How teacher leadership leads to school improvement: A case study

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Abstract:

Since the 1980s, there have been tremendous studies on school effectiveness and improvement. The demand for quality education is a global trend. In order to face the challenges of this new millennium and rapidly changing world, the role of teachers is no longer merely a knowledge transmitter; teachers have to take up extra administrative duties. Teachers are getting more and more involved in school management, and this means that teachers should be equipped and empowered, if schools aim at genuine improvement.

The purpose of this research paper is multi-folded. First, it aims at providing a platform for discussion on crucial issues related to teacher leadership and school improvement in enhancing the quality of school education. Secondly, this paper aims at identifying the leadership forces exercised by the school and seeks to depict the relationship between leadership and school effectiveness. This is a case study in a school founded three decades ago. It is a traditional school in terms of the school system and culture. The factors that contribute to school effectiveness and how the implementation of teacher leadership can help the target school improve are explored in this paper.

Keywords: Teacher Leadership, School Effectiveness and Improvement, School Culture
INTRODUCTION

School effectiveness and improvement research has been an area of growing interest in the last two decades. Educators and researchers are concerned with how well students are benefited from schooling. Administrators show their concern on whether schools are effective on providing education. The demand for quality education is a global trend. The urge to strive for school effectiveness and quality education has become the top item on the education agenda in Hong Kong.

In order to face the challenges of this new millennium and the rapidly changing world, the role of today’s teachers is no longer merely a knowledge transmitter; teachers have to take up extra administrative duties. Teachers are getting more and more involved in school management, and this means that teachers should be equipped and empowered, if schools aim at genuine improvement.

I. Background and Purpose of Study

Effective leadership is generally regarded as a central component of securing and sustaining school improvement. The evidence from the school improvement literature consistently highlights that effective leaders can exercise a powerful influence on schools’ capacity to improve and upon the achievement of students (Leithwood et al, 1999). The term ‘leadership’ means different things to different people. In the past, ‘leadership’ was understood in terms of individual traits, behaviour, influence over other people, interaction patterns, role relationships, etc. It was largely premised upon individual endeavour and one’s social influence. Recent studies of effective leadership exhibit a different picture. In brief, the traditional notion of leadership has been changed. In order to sustain school improvement and effectiveness, school leadership is no longer to be located in a single person or certain administrators; it needs to be dispersed within the school among various school players across different levels (Day et al, 2000; Harris, 2000; Jackson, 2002). In this sense leadership is separated from person, role and status and is primarily concerned with the relationships and the connections among individuals within a school. There is a shift from ‘singular’ leadership, practiced by the principal to different stakeholders, in particular teachers. As teacher leadership has been getting more and more an essential element in school improvement, this is why Fullan (2001) comments that teachers are the key to school change.
LITERATURE REVIEW

I. Introduction

Effective leadership remains a much discussed factor of school effectiveness. A review of research on successful schools repeatedly identifies competent, effective leaders, who insert indirect but powerful influence, as an antecedent to flourishing schools. The evidence from the international literature has demonstrated that the preferred mode of leadership is no longer be the traditional authoritarian with the school principal as the only boss looking down upon his/her subordinates; the school leadership role is evolving towards a nontraditional structure in which all school participants especially teachers are taking part in leadership (Pounder, Ogawa, and Adams, 1995).

Recent wave studies of effective leadership reveal that authority to lead need not be located in one person, namely the principal but can be dispersed within the school in between and among people (MacBeath, 1988; Day, Harris and Hadfield, 2000; Harris 2002). In this sense leadership is separated from person, role and status and is primarily concerned with the relationships among individuals within a school. This paradigm of leadership implies a redistribution of power and a re-alignment of authority within an organization. The redistribution of power, in practice, means empowering teachers with the right to participate in the determination of school goals and policies (Bolin, 1989). Principals who empower teachers rather than merely expect them to implement other people’s visions for schools will significantly enhance teachers’ respect and dignity, and will help them to be more fully responsible for work-related decisions (Blasé and Blasé, 1994). Taking this perspective, it is possible for all teachers to become leaders at different times when necessary, and leadership is a shared and collective effort that can engage the many rather than the few.

