

**A STUDY EXAMINING THE USE OF TRANSFORMATIONAL LEADERSHIP
PRACTICES FOR TEACHER DEVELOPMENT**

**By
Barbara Button**

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**The Graduate School
University of Wisconsin-Stout
Menomonie, WI 54751**

ABSTRACT

Button		Barbara	A.
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(Writer)	(Last Name)	(First Name)	(Initial)
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The purpose of this study was to identify the personal qualities of good teachers as identified by teachers, students and researchers, and to determine whether transformational leadership practices can help develop these desirable personal qualities in teachers. The study included a comprehensive review and critical analysis of research and literature concerning the characteristics, qualities and attitudes of good teachers and ways to develop those qualities, including emotional intelligence, self-awareness, reflective and reflexive practices, and renewal for teachers. The study also included a

review of research and literature concerning transformational leadership practices, principles and training methods.

Review and analysis suggested that teachers do function as leaders in their classrooms, and that there is significant overlap in the qualities and characteristics of good teachers and those that are emphasized and developed through transformational leadership practices.

Recommendations were made that teacher education programs include personal development and self-awareness content in the curriculum; that transformational leadership training be included in in-service and professional development activities for teachers; that college-level courses in transformational leadership should be developed and that they should bring together practicing teacher and teachers in training; that administrators and principals work to create transformational school environments; and that teachers be made aware that they are the models of leadership for their students. In addition, further research is recommended, particularly in classroom contexts, as most leadership activities are currently directed toward administrators rather than teachers.

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CHAPTER ONE

Introduction

In western society, with rare exception, attending school and being influenced by teachers for good or ill is a universal experience—one that almost all people share, yet it is one that is infinitely variable in its combinations of personalities, cultures, perspectives, circumstances, environments, and interpersonal chemistry. Much of what is known about these variables and their effects on how humans develop, learn, grow, and interact with each other remains confined to schools of psychology, human development and counseling and their graduates.

In recent years, research about human development has been integrated into views about leadership, first in corporations and businesses and more recently in educational settings. James McGregor Burns' Pulitzer prize-winning book *Leadership* (1978) transformed thinking about the nature of leadership, introducing the concept of transformation leadership. The study and development of this new way of leading has been extended by many others in the years since (Liontos, 1992). Transformational leaders are self-aware, collaborative, visionary, and effective at problem solving. They tend to hold the belief that groups working cooperatively can achieve greater results and better solutions than one person alone.

The instructional leadership model, which places teachers in a hierarchical structure that includes administrators at the top and students at the bottom, is beginning to shift to accommodate new ideas about transformational leadership and its potential application in school settings. The authoritarian model incorporates the idea that

administrators must closely monitor teachers' and students' work, and that administrators are experts in teaching. This isn't always the case, nor do great teachers necessarily make great administrators. Transformational leadership values appropriate contributions from all stakeholders, and encourages each to grow and develop according to their role and stage of development in the organization.

There has been some research that looks at the integration of teachers' prior experiences, self-awareness, emotional health, and personal development with their effectiveness as teachers, but little research that discusses how to foster the development of desirable characteristics in the people who teach our children. Transformational leadership principles applied to teacher development is one possibility for doing this. Leithwood and Jantzi (1999) developed a model for applying transformational leadership in school settings that includes six "leadership" dimensions and four "management" dimensions. The leadership dimensions are "building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations; and developing to foster participation in school decisions" (p.476). The management dimensions are staffing, instructional support, monitoring school activities and community focus.

The question of what makes a good teacher has come again to the forefront of academic and political discussions in recent years, resulting in a new level of scrutiny for teachers, teaching and education in general. This is a very old question, and one that society tends to ask, and answer, repeatedly in different ways. (Cruickshank and Haefele, 2001).

As the baby boomers' children saturated the school systems in the 1990's, public emphasis shifted toward evaluating teachers and schools on the basis of their students' achievements on standardized testing, the inference being that if the students do well on tests, the teacher and the school must be good. This idea is rooted in any number of approaches that attempt to objectify good teachers' attributes and characteristics and to identify skills and methods for producing higher student achievement.

For the first half this century, teachers were evaluated on attributes deemed important by administrators (community-based) and teacher educators, such as "professional attitude, understanding of students, creativity, control of class, planning, individualization, and pupil participation" (Cruickshank, 2000, p.4). These "ideal" teachers were defined by a variety of select others, resulting in selective and variable opinions about good teaching and little widespread agreement about either the standards and how they were defined, or their importance and relative value.

In the 1960's, analytical skills were valued in teachers: the ability to methodically analyze components of their teaching and modify them if necessary. This works well for people who are analytical and methodical by nature; not so well for those who are primarily affective and spontaneous.

