages? 'Get kids to pass the tests, or we're in trouble . . . and here's a workshop on the new state standards to help you.' Not exactly inspirational. Yet leaders expect "buy-in" from teachers for goals and strategies that teachers have never even discussed. Indeed, one of the biggest problems faced by leaders today is how to get "buy-in."

It's the wrong question and the wrong answer. The question is how to create "ownership," not buy-in.

Understanding the Urgent Need for Change

Why do we need change in schools? When education leaders asked this question, they often give thin and inarticulate responses. How can teachers be motivated to change if leaders cannot clearly explain why it is important?

Extracted from:

Wagner, T. (2001). Leadership for learning: An action theory of school change. *Phi Delta Kappan,* 82(5):378-383.

Values based strategic planning suggests that planning is founded on values. Sergiovanni's (1995) broader conception of values-based leadership states that the specification of beliefs and assumptions: "provides (schools) with a standard for determining what is good and bad, effective and ineffective and acceptable and unacceptable. Using a values-based approach for defining the role of the principal not only ensures that what principals decide to do meets acceptable standards, but also provides the school with a set of indicators that defines its educational and moral health".

The same basic philosophy holds true for school-level strategic planning. Through clarifying shared values – what the school exists to achieve – schools prescribe for themselves acceptable standards and guides for decisions.

Strategic thinking

Strategic plans are of little value if the people whose lives they impact are unable to think strategically.

Strategic thinking on the part of teachers and the broader school community means that they are able to engage with the strategic intent of the school in ways that empower them to question what should be going on, what could happen and what is needed to achieve those things that are highly valued by the school. The extent of strategic thinking is usually restricted to the submission of lesson plans. In such situations, it is not surprising that teachers will be indifferent to a new strategic plan for the school, since they see it as having no relevance to their lives as classroom teachers. It may also help to explain why teachers are seen as being resistant to change; their experience of it is as the victims of edicts from on high.

The Seven Planning Hexagons

One strategy for getting staff involved in thinking strategically is to promote the use of 'planning hexagons'. The 'seven planning hexagons' are simple cognitive devices that help people to plan activities. For example, teachers may be asked to develop a plan that would lead to improved classroom practice in the Early Childhood area of the school. The planning hexagon directs them to consider why, what, when, where, who and how they could improve what they have been doing in the context of both the structure and the culture of the classroom. In such a professional development session, the teachers are being asked to think strategically. They are to think about what they value and how it could be contained.

A useful way of providing a framework for strategic thinking is placing operational plans in seven categories:

1. what happens in our classrooms;

2. human resource management and development;

3. our management practices;

4. our community relations and client services;

5. our building and other capital resources;

6. financial resources;

7. risk management.

Schools need to have staff involved in strategic thinking that encompasses all seven areas of concern. Having staff involved in such strategic exercises paves the way for the school to undertake major strategic planning processes.

Strategic Management Tasks versus Critical Operating Tasks

Another strategy for getting staff involved in thinking strategically is to distinguish between strategic management tasks (tasks that define the uniqueness of the school) and critical operating tasks (basic tasks which must be performed by the school to ensure its existence and through which it strives to achieve its mission).

The underlying principle of this approach is that

effective schools pay equal attention to both operating and strategic tasks. This principle underpins the encouragement of strategic thinking amongst teachers.

Critical Success Factors

A third strategy for developing strategic thinking skills is the use of 'critical success factors'. Critical success factors can be defined as those factors that provide an organization with its best opportunities for achieving its mission and for ensuring that its mission is both relevant and consistent with the needs of its clients. Isolating critical success factors can be a way of both building strategic thinking and establishing a school management system.

The main purpose of critical success factors is to provide schools with information which helps them to determine whether they have been successful. Critical success factors can also be used to encourage teachers to think about the school's performance in a strategic way.

Extracted from:

Quong, T., Stott, K. & Walker, A. (1998). Strategic thinking. In *Values based strategic planning* (pp. 78-96). Singapore: Pearson.

Reference:

Sergiovanni, T. (1995). *The principalship: A reflective practice perspective (3rd edition)*. Boston: Allyn and Bacon.

The 'instrument' provided here is recommended as part of a general 360° survey instrument that you can use to gather information from your staff, parents or others about your learning needs. You might wish to use it after you have read some of the conversations.

Please rate the following items according to this rating scale:

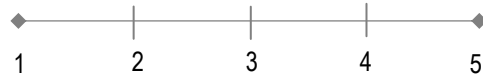| Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	**2**	**3**	**4**	**5**

Q. 1. I respond to innovations and ideas presented by staff.

1   2   3   4   5
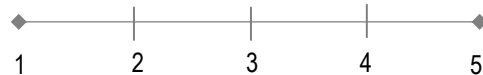
Q. 2. I am willing to cultivate staff as sources of innovation.

1   2   3   4   5

Q. 3. I am willing to support staff with the time and resources necessary to pursue innovation and new ideas.

1   2   3   4   5

Q. 4. I am committed to actively seeking ways to improve the school.

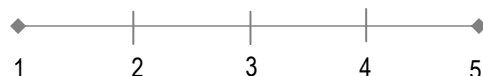1   2   3   4   5

Q. 5. I am effective in getting staff involved in innovations and projects.

1   2   3   4   5

Q. 6. I am effective in coming up with new ideas, projects and innovations.

1   2   3   4   5

Q. 7. My school is innovative under my leadership.

1   2   3   4   5

Total Score on Ratings:

Conclusion

We hope you have enjoyed this booklet and that it has created some tensions in the form of cognitive conflict for you.

The 'Conversations' provided in this booklet are not conclusive. That is, they do not cover every aspect of change and strategic thinking that the serving principal might need to know.

The Conversations are merely starting points that hopefully have triggered in the reader various streams of thought. We hope that they have been catalysts for your curiosity about leadership and as such stimulated you to think about what you need to know with regards to change and strategic thinking. We hope that the ideas expressed in these Conversations will have enabled you to engage in meta-awareness of your own development needs.

At this point you should have completed your Conversations Learning Journal Chart and set some learning goals. If you have not moved them to *SpNAP Workbook*, you should transfer the most important to your *Leadership Learning Journal* now.

		Core Area					
		Strategic Direction & Policy Environment	Teaching, Learning & Curriculum	Leader & Teacher Growth & Development	Staff & Resource Management	Quality Assurance & Accountability	External Communication & Connection
Change & Strategic Thinking: Conversation Number	1.	✔	✔				
	2.		✔	✔			
	3.	✔		✔			
	4.	✔					
	5.	✔		✔			
	6.	✔	✔		✔	✔	
	7.	✔					✔
	8.	✔	✔	✔	✔	✔	✔
	9.	✔	✔				
	10.		✔	✔	✔		
	11.	✔		✔			
	12.	✔	✔	✔	✔		✔
	13.	✔		✔	✔		