II. Conceptualizing Teacher Leadership

It is hard to strictly define what makes a teacher a teacher leader. Nevertheless, various authors have attempted to provide definitions of the teacher leadership. For example, Wasley (1991) defines teacher leadership, as ‘the ability to encourage colleagues to change, to do things they wouldn’t
ordinarily consider without the influence of the leader’. Similarly, Katzenmeyer & Moller (2001) define teacher leaders as: “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice”.

A number of different roles have been suggested for teacher leaders that further explain the distinctive nature of the leadership activity. Harris (2002) suggests four discernable and discrete dimensions of the teacher leadership role.

The first dimension concerns the way in which teachers translate the principles of school improvement into the practices of individual classrooms. This brokering role remains a central responsibility for the teacher as leader. It ensures that links within schools are secure and that opportunities for meaningful development among teachers are maximized.

A second dimension of the teacher leader role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Teacher leaders may assist other teachers to cohere around a particular development and to foster a more collaborative way of working (Blase and Anderson, 1995). They work with colleagues to shape school improvement efforts and take some lead in guiding teachers towards a collective goal.

A third dimension of teacher leadership in school improvement is the mediating role. Teacher leaders are important sources of expertise and information. They are able to draw upon additional resource and expertise if required and to seek external assistance.

Finally, a fourth and possibly the most significant dimension of the teacher leadership role, is forging close relationships with individual teachers through which mutual learning can take place.

Fullan (1992) argues that teachers must exhibit proficiency in several ‘interrelated domains’ to function as leaders: (1) knowledge of teaching and learning; (2) knowledge of collegiality; (3) knowledge of educational contexts; (4) knowledge through continuous learning; (5) knowledge of the change process; and (6) moral purposes.
These concepts of teacher leadership suggest that the notion of teacher leadership should be interpreted as an institution-specific phenomenon that operates in relation to the school context. This understanding is giving way to ‘teacher leadership’ as a situation-based organizational phenomenon. Lieberman et al (2000) uses the term ‘teacher leaders’ to suggest that there is not only a set of skills that are teacher-like, but a way of thinking and acting that is sensitive to teachers, to teaching, and to the school culture. The actual way teacher leaders participate in leadership activities is dependent on the particular context of a school.

Another key feature of teacher leadership is collegiality. It is the notion of helping colleagues to try out new ideas and to encourage them to take up leadership roles. Research has consistently illustrated the significance of strong collegial relationships to school improvement. Little (1990) argues that collegial interaction helps lay the foundation for the development of shared ideas and for the generation of leadership. Teacher collegiality enables positive change in schools to occur. As pointed out before, teacher leadership is built on the re-distribution of power within the school i.e. power is base is diffuse and the authority is dispersed with the emphasis upon collegial ways of working. For teacher leadership to be effective it has to embrace mutual trust and support.

III. Why Teacher Leadership?

In the paper by Frost and Durrant (2003), four arguments for teacher leadership are presented. To begin with, the study by Sammons et al (1995) proposed the school effectiveness argument which shows effective schools are ones that have achieved a high level of consistency and coherence of values that is the product of a critical discourse between all staff regardless of position. The studies of Hargreaves (1999) and Fullan (2001) developed the school improvement argument in which long term, sustainable improvements in the quality of learning depend on professional learning that takes place through collaborative relationships within which knowledge is socially constructed. The teacher morale and retention argument, proposed by Frost and Durrant (2002), puts that whereby low morale in the teaching profession stems from reforms that have undermined teachers’ professionalism and can be tackled by ensuring teachers have the opportunity to make a difference in their professional lives. Finally, the last argument, the democratic values argument which was put
forward by Mitchell and Sackney (2000), states that where education for democracy depends on modeling behaviour and principles and all members of a school community have space to voice their opinion, fulfill their potential and exercise leadership.

IV. The Relationship Between Teacher Leadership and School Effectiveness

Danielson (1996) clearly articulates that the source of leadership to help drive school improvement must come from teachers. Collaboration between teachers has been found to be an essential element of school improvement (Hargreaves, 1991; Little, 1990; Rosenholz, 1989). This human resource is largely untapped in schools. McGhan (2002) notes that teacher leadership is needed to achieve lasting school reforms. Cohen (2002) also acknowledges that teachers should be the focus and key players of any school reform effort. Ovando (1996) argues that where teachers are placed in leadership positions they are able to contribute more directly to organizational effectiveness and improvement.