Emerging a bit later was the idea of the effective teacher: one whose students exhibited high achievement. Researchers began to look for attributes of effective teachers in order to expand their numbers, consistently finding that effective teachers are "clear, accepting and supportive, attend to and monitor class events, are equitable with students, and are persistent in challenging and engaging them" (Cruickshank, 1990).

Other attempts to define good teachers have included attendance to the duties of a teacher (Scriven, 1990, cited in Cruickshank, 2000); competency-based evaluation including categories such as planning and implementing instruction, assessment and evaluation of students, administrative skills and communication and other personal skills; the degree of expertise, or extensive knowledge; and teachers' engagement in reflective practices designed to foster individual development as a teacher (Cruickshank, 2000).

With the possible exception of teachers' reflective practices, all of these approaches tend to be centered primarily on the acquisition of objective skills—attributes and characteristics that can be measured via observation, quantitative goals and objectives, or student achievement and performance on standardized tests.

However, teaching remains a relationship between a teacher and a roomful of personalities, and “a good predictor of how well students will do in a particular teacher's class is their perception of and affect for the teacher” (Christophel, 1990; Frymier, 1994; Kelley & Gorham, 1988; Thomas, Richmond, & McCroskey, 1994; Teven & McCroskey, 1997, cited in Teven, 2001, p.159). In addition, students' perceptions of their teachers' caring are substantially associated with their evaluation of their teachers, their affective learning, and their perceptions of their own cognitive learning (Teven, 2001). This suggests that the collaborative and cooperative aspects of transformational leadership, as well as the embracing of a shared vision, could help teachers and schools to be more effective, and the interactions that take place there to be more satisfying.

This paper looks at the personal characteristics and qualities of teachers and explores whether and how well these characteristics and qualities can be supported, encouraged, or developed through the implementation of transformational leadership

principles. In addition, the researcher will examine studies that look at the results of applying transformational leadership principles in school settings.

Statement of the Problem

There is extensive research on effective teachers in terms of student achievement, but little that is focused on helping teachers and potential teachers to develop themselves personally in such a way that they will meet the affective and emotional challenges of teaching effectively.

Purpose of the Study

The purpose of this study is to identify the personal qualities of good teachers as identified by teachers, students and researchers, to review research on transformational leadership in school settings, and to determine whether transformational leadership practices can help develop these desirable personal qualities in teachers. This study will be conducted through a comprehensive review and critical analysis of research and literature focused upon the research questions.

Research Questions

There are two research questions which this study will address. They are:

1. What are the personal qualities and characteristics of good teachers?
2. What are the practices, techniques, and approaches found in transformational leadership that can support the development of these qualities?

Limitations of the Study

This study is limited to the humanistic, subjective and personality characteristics and qualities of effective teachers. Therefore, research devoted primarily to developing

high student test scores will not be explored. Sources and studies reviewed are confined to those primarily related to humanistic approaches to teaching, and to the personal development of teachers through the use of transformational leadership principles and practices as a means to improving teaching and education.

Assumptions

The researcher assumes that personal qualities related to self-actualization and emotional health are important factors in good teaching. Teachers are perceived to be in relationship with their students, and their interactions are viewed in that context. In addition, the assumption is made that students themselves are qualified to evaluate the effectiveness of teachers.

Definitions

Transformational leadership is a style that recognizes that change is constantly occurring, that encourages a collaboratively created vision for the organization (school, in this study) and that emphasizes the importance of individual development and contributions in a context of participative decision-making.

CHAPTER TWO

Literature Review

Introduction

This chapter discusses the qualities and personal characteristics of good teachers as identified by students, teachers and researchers. Transformational leadership practices and principles are explored; and an overview of training methods and components which could help teachers to develop themselves as transformational leaders is included.

Personal Characteristics and Qualities of Good Teachers

When students are asked to comment about what makes a good teacher, they prove to be quite ready to offer opinions, regardless of their age or stage in the educational process. For example, in a qualitative study done with 125 second- through sixth-grade children, four themes emerged from conversations with the children about good qualities in their teachers: gentleness, caring, understanding, and fun-loving (Thomas & Montgomery, 1998).

Gentleness emerged from students' comments such as "don't yell at us," "don't be mean to us," "talk nice to us," and "comfort us" (p.372, 373). *Caring* included such elements as fairness (punishing only the perpetrators), allowing students to explain themselves, paying attention to all students, rather than just a few, and listening carefully to what students say. *Understanding* emerged on such issues as going to the bathroom when they need to, freedom of choice and other personal control issues such as talking to friends, going to the nurse, or being told what to draw. *Fun loving* was the fourth theme, with students expressing the importance of teachers' willingness to joke and play. Students expressed satisfaction when the teachers talked about their own personal lives,

brought food, played games, took them outside, let them bring their pets, and engaged in other activities that were outside the norms of the classroom but integral to students' lives in other arenas.

