Preface to the Second Edition

> *Knowledge workers will give the emerging knowledge society its char-acter; its leadership, its social profile. They may not be the ruling class of the knowledge society, but they are already its leading class. And in their characteristics, social position, values, and expectations, they dif-fer fundamentally from any group in history that has ever occupied the leading position.*

—Peter Drucker
(1994, p. 64)

WHY THIS BOOK AND WHY NOW?

When Steve Kaagan, Margaret Ferguson, Leonne Hann, and I were prepar-ing the first edition of *Developing Teacher Leaders* in 2001, we spent consid-erable time contemplating possible quotations with which to introduce our Preface. We settled on the statement from internationally renowned change theorist Peter Drucker that appears here. It seemed to capture our thoughts regarding the dynamic image of a proud teaching profession that we dared to believe might emerge at some point in the future.

As I finalize the second edition, some seven years later, I can think of no more appropriate statement with which to begin the Preface and, indeed, the book itself. I say this primarily because Drucker's statement remains as inspiring in 2008 as it was in 2001. But, a great deal has changed since 2001. Of particular note is that compelling evidence now exists that the time of the teaching profession is clearly on the horizon. Our profession is much closer to assuming a "leading class" place in society than we could possibly have imagined just seven years ago. Thus, our use of Drucker's statement in this second edition is marked by a fresh note of confidence.

In preparation for the first edition, my co-authors and I had worked for five years to attempt to uncover the deep meaning that we believed was

inherent in the concept of teacher leadership. As researchers, we engaged with teachers and school principals in contexts as diverse as a Midwestern American city and an outback Australian bush town. As scholars, we searched for meaning through presentations at international conferences and through collegial discussions in the staff rooms of elementary and secondary schools. As our journey progressed, and our Teachers as Leaders Framework took shape, we became increasingly convinced that the emerging knowledge society might well be shaped by qualities that were part and parcel of the work of the teaching profession.

In the past seven years, I have been closely associated with concentrated R&D efforts to extend the concepts that defined our first edition. In so doing, my colleagues and I have been guided by two distinctive goals—to enhance the quality of the school as the most central site of human learning and development and to advance the cause of the teaching profession. These efforts have been undertaken primarily through the Leadership Research Institute of the University of Southern Queensland, with applications in a number of Australian State and Catholic school systems, as well as Singapore and Sicily. Most notably, the University of Southern Queensland's school revitalization initiative, the IDEAS Project, which is grounded in principles of teacher leadership and parallel leadership, provides the main database for this second edition. Additionally, a number of outstanding critiques of the core concepts of teacher leadership and parallel leadership have informed our thinking as we have prepared this second edition. Most notable has been a systematic analysis in 2005 by renowned educational leadership researcher and theorist Joseph Murphy.

As with the first edition, this book is for people who believe it is critically important to enrich the leadership of our schools—people who suspect that the models of school leadership that dominate worldwide are weary, worn, and inadequate; people who believe that the teaching profession's growth for the past several decades has been severely stunted and is overdue, not just for revitalization but also for renaissance; people who believe that the teaching profession must, in fact, be the centerpiece of the emerging knowledge society, creating schools that are dynamic sources of inspiration in a world that, for many, is confusing and alienating.

Indeed, it is difficult for us to imagine the evolution of a knowledge society without the teaching profession leading the way. For, as the six case study snapshots that are contained in the chapters of this edition illustrate, teacher leaders have unique capabilities to illustrate the complex dynamics of successful knowledge creation:

> Communities of people working together so that their collective intelligence results in creation of new knowledge that enhances their personal efficacy and their quality of life and enables them to contribute to a more sustainable and better world for others. (Crowther, 2003, p. 12)

In the context of current school reform efforts, this book is also for dedicated community and business leaders who want schools to be intellectually vibrant, morally disciplined, and aesthetically stimulating—and who know that teachers are, ultimately, the primary force in effecting such ends.

The Teachers as Leaders Framework (Table 1.1), along with the closely affiliated concepts of metastrategic principalship and parallel leadership, represents the essential source of the sense of optimism and confidence that pervades the second edition of *Developing Teacher Leaders*. Along with my coresearchers and coauthors, I have seen the Framework exemplified in a wide range of contexts and have witnessed its capacity, when allied to metastrategic principalship, to enhance not just school outcomes but also the quality of life of school communities.

Yet, we must be realistic. The mindset that schools have little effect on children's life chances, a widely accepted interpretation of the Coleman report four decades ago (Coleman, 1966), continues to impinge negatively on the work of teachers worldwide, their professional self-concept, and their public image. It cannot be denied that schools and teachers throughout much of the Western world seem to be assailed by a range of media commentators, politicians, business leaders, and academics as malevolently today as was the case in decades past. Unsurprisingly, the "I'm just a teacher" syndrome that came to dominate many teachers' self-concepts in the decades following the Coleman report persists. It demands of those of us who recognize its crippling effects that we generate inspiring alternatives and make those alternatives available for widespread professional and school-based application.

We believe that the Teacher as Leaders Framework does just that. It captures a view of the teaching profession that stands in stark contrast to the sense of negativity and paralysis that has come to dominate so much professional and lay thinking during the past half century. It makes clear that many teachers who currently work in our schools have leadership qualities that have not previously been recognized and that, if actualized, can transform not only schools but also communities. And, it points to the vitality and integrity of the concept that we call *parallel leadership* as a way forward for other professions wishing to reshape themselves as the emerging knowledge society envelops them.