Pellicer et al (1990) found that in the most effective schools, leadership was a shared responsibility of teachers and heads. Jenkins, Zimmerman and Jenkins (2004) suggest that schools can continually be transformed and improved by developing the leadership capacities of teachers, thereby enabling leadership opportunities and responsibilities to be distributed throughout the school. They further assert that this is a process help build a heightened sense of community within the school.

In their longitudinal case studies, Welss and Cambone (2000) discovered that reforms were generally accepted and implemented in schools with shared leadership, by were resisted in schools without shared leadership.

Evans (1996) put that teachers as leaders is a process of coordinating efforts and moving individuals together as group. When teachers bring their own visions and talents together, this kind of collaboration will bring benefits to school.

A prominent evidence of enhanced school effectiveness is reflected from the improvement of teacher effectiveness. Smylie (1995) pointed out that
teacher leadership can improve teacher effectiveness in a number of ways. First, the emphasis on continuous learning and excellence in teaching can improve the quality of teachers. Second, the emphasis on spreading good practice to colleagues can lead to increasing the expertise of teachers throughout the school. With the increased expertise and confidence of teachers, coupled with the greater responsibilities vested in them, teachers will be more likely to take risks, face challenges, and try out innovative teaching methods. These are all the direct positive effects on teacher effectiveness.

Teacher effectiveness can also be manifested in significant progress in students’ learning and achievement. In their study on the effects on teacher leadership on students’ engagement with school, Leithwood and Jantzi (1998) concluded that teacher leadership explained more variation than principal leadership in student learning. Thus by assigning a larger proportion of leadership tasks to teachers would constitute a positive influence on student learning.

Improved teacher efficacy, as another indication of school improvement, is also one of the benefits of teacher leadership. Research has reported a direct relationship between teachers improved efficacy and advancement in student performance. For example, the study by Katzenmeyer and Moller (2001) suggests that empowering teachers through teacher leadership improves their self efficacy in relation to pupil learning. A study by Ovando (1996) found that when teachers took on leadership roles it positively influenced their ability to innovate in the classroom and had a positive effect on student learning outcomes.

V. Teacher Leadership and School Culture

For many years, anthropologists have used the concept of culture to study nations, communities, and even tribal groups. Bolman and Deal (1991) spoke of culture as both product and process. As product, it embodies the accumulated wisdom of previous members of the organization. As process, it is continually renewed and recreated as new members are taught the old ways and eventually become teachers themselves. In another study of organizational culture, Bolman and Deal (1997) commented that the most effective organizational cultures have relatively loose structures, meaning there is much autonomy; however, the values of the organization tightly control the culture. These organizations reward innovation and independence.
In fact, any organizational culture will consist of long-standing traditions; a special language; a mindset that help members interpret the reality; shared standards; prejudices; common sense regarding appropriate or wrong behaviour, etc. Cultural life in schools is constructed reality, and the school principal plays a key role in building or maintaining this reality. School culture includes values, symbols, beliefs, and shared meanings of different stakeholders. The more understood, accepted, and cohesive the culture of a school, the better able it is to move in concert toward ideals it holds and objectives it wishes to pursue.

Literature has shown that the realization and practice of teacher leadership within schools requires a culture of collaboration. Collaboration cannot be treated as a structure. It is a process, not an event or places (Gruenert and Valentine, 1998). Collaboration can be viewed as commonality of discourse. In a school it can be defined specifically as teachers’ requests for and offers of collegial advice and assistance, the elements of teacher leadership. Examples in schools are team teaching, shared decision-making, action research, peer evaluations, mentoring, or common planning slots.

Fullan and Hargreaves (1996) discussed forms of collaboration among members of a school. They proposed four levels of collaborative cultures:

1. Balkanized cultures are made up of separate and sometimes competing groups of teachers. Such cultures often reflect poor communication and indifference. Teachers often break into cliques and are loyal to those with whom they socialize.

2. Comfortable collaboration occurs when teachers engage in collaborative efforts at the surface level but never achieve deep collaboration that significantly affects teaching practices and student learning. As the name implies, this type of collaboration remains at a comfortable level and teachers are not forced to reflect upon their own practices and the behaviors of others.

3. Contrived collegiality often materializes when outside forces or specific, bureaucratic procedures are the primary stimulus and motivation for teacher collaboration. Such efforts at collegiality are meant to initiate sharing and cooperative learning among teachers. While not the ideal form of collaboration, it can be a useful preliminary step toward true collaboration.