Another study (West, 1994) asked 158 students to recall their most positive and negative interactions with teachers. The participants ranged from elementary through high school, and the results revealed similar experiences across all grade levels. Positive experiences fell into three categories: *helping* (teachers assisting students with personal, family or school-related challenges or problems), *recognition* (teachers highlighting students' behaviors or accomplishment), and *enjoyment via activity* (games, simulations or other learning activities integrated into the classroom).

In the same study, there were five categories of negative experiences cited by students (listed here in diminishing order of occurrence): *embarrassment* (teachers causing students to lose face), *unjustifiable discipline* (teachers not telling students what behaviors they are being disciplined or chastised for), *unwanted aggression* (rough physical treatment or insulting remarks), *inappropriate affection* (unwelcome touches, endearments, or diminutive terms), and *unrealistic expectations* (of how much information should be retained, prior knowledge, appropriate workload) (West, 1994).

While these studies were both conducted in K-12 environments, university students have responded similarly to researchers studying teacher characteristics. Teven (2001) found "substantial" evidence that caring is an important characteristic of effective teachers. In a study of 249 undergraduates, significant correlation was found between teacher immediacy and the teachers' communicative style traits (such as assertiveness

and responsiveness) and students' perceptions of teachers' caring. In addition, reduction of verbal aggression also contributed to the perception.

In a discussion of perceptual psychology as it relates to education, Rudduck, Day, and Wallace (1997, cited in Freiburg, 1999) offer the following list of qualities of good teachers:

- They enjoy teaching both students and the subject.
- They make lessons interesting and relevant to life outside school.
- They are fair and open.
- They are easy for students to talk to.
- They are comfortable with laughing but know how to keep order.
- They explain things without making students feel “small.”
- They don't shout.
- They don't give up on students
- They don't go on about matters that discredit students.

The inference is that these teachers are able to empathize with their students, while refraining from acting out their own emotions. They keep educational goals at the forefront, while understanding that without their students' affinity for them and the process, no education can take place. They have fun while teaching, and perceive themselves and their students as united in a common purpose. They respect and honor their students as people.

Another factor related to students' satisfaction with their classroom experiences is teacher *clarity*—a multidimensional phenomenon that contains elements of both personal characteristics and values, and acquired skill. Over 1,300 middle and junior high school

students in locations in Ohio, Tennessee and Australia were in substantial agreement about the attributes of clear teachers. (Cruikshank, et al, 1975, cited in Anderson, 1989): to be perceived by the students as being clear a teacher must

- prepare students for what will be taught;
- communicate clearly using a variety of concepts, frameworks and materials;
- provide illustrations, examples, and demonstrations;
- teach in a related, step-by-step manner;
- repeat and stress specific directions and difficult concepts;
- adjust teaching to different learners and topics;
- assist students to organize their learning in ways that are meaningful to them;
- provide opportunities for practice;
- provide standards, rules and feedback to identify satisfactory performance and let students know how they are doing.

This comprehensive list represents a combination of behaviors, which indicate the presence of deep-level caring, motivation and commitment to students' learning. Clear teachers are consistently concerned about their students' understanding (Bush et al., 1976, cited in Anderson, 1989), and accumulate extensive repertoires of approaches and activities to ensure that students grasp what is being taught. It is not surprising that these behaviors and attitudes in teachers were related both to student achievement and to student satisfaction; they are significant contributors to an environment that is devoted to, and structured for, learning.

McCombs (cited in Freiburg, 1999) suggests a set of common beliefs held by effective teachers in such environments:

- They believe in their competency to be an effective teacher and facilitator of learning for all students.
- They believe that they can influence student learning even during the difficult stage of adolescence.
- They believe in the influence of thoughts and feelings on actions and tend to analyze and reflect on personal or professional experiences.
- They believe that they should not control learning but provide support for student choice and personal control over learning.
- They believe that all learners are capable of learning, that learning is a process of constructing personal meaning, and that teaching is a process of facilitating students' natural learning and motivational processes.

These beliefs are characteristic of self-aware, self-actualized individuals, developed and sustained by a process of renewal and growth. They cannot exist in personalities where power over others is a priority or where their own self-esteem is in doubt. These beliefs also connect directly to the positive qualities of gentleness, caring, understanding and fun-loving identified by the second through sixth graders in the study by Thomas and Montgomery (1998). And, they form a cultural, values-based context in which to apply teaching skills, techniques, practices and activities.

Arnold's concept of "empathic intelligence" is another that has relevance in this context. As she puts it, "educators' [...] capacity to make a difference [...] depends on their ability to mobilize both thought and feeling" (Arnold, 2000, p.2).