A DIFFERENT APPROACH TO TEACHER LEADERSHIP

This book is different because it proposes that educational leadership for the emerging postindustrial world must embrace the leadership capabilities of teachers. The term *teacher leadership* refers not solely to pedagogical expertise, professionalism, enthusiasm, passion, and commitment. Certainly,

schools need all these qualities from their teachers. But what we are talking about is a form of leadership that is responsive to the imperative that schools transform themselves and, in so doing, demonstrate for communities how organizational transformation can be managed positively and effectively. Ultimately, teacher leadership, as we intend it, is about action that enhances teaching and learning in a school, that ties school and community together, and that advances quality of life for a community. All these elements are part of the portfolio of teacher leaders. Thus this book is different, not just because it asserts the need for new forms of leadership in our schools, but also because we define teacher leadership as a transformative process that is grounded in definitive values and functions.

This book is also different because it postulates and describes the critical importance of teacher leadership in successful school reform. While it is true that the concept of distributed leadership now has a clear place in the educational leadership literature, and while it is equally true that teacher leadership is now widely regarded as a reality, the vast majority of educational leadership theorists and authors appear to us to continue to view teacher leadership as a peripheral rather than central plank in successful school improvement. The reason may be that evidence in support of the fundamental importance of parallel leadership in sustained pedagogical improvement is not yet widely known or understood. The role of the principalship that has emerged from half a century of development and promotion remains largely intact, its recognized shortcomings notwithstanding. But this book is different. It asserts the centrality of the teacher leader–metastrategic principal relationship in enhancing school capacity and provides a research-based conceptual explanation (Figure 3.1) that is unique in some important respects.

Moreover, this book is in part about advancing the cause of democracy. The construction of leadership that is the focus of the second edition of *Developing Teacher Leaders* is grounded in a belief that schools have a fundamental responsibility to practice mature forms of democracy and to demonstrate their practices to the wider community. Parallel leadership, we assert, represents a more advanced form of democratic process than is to be found in the bureaucratically-derived conceptions of leadership that have dominated schools in the past. Esteemed American educator John Goodlad (as cited in Goldberg, 2000) stated recently that "the workplace will not survive unless we educate people for democracy . . . and there needs to be a profound rethinking of what 21st century democracy requires of the schools" (p. 84). He pointed to the unequivocal importance of leadership roles for schools that have not yet been recognized. Our book represents a partial response to Goodlad's challenge.

In proposing a definitive concept of teacher leadership, in projecting a central role for the teaching profession in the knowledge society of the future, in linking teacher leadership to deliberate and sustained school

we have identified as confronting principals seeking to develop teacher leadership and parallel leadership in their schools. *Developing Teacher Leaders* also provides a basis for the professional learning of educators seeking to enrich the leadership of their schools. Complementing the concepts in Chapters 1 to 4 is a comprehensive (two to three years) professional learning program entitled The CLASS Plan (Creating Leaders to Accelerate School Successes). The rationale for the CLASS Plan is outlined in Chapter 5 and the fifteen exercises are presented in Chapter 6. The vision of the CLASS Plan is: An ever expanding cohort of teacher leaders who view themselves as shaping an advanced twenty-first century profession and enhancing student successes in their schools.

The four components of CLASS Plan are:

- Component One: Orientation to the program (three exercises)
- Component Two: Stimulating and nurturing teacher leadership capabilities (six exercises)
- Component Three: Developing parallel leadership relationships and strategies (three exercises)
- Component Four: Sustaining teacher leadership into the future (three exercises)

The fifteen exercises that are introduced in Chapter 5 and presented in Chapter 6 have three common qualities. First, they are experiential. Second, they are constructivist—they involve participants' analyses of their own thought processes, experiences, and emotions as they engage in professional learning. Third, they relate directly to the core concepts of the book, namely, teacher leadership, metastrategic principalship, and parallel leadership.

The exercises are designed to be used primarily by teachers and principals in schools aspiring to build their leadership capacity. There are explicit and detailed directions for each one. The exercises can be completed without external facilitation although, with qualified outside help, the impact will likely be greater. Having completed the exercises, preferably as part of a collaborative schoolwide or cluster process, participants should be well-equipped to undertake further leader development work on their own.

Appendix A contains a description of the IDEAS Project. Appendix B outlines the research methodology that has underpinned our ten years of developmental work. The five stages of the research are outlined, along with sample research data that indicate our confidence in a relationship between the leadership concepts and processes featured in this book and the enhancement of educational outcomes. Appendix C recounts discussions held in Michigan with teacher leaders and other educators concerning the main ideas in the book.

Chapters 1 to 4 rely heavily on six snapshots that describe teacher leadership and parallel leadership in real-life situations. These chapters also

make significant use of research findings relating to IDEAS Project schools. Pseudonyms are used in all references to the schools and individual professionals in question.

CONCLUDING COMMENT

Basic to the thinking behind this second edition of *Developing Teacher Leaders* is that the world is not standing still, nor will the future resemble the present, let alone the past. The Teachers as Leaders Framework that is central to this book, and the related notion of parallel leadership, will undoubtedly evolve into new forms and acquire new meanings. Also of integral importance is the challenge of Drucker's assertion which introduces this Preface: In the emerging postindustrial world, leadership will be dominated by knowledge workers. The authors and other contributors to this book assert that teachers are ideally placed to become the central knowledge-generating profession. The concepts and the developmental activities that make up *Developing Teacher Leaders* reflect our optimism that, for members of the teaching profession, the journey into the postindustrial world will be increasingly meaningful and gratifying.

—Frank Crowther
February, 2008