4. Collaborative cultures exist when teacher development is facilitated through mutual support, joint work, and a broad agreement on educational values.
Within these cultures, the needs of the individual and the group are inherently and simultaneously valued. Collaborative cultures create and sustain positive work environments where members are celebrated not only as teachers, but also as persons. All members in such cultures work together to continuously examine, and reexamine values and beliefs, then translate them into effective school practices.

Teacher leadership is born and nourished in a culture of collaboration where full participation through shared-decision making is the norm rather than the exception. The establishment of collaborative culture, however, is not as easy as expected. Only when all stakeholders especially principals and teachers are committed to do so, seeing it as the fundamental stage toward school effectiveness do the right conditions exist for teachers to make their greatest contribution.

VI. Barriers to Teacher Leadership

As a new way of thinking about leadership, teacher leadership has attracted much attention. It is widely believed that the reasons for this rising degree of interest in teacher leadership are the limitations of relying on a single, heroic leaders, and a recognition that tapping into ideas of all teachers can unleash a greater capacity for school improvement. However, as argued by Storey (2004), the call for teacher leadership produces more questions unanswered than it actually resolves. These questions include how widely should leadership be ‘re-distributed’, is the governing principle a fair share, what kinds of tasks or roles are to be distributed, do teachers naturally gravitate to assume leadership roles in accordance with their abilities, etc.

These unresolved issues directly pose as barriers in terms of organization and professionalism to the application of teacher leadership. Structurally, Katzenmeyer and Moller (2001) noticed that the ‘top down’ leadership model still dominates in many schools. It is possible due to the fact that the notion of ‘de-centre’ the leader, or residing power on teachers may post as a threat to school leaders, especially those continue to uphold classical theories of organization (Goleman, 2002). The ‘top down’ hierarchical structure may act against teachers’ desire of autonomy and sharing leadership roles in schools (Harris, 2003). Boles (1992) found that teachers’ perceived lack of status within the school and the absence of formal authority hindered their ability to
Even if the structure of organization is reformed, there still exists the question of how to distribute leadership role to teachers. As Harris (2003) argues that the underlying principles of distributed expertise, mutual dependence, reciprocity of accountability as well as the centrality of instructional practice to the definition of leadership roles are still not clearly defined. Briggs (2001) shares similar view by putting that there was a lack of role definition and the unwillingness on the part of senior managers to empower by delegating authority.

The obstacle of teacher leadership may come from the perceptions of professional teachers on how they look at leadership and change as well. Katzenmeyer and Moller (2000) suggest that teacher leaders can sometimes be isolated by their colleagues. A number of studies have identified this as a significant barrier to teacher leadership. Lieberman et al (2000) found that one of the main barriers to teacher leadership was often the feeling of being isolated from colleagues. Little (1995) found that while teachers were happy to acknowledge a hypothetical ‘master teacher’ or highly effective teacher they were less inclined to accept their colleagues in leadership positions.

It is evident to see that in order to implement teacher leadership in schools, a change in school culture is necessary. However, given the nature of human beings, it is not easy to achieve this. As Frazier (1997) states that the fundamental reason why people instinctively oppose is their fear of the unknown. Unknown implies uncertainty. Some people may resent having their normal work disrupted. Others may resent having little knowledge about the change. Still others may have experienced negative feeling associated with previous reform efforts that failed. As a consequence, people prefer to stay in a stable and secure environment than to face changes that may result in leaving their ‘comfort zone’. If teachers do not see the need to change, any school reform can have disastrous result on the organization’s morale and productivity.

VII. Concluding remarks

We are all living in a rapid changing world with things and ideas evolving. The traditional leadership models with the emphasis of putting the formal authority on one person are no longer adequate to handle everyday real-life
situation. We need new paradigms to see things and new approaches to cope with challenges and changes. This literature review suggests that teacher leadership, strips out bureaucracy and fosters collaboration, shared values, is an essential factor of school effectiveness. However, while teacher leadership is an innovative approach which has been proved to contributing significantly to school effectiveness, the exercise of it is not as easy as believed. After all empowering teachers is an effort-and-time consuming process. What school leaders need is extraordinary courage, wisdom and patience in the pursuit of school improvement through teacher leadership.