"Empathic intelligence is a sustained system of psychic, cognitive, affective, social and ethical functioning derived from:

- an ability to differentiate self-states from others' states
- an ability to understand and mobilize the dynamic between affect and cognition in self and others
- a commitment to the well-being and development of self and others"

(Arnold, 2000, p.8)

The ability to differentiate self-states from others' is fundamental to human relations, and particularly important in classroom situations. The teacher must strive to become conscious of his or her emotional responses and reflexive reactions to avoid projecting those emotions and responses onto students who otherwise would not have experienced the situation in the manner projected by the teacher. This ability to recognize one's own state of consciousness, then choose how to act, is a powerful tool for motivating and supporting students, and can be a powerful model for them to acquire this ability as well.

The dynamic between affect and cognition is affected by the ability to change thoughts and beliefs at will, which in turn affects the full range of emotion, behavior and communication, from the most subtle changes in facial expression and body language to the most overt verbalizations and actions. In the context of the classroom, the teacher articulates thoughts, beliefs, purposes, and values which affect interactions between students as well as interactions between the teacher and students as individuals and as a group. An astute teacher can carefully monitor this dynamic, and consciously inject particular ideas or responses to help students stay focused and aimed toward common purposes and learning goals.

Teachers who are committed to the well-being and development of themselves and others are able to create a positive, stimulating, safe and caring environment. Self-care thrives on self-awareness and positive self-esteem, and teachers who are committed to developing themselves in these ways have better interpersonal skills, create positive, high-quality learning environments, and tend to have the ability and willingness to reflect on their teaching and to engage in professional development activities (Le Cornu, 1999). The ability to question their own methods and activities, to articulate the reasons for their own behavior, and the readiness to change in response, sends the message to students that their teacher is not arbitrary and does respond to their needs.

Emotional Intelligence

Teachers need to understand and honor their roles as leaders, mentors and facilitators, and be willing to see themselves and their unconscious emotional responses and biases from a more detached viewpoint. Teachers who can recognize these responses and biases, and quickly synthesize responses to students so that they themselves do not “act out” unconsciously, are emotionally intelligent—they possess the qualities of self-awareness, self-regulation, motivation, empathy, and basic social skill (Goleman, 1998). In other words, they are constructive, supportive and adaptable within the framework of their own integrity and ethics.

Self-awareness is the foundation for emotional intelligence, and the development of self-awareness is a lifelong process. Self-aware teachers have a constantly improving understanding of their own personalities—their strengths, weaknesses, emotional triggers, and needs (Goleman, 1998).

One way to develop self-awareness is to “continually experience or initiate a process of reflection and renewal” (Steffy and Wolfe, 1998). This process leads to growth, which in turn can help identify beliefs and attitudes, evaluate them, and discover ways to change them. Teachers must learn to see themselves as people who are learning and growing throughout their careers, and must be willing to engage in a certain amount of self-examination. Those who learn the value of reflective practice early in their own education can model a cycle of reflection, renewal and growth for their own students without self-consciousness and without needing to engage in abstract explanations that are not practical or useful with young children. The teacher can also model how to make personal changes by articulating those changes in the classroom; saying, for example, “I used to believe thus-and-so, but now I see that....”

Convery states that “reflective teaching requires an approach that is social and collaborative rather than individually introspective” (Convery, 1998). However, the courage and determination to be individually introspective is crucial to the process of self-growth and increasing self-awareness. It’s possible to participate in any number of groups without engaging oneself deeply; however, people who are willing to engage in rigorous self-examination and then also reveal and discuss the results will experience the greatest change and satisfaction.

The February 2000 listserv discussion on SSTEP3-L (a listserv for educators) centered on the question “why has self-study become important?” and supports these ideas. Some quotes from that discussion:

- “[self-study] joins self-awareness and academic thinking” (Jerry Allender)

- “learning goes in cycles of experience-meaning-experience” (Tom Russell)
- “...self-study matters because as someone involved in the preparation of beginning teachers, I have a real desire to be sure that what we do in preparing them is useful and meaningful [...]. I have had lots of student-teachers tell me how the things they learn in teacher ed are meaningless when they hit school, so I like self-study because it helps to keep you focused on [...helping] the students recognize and respond to the contradictions in what they may need and what they may want and to [mirror this] in our own practice...” (Jeffrey Loughran)
- “One significant ‘why’ for me was an experience with Parker Palmer (author of “To Know as We are Known” and “The Courage to Teach...”). He noted that our traditional approach to knowledge creation used the lens of objectivism which situated the inquirer on the “outside” of whatever was being studied. The objective approach supposes that ‘pure data’ will flow if the data gatherer remains aloof and uninvolved, thus avoiding ‘contamination.’ Parker [...] explained that this kind of research led to our academic community supposing that the problems we study are other people’s problems and not our own.” (Carl Harris)
- “By systematically examining my practice and my actions, I learn more about myself. Strangely enough through this process, I also become more connected to my students.” (Terri Austin)

- “...one way of judging our own work is to try to think about how we could see ourselves/our work through others’ eyes. Are we able to reframe the situation so that we have new insights into taken-for-granted assumptions of our practice? I think too often what we call reflection is actually justification of existing practice.” (John Loughran)
 - “As a teacher and researcher, I am keenly aware of myself as a member of a specific racial group, gender, class, etc., and the implications of those memberships as I interact [...] with others different from myself. [...] one reason for self-study, for me, is the increased humility I gain from examining my own assumptions, efforts, motives, etc. and greater appreciation for the complexity of my own hybridity.” (Sharon Chubbuck)
 - “[...] changing the teacher’s self [was] so important for the classroom, for the kids. And self-study seems so important in helping teachers confront their privilege in a transformative fashion.” (Lis Bass)
- (Allender, et. al., 2000).

These educators are quoted at length because they all seemed enthused and opinionated about self-study and self-awareness while, at the same time, many of their contributions showed a certain relief, a sense of “can I really say this?” at being able to talk about self-growth in a (somewhat) professional venue.

It is assumed that these teachers are competent in terms of subject matter and teaching techniques. The issues that inspired them to write with such enthusiasm, though, were not technical or competency-related. Obviously, the people that participated in this listserv already had a certain level of self-awareness, or they would not have been

interested in the listserv discussion. This interest is one that is also found in the most effective leaders in all venues, and could be cultivated in teacher education and professional development programs. This cultivation could help prevent the “withdrawal” that affects some teachers, rendering them negative, defensive and difficult. (Steffy and Wolfe, 1998).

Reflective and reflexive practices and techniques have shown to improve self-awareness for teachers; in fact, such practices have been part of the literature of teaching improvement for 20 years (Matthews and Jessel, 1998). Reflective practice can be defined as “a means by which practitioners develop a greater level of self-awareness about the nature and impact of their performance,” (Osterman and Kottkamp, 1993, cited in Steffy and Wolfe, 1998, p.2). Matthews and Jessel offer three sets of meaning for the term ‘reflection,’ of which the third is the most useful for this research: “finding ways of identifying and questioning existing assumptions which underlie practice and the context for practice in the widest terms, as well as bringing in new perspectives.” (Mathews & Jessel, 1998, p.232). The key phrase here is “finding ways,” as existing assumptions are usually unconscious; and working in groups or even in pairs can be effective at uncovering unconscious assumptions and attitudes.

Reflexivity offers a path toward this uncovering as well, in that it is more focused on the self and one’s assumptions, and is a term that [can be] “interpreted to mean that people have to think about their own concepts and what they bring to any situation. In contrast to the view that people can be objective, reflexivity argues that we have a social and intellectual unconsciousness--and consciousness—that we bring to any situation.

Hence, we have to try to be self-aware in order to extend and further our understanding of situations.” (Mathews & Jessel, 1998, p.232).

There is evidence to suggest that reflection and reflexivity are enhanced by collaboration and/or group processes. Convery argues that reflective activities carried forth in isolation do not improve the practice of teachers; in fact, he states that, “for many teachers, the central impediment to fundamentally improving their practice is their self-protective individualism.” (Convery, 1998, p.201). This suggestion is supported by Wade and Hammick’s (1999) description of action learning circles, in which the support and trust of a closed group over a period of time created an environment where individuals were respected and valued and could offer and receive critical feedback about their own practice. Roslyn Arnold reinforces this succinctly: “Things happen in interpersonal engagements which are powerful and important.” (Arnold, 2000, p.2) And, in a Gallup poll conducted in the early 1990’s of 231 semifinalists for the National Teacher of the Year Award, 84 percent of the teachers listed meeting with teachers and other colleagues as helping them a great deal (Seymour & Seymour, 1992, p.51).

Matthews and Jessel (1998, p.234) say that “the more teachers are able to understand the patterns of emotion that structure their patterns of behavior in the classroom, the more this self-understanding can enable them to become better teachers.”

As was mentioned above, one technique for increasing the effectiveness of reflective activities is the use of “action learning circles”—“a continuous process of learning from experience through reflection and action, with the support of a group or ‘set’ of colleagues or students, whose make-up remains constant.” (Wade and Hammick, 1999, p.165) In these circles, each person presents an issue or problem and the others

help them reflect upon and explore the problem. The intention is to help the presenter change the situation by evaluating their own behavior.

Action learning circles address a problem of reflection as a growth activity, which is that doing it alone limits its value. To best make use of action learning circles, participants must have a positive attitude, be motivated and interested in the concept, and have the skills to participate. They will utilize the help being offered only if they can identify their own learning needs, which may not be easy for those familiar with more traditional teaching methods. (Wade and Hammick, 1999).

Self-regulation is the component of emotional intelligence which allows people who perceive their own emotional responses (through self-awareness) to decide upon their actions, rather than impulsively act out physically or verbally when their emotions are triggered. Arnold's (2000) suggestion that empathic intelligence requires an understanding of the dynamic between affect and cognition is related to self-regulation; for example, a self-regulated teacher might feel angry and frustrated, but would think through the reasons for the emotion and choose an appropriate action consciously, with specific outcomes in mind, rather than yelling, slamming books or punishing.