**DISCUSSION**

Several important aspects can be derived for examining the interlocked relationship among school leadership, teacher leadership and school effectiveness. The researcher will discuss the findings in relation to the above three areas.

I School Leadership

Principal need to integrate his style of leadership into the school culture. If the principal perceives all the practices in school as malpractices, he will put himself in a risky position because so many changes will produce extra burden on teachers, which in turn will cause resentments jeopardizing the relationship between him and his colleagues.

Firm and purposeful leadership has been frequently cited as the first requirement of effective leadership, noted in for example, the Mortimore et al (1988) study. Case studies of improved schools in both Britain and the United States show the importance of leaders with simultaneous ‘top down-ness’ and ‘bottom up-ness’.

School leaders should observe the pace of changes as well as the psychological effects brought by the changes on teachers. Principal should put more effort to convey and convince his colleagues the importance of reforms.

The concern of teaching and learning from the principal is in fact another major component of effective leadership. Direct intervention in school life enables school leaders to obtain a vivid picture of the quality of education within the school. Direct intervention can be done by popping in and out of
classrooms, discussing curriculum with subject teachers, checking quality of students’ works and the like.

II Barriers and Facilitators of Teacher Leadership

A. Organizational structure

The over simplicity of the structure seriously undermines the development of teacher leadership in the school. During crisis-free period, these schools can still enjoy stability; however whenever crises occur, they are unable to handle the situation.

Modern organization structure should be able to depict the inter-relationship among various departments because it is assumed and expected that departments should work closely together for common goals.

B. Staff development policy

Staff development is widely considered as one of the essential factor for constructing a professional learning community. It is essential because without development, staff cannot keep in line with educational reforms in the modern world.

A shift of paradigm of teachers through continuous professional development is required. The willingness and capacity for lifelong learning, which we expect from our students, should also be reflected in our teachers. Every teacher should be a continuous learner in order to advance the quality of our education system and the quality of students’ learning. It implies a view of the school as a learning community where teachers and students learn together.

School should establish a committee responsible for staff development by organizing workshops, school visits, providing information on professional training courses, collecting data of teachers’ professional training records, etc. This committee is held responsible for building the capacity of teachers so as to bring about school improvement. It is to extend the potential and capabilities of teachers to lead and to work collaboratively.
It is believed that if teachers see professional development as part of their daily work, their capacity can be significantly enhanced, which eventually helps the school to become a genuine learning community.

C. Role of teachers holding formal responsibilities

Teacher leaders should also be expected to lead in a number of ways as follows, although in practice, the work of teacher leaders can be quite varied depending on different school settings and cultures.

- taking part in school decisions;
- defining what students need to know and be able to do;
- sharing ideas with colleagues;
- being a mentor to new teachers;
- improving facilities and technology;
- working with parents;
- creating partnerships within the organization;
- evaluating teacher performance.

On one hand, the headteachers need to have a paradigm shift on the role of their leadership, on the other hand, the school should adopt various measures to encourage and expand teacher leadership. Leithwood and Jantzi (1998) proposed ways on how school leaders provide opportunities for teachers to participate in decision and lead in school development:

- distributing the responsibility and power for leadership widely throughout the school;
- sharing decision making power with staff;
- allowing staff to manage their own decision making committees;
- taking staff opinion into account;
- ensuring effective group problem solving during meetings of staff;
- providing autonomy for teachers;
- altering working conditions so that staff have collaborative planning time;
- ensuring adequate involvement in decision making related to new initiatives in the school;
- creating opportunities for staff development.
III The Roles of Parents and Students and School Effectiveness

Under the school-based management, in theory all schools should include parent representatives in the school board. It implies that parents can have a lot to contribute to school. They can put significant efforts into assisting the healthy development of the school.

Students are of course the ultimate users of schooling. Only if students feel learning meaningful to them can the whole school be described as effective and successful. Teachers can exert the most direct, significant impact on students; teachers can help build up or even destroy the growth of students. Thus, teachers should consider themselves at least as classroom leaders and students’ mentors.

CONCLUSION

I. Implications of the Research

A. Teacher leadership and school improvement

The concept of teacher leadership is powerful because it is built upon the creation of collegiality in schools that contribute directly to school effectives. Teacher leadership recognizes that all teachers can be leaders and that their ability to lead has a significant influence upon the quality of education in school. Ways must therefore be looked for to encourage more teachers to actively participate in school decision-making.