Self-regulation is especially important in the classroom for several reasons. First, it provides a model for students, illustrating that such regulation is possible and desirable. Second, self-regulation by teachers creates an environment of trust and fairness (Goleman, 1998). Students come to rely on the teacher to think things through, and to behave in ways that are honest and appropriate. Self-regulation encourages students to embrace progress and the changes that come with it, even if their fears are triggered initially. Third, many problems in school and in life are created by impulsive behaviors

such as hitting, stealing, cheating, lying and so on. Teaching children to self-regulate by example could have long-reaching positive effects.

McCombs' (Freiburg, 1999) list of beliefs held by good teachers mentioned earlier reinforces the *motivation* component of emotional intelligence. Good teachers are extremely motivated, engaged and interested in their students and in the learning process. Many teachers work long hours for fair-to-middling pay; the National Education Association reports "an average work week of 47.4 hours, with some teachers clocking as many as 60 hours" (Seymour & Seymour, 1992, p. 83). The fact that these teachers do this year after year suggests strong intrinsic motivation and commitment, since in most schools, teachers are paid fairly low base salaries and there are little or no financial incentives for great performance.

Emotionally intelligent people also tend to be *empathetic* in a particular way. They have the ability to understand and perceive others' feelings, and then thoughtfully incorporate that knowledge into their own decisions and actions. They are willing to walk in someone else's shoes, without becoming sentimental or being victimized by the experience. This empathy is not the same as sympathy or pity, nor does it involve adopting others' emotions or trying to please, placate or manipulate them. Teachers who can exercise empathy in this matter-of-fact way can help students find constructive ways to move forward, learn and grow.

Social skill is the final component of emotional intelligence. Goleman (1998) defines social skill as "friendliness with a purpose" (p.101)—a principle that can readily be applied to teachers in the classroom. Teachers must build rapport with their students, creating a group environment that is both collaborative and purposeful. The qualities

identified earlier by the second- through sixth-graders reinforce this solidly: gentleness, caring, and fun-loving. And West's (1994) categories of negative experiences with teachers reads like the opposite of social skill: embarrassment, unjustifiable discipline, unwanted aggression, inappropriate affection and unrealistic expectations.

School Culture

As the cultural diversity of the nation continues to expand, and the rapid advances in technology continue to distribute information, ideas, and "culture" at lightning speed, schools are becoming less a reflection of their immediate community and more a reflection of the world at large. The move to standardization in instruction and performance goals is both a characteristic of, and a reaction to, this new combination of diversification and globalization. Parrish and Aquila (1996) state that the 21st century school will become more and more diverse, with the characteristics of urban schools of the mid-90's. The problem with this, they say, is that most teachers have been educated to teach, and acquired their skills, in middle-class to affluent white communities, which have little in common with diverse urban schools and where the pervasive belief is still that minority and poor children have lower learning abilities than affluent white children.

The culture of a comfortable suburban school is much different than that of a thinly-funded ghetto school, yet, if we listen to the federal government, these two are not apple and oranges, but apples and apples. If in fact, all schools are facing increasing diversification, then several factors that conspire to keep the status quo may need to change (Parrish & Aquila, 1996).

First, American schools have, from the beginning, served the purposes of social reproduction—the use of schools and education or the lack thereof, to produce additional

generations of leaders, professionals, tradespeople, service workers, and untrained labor; to educate students to replace their parents in the social order. It's commonly accepted in the literature, the profession and the mainstream culture that the quality of education available is directly correlated to the socio-economic status and race of a student's family. This is a contract that keeps our social and economic structure in balance and one that is incongruent with overt platitudes such as "no child left behind;" suggestions that educators are partially responsible and could change this by changing their own attitudes, beliefs and values are met with denial and anger, as if educational outcomes had nothing to do with teachers and administrations.

Second, there is increasing rhetoric that the nation's educators are inadequate, and that private, commercial enterprises, with their highly-developed knowledge of productivity and efficiency, can do a better job of running schools and by extension, educating students. This is a dehumanizing approach, which reduces the growth and learning of individual students to widgets and/or products; or test scores. It also undermines the work of great teachers, who tend to be self-aware, self-actualized individuals with individual methods which are cultivated through their own personalities and character, in favor of conformity of approach and technique.

Third, public policy makers do not seem to listen to teachers and administrators who have first-hand knowledge of how to improve schools. Unfortunately, legislators and other decision-makers generally have many competing interests and agendas, of which high-quality public education is only one and one that must always compete for dollars with other publicly-funded services.