B. Teachers’ perception of teacher leadership

Teachers especially those do not hold formal responsibility do not experience great job satisfaction. It is likely because most teachers tend not to see themselves through any kind of leadership lens. Therefore, the power of self-knowledge and opportunities to understand one’s role as a leadership role must be cultivated. Thus, there must be professional development activities on leadership training in order to both prepare and equip teachers to develop their leadership capacity.
C. Teacher leadership and school culture

Another implication is that the realization of teacher leadership must be supported by a caring and collaborative school culture. The relationships among teachers and between teachers and principals in a traditional school tend to be independent, isolated or adversarial, competitive or distrustful. School leaders must be aware that although adult relationships are often thought of social and superfluous, those relationships can exert significant influence on every aspect of the school. Only when adults of a school consciously practise collaboration, the culture of that school can become a favourable condition for teacher leadership.

D. Role of school leaders

The principal is the best person to facilitate the leadership development of teachers. Covey (1999) commented that the role of empowerer is to release the talent, energy, potential, and contribution of teachers so that they can travel the path toward self-actualization. Only when principals are committed to the establishment and maintenance of a caring, communicative, and collaborative culture do the right conditions exist for teachers to make their greatest contribution.

As a matter of fact, many teachers in Hong Kong have been in professional situations where the legitimate power of the principalship is more intimidating than the opportunity to be empowered. If any principals really want their teacher to be leaders, they have to take the first step to bring teacher leaders into the fold.

E. Leadership training and preparation

The training of future principals and teachers must stress the importance of teacher leadership in the form of shared decision-making, release of traditional roles, and distribution of power and influence throughout schools. Training programs of the future will therefore be designed to:

- provide the opportunity to dialogue with practitioners and theorists about the role of school leaders and teachers as culture shaper;
- examine the relationship of collaborative leadership and shared
decision-making;
• investigate the relationship of teacher leadership and school effectiveness.

F. Generating teacher leadership

The implication for traditional schools resides around generating the possibilities and favourable conditions for teacher leadership. Thus, the provision of both tangible (e.g. materials, supplies, money) and intangible (e.g. time for collaboration, opportunities to take up leadership roles) support, the removal of barriers become the concerns for school leaders. Equally important is that if teachers are to be encouraged to take risks and to innovate, there has to be a real distribution of power and the agreement of ‘no blame’ innovation.

G. Teacher leadership and future research

So far there are a large number of studies revealing the beneficial effects of teacher leadership upon schools and students. However, there is a relative absence of research that has explored the models of teacher leadership adopted in different school contexts. Therefore, future research is required to collect empirical evidence about teaching leadership in action, generate different models of teacher leadership, illuminates good practice and offers schools and teachers a clear insight into the practicalities of promoting teacher leadership.

IV. Conclusion: How Leadership Forces and Teacher Leadership Lead to School Improvement

There are many factors affecting school effectiveness. Some attribute to the quality of student intake. The intelligence, ability, motivation of students affect the type of schooling to be provided for them. The quality of students is complicatedly related to the overall background of students. Are they coming from families with well-educated parents, or from working class background with little-educated parents? Are they brought up in liberal, nourishing home environment? One can assume that if students of a school come from higher banding and better family background, the overall performance of school will be more successful than schools with lower banding of students. Nobody would
deny the importance of these factors or variables, but schools do make and can make a difference.

In this research, the writer has pointed to the importance of teacher leadership in relation to school effectiveness. Effective leadership and collaborative school culture are the determining factors of teacher leadership. Without effective school leaders, teacher leadership will not take place. The role of school leader is therefore essential in cultivating and fostering the culture that binds all school stakeholders together in a community. Thus, school leaders should be able to provide clear school goals, directions, core values and expected standards of performance, and have them shared among members of the school community.

Successful schools encourage co-ordination by creating collaborative environments which encourages involvement, professional development, mutual support and assistance, and parental involvement in problem solving. If it wants to be successful, the principal and his group of co-leaders (teachers and parents) must commit themselves to build up a positive culture in which collegiality, collaboration, shared vision as the accepted norms, and have them internalized in the hearts and minds of teachers and parents. This positive culture will eventually lead to the establishment of a professional learning community. As Sergiovanni (1999) put, a ‘community of mind’ is the essence in driving the school to success.
References