The culture-at-large has a huge effect on the culture inside schools, but there is also a culture within schools that, in some cases, perpetuates school problems. Some administrators and teachers are threatened by progressive ideas, such as collaboration, cooperation, shared decision-making and participatory leadership. The idea that schools are the workplace of teachers, rather than the learning place of students, contributes to this aversion, and schools that have transformed themselves through the building of collaborative and cooperative relationships only amplify the threat.

The development of individual teachers can affect each of these factors to a degree, but the area of greatest potential impact is in the shift away from social reproduction and tracking of students. These are perpetuated through individual attitudes, beliefs, and actions, reinforced by the collective and could be strongly affected by education, training and support which helps teachers to become more self-aware, self-regulating, and motivated to facilitate the maximum learning experience for every student in their care.

Renewal for Teachers

Each year, one-third of second-year teachers choose not to return the next year, and a majority of teachers surveyed would not recommend the profession to college students. At least partially in response to these statistics, centers for the “renewal” of teachers are springing up around the country (Cain, 2001).

What is meant by “renewal” of teachers?

Cain suggests ten qualities of a renewed teacher:

- A philosophical or spiritual center; a set of personal values from which they operate and which they also do not impose on others.

- A commitment to students, to lifelong learning and to the school.
- Awareness that they are an integral part of the school; that they contribute to its success or failure, growth or decline, survival or demise.
- A sense of personal responsibility for their teaching and therefore, their students learning.
- A strong love for all aspects of life—curiosity, excitement and enthusiasm.
- The ability to see all people as individuals.
- The ability to communicate.
- A sense of collegiality (shop talk among their colleagues)
- A strongly developed sense of leadership; does the right thing rather than does things right.
- A separation of their egos from their work; no need to control by coercion.

A careful examination reveals that these ten qualities are characteristics of self-aware, self-actualized people, of emotional intelligence, personal integrity and wholeness. People who exhibit these characteristics are effective, happy and fulfilled regardless of their profession.

Two qualities or factors appear in this list which are notable, and which were not mentioned explicitly in other research. First, these renewed teachers have a set of personal values manifested in a strong philosophical or spiritual center. This spiritual center forms a source of strength and a context for life which is adaptable and resilient. Second, the association of curiosity, excitement and enthusiasm with love for life is significant. These two factors—a spiritual center and a love for life—form a context for renewal that is universally applicable and true. It suggests that these people would feel

renewed regardless of their profession, or would seek situations where this “well” would never be so exploited as to run dry.

The fact that so many teachers are abandoning teaching suggests that many teachers are unable to realize the satisfaction of this kind of renewal in their work.

Transformational Leadership

Transformational leadership emerged first in corporate organizations about twenty years ago, as business structures began to shift away from centralized control, rigid hierarchies of power and status among different levels, and top-down decision-making. The new way of thinking emphasized participative decision-making, the purposeful development of corporate and organizational cultures, the use of teams and work groups rather than hierarchical reporting structures, a climate of consensus and facilitation, and new ways of leading these organizations as well. This shift was generally perceived to be more democratic, fair and just, and to increase individual commitment, participation and active involvement. However, organizations undertaking this sort of change generally did not do so for these reasons; rather, they did so because these changes increase productivity (Leithwood, 1992).

As an outgrowth of this shift in the corporate world, during the late 1980's and early 1990's, these principles of transformational leadership with its emphasis on collaboration, participation and shared responsibility began to be applied to schools. These efforts were primarily directed toward overall school reform and improvement, administration, and the relationships between teachers as employees and administrators as leaders. This was the first evolutionary step away from the old instructional leadership model, which operated under a clear hierarchy with administrators at the top and students

at the bottom, with teachers (or sometimes students themselves) at the bottom, and where the leader is the expert on instruction, and closely monitors teacher performance and student work. This instructional leadership approach is the equivalent of the private sector style of transactional leadership, where the primary aim of leaders is to induce desired performance by offering the smallest reward that will elicit satisfactory results.

In schools, the instructional leadership model is problematic in that administrators are not necessarily good teachers and vice versa; and it focuses primarily on students' growth and rarely on the growth of teachers (Poplin, 1992, cited in Lontos, 1992). Positive student outcomes, involvement of parents and community, and better relationships among stakeholders are the desired schools' equivalent of the productivity increases seen in the private sector under transformational leadership.

Transformational leadership is a style that recognizes that change is constantly occurring in organizations, and within people (Biggerstaff, 1993). Moss and Lang (1990, p.5, cited in Wonacott, 2001) define it as “the *process* of perceiving when change is needed and influencing the group by such noncoercive methods as persuasion and example in its efforts toward goal setting and goal achievement.” By this definition, transformational leaders are both intent observers or perceivers and active participants in those processes—a role that effective teachers must step into with enthusiasm every time they start a school day.

Transformational leaders have three central characteristics: *charisma*--the ability to arouse devotion, involvement and inspiration through one's personality and energy; *individualized consideration*-- empathic attention to others and the ability to help them perceive and understand their unique contributions, gifts and talents; and *intellectual*

stimulation—the encouragement of creativity, learning through mistakes, being honest and willing to engage in difficult conversations (Biggerstaff, 1993). Bernard Bass (1990, cited in Epitropaki, 2001) defines transformational leadership as a form that occurs when leaders “broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group.”

Pielstick (1998) created a profile of transformational leadership using meta-ethnography to analyze and synthesize the literature about transformational leadership and identify patterns and connections to describe it. His study identified seven major themes, with several components in each theme. The themes are: 1) creating a shared vision, 2) communicating the vision, 3) building relationships, 4) developing a supporting organizational culture, 5) guiding implementation, 6) exhibiting character, and 7) achieving results.

Vision

A leader may hold a clear vision for his or her organization, but the potency of vision is unleashed only when it is synthesized with the dreams and aspirations of others, deriving from shared needs, values, beliefs and purposes. Once a vision becomes common, or shared, a transformational leader elevates the vision to the level of serving the common good--serving a purpose which both transcends and transforms the individuals. This vision takes on a life of its own, generating excitement, energy and meaning for the entire group. Shared visions also create a sense of unity and community. On this same topic, Hendricks and Ludeman (1996) point out that the leader’s vision must be backed with integrity: “history has shown us the awesome cost of vision without

integrity. A charismatic leader such as Hitler gets his people excited about a vision but leads them to doom because the vision is unsupported by integrity, rotten at the core” (p. 58).

Communicating the vision

Once there is shared vision, transformation leaders reinforce the vision by communicating it in many different venues and contexts. Constant communication about the vision is inspiring, motivating and reinforcing. It encourages positive and collaborative relationships across many lines, and helps create the culture of the organization, or in this case, the classroom. This communication involves clarifying, expanding, and illustrating commitment to the vision and its underlying values and beliefs through metaphors, analogies, stories, plays, rituals, parties and traditions. It also involves making small-picture choices in the context of the vision, which can help students understand how their day-to-day choices move them in a particular direction.

Building relationships

Transformational leaders understand and value high-quality, collaborative, and open relationships. They tend to be friendly and informal while remaining clear, focused, and open-minded. They treat everyone as equals and understand human equality as a universal truth while appreciating individuality and appreciating differences. Transforming leaders are caring, sincere, personable, helpful and forgiving; they seek intrinsic motivations for themselves and encourage others to do the same. They tend to de-emphasize extrinsic rewards and focus on intrinsically satisfying rewards such as personal and public recognitions and acknowledgments, personal thank-you's, and

parties, celebrations, luncheons, banquets and other activities where mutual satisfaction and appreciative interactions flourish.

Developing a supportive culture

The culture of an organization, school, classroom or family is comprised of shared values and beliefs, myths, legends and stories, and is manifested through the communication, shared activities, problem-solving, joys and sorrows that are accumulated over time. The shared values and beliefs are reinforced, institutionalized, or phased out in response to a leader's actions and communications (including symbolic ones); transforming leaders use formal and informal communication, rituals, and ceremonies to affect the shape of the culture. Some of the key values associated with transforming leaders include treating people with dignity and respect, altruism, fairness, justice, liberty, human rights, honesty, integrity and equality.

Over the years, the literature on transformational leadership has tended to include these characteristics of a transformation-friendly culture:

- *There is a strong and shared sense of purpose*, where all participants or members understand both the large-scale purpose and their role or roles in carrying it forward. The purpose is clear and inclusive, well understood, and communicated clearly at all levels of the organization.
- *Accomplishments are recognized* in sincere and meaningful ways; not necessarily on a large or expensive scale, but personal, authentic and/or interactive.

Recognition that speaks directly to difficulties overcome, and that names values and qualities that were integral to the accomplishment (such as dedication, persistence, creativity, cooperation, collaboration) is particularly satisfying.

- *Teachers and students seem to work harder, and together.* This is a manifestation of shared purpose, and the perception that mutual responsibility and cooperative efforts result in higher-level outcomes, both personally and collectively.
- *Participation is high at all levels and with various tasks.* When the shared purpose and/or vision is clear, and students or employees understand how all activities, down to the smallest task, contribute to the larger purpose, then participation is enthusiastic, and it become impossible to write off a task as unimportant. In cases where tasks have such low importance as to be avoided or neglected, there are two possibilities: either the task is unnecessary and can be eliminated or folded into another, or the communication and integration of shared purpose needs some work.
- *There is a low turnover in staff.* Transformational environments are good places to work; the combination of dedication to a shared purpose, collaboration and interaction, and genuine and sincere recognition is fulfilling for workers at all levels. Employees seem to leave transformational environments for reasons related to their own personal agendas and/or growth, not because working conditions are miserable.
- *The attitude toward change is favorable.* In transformational environments, people learn that change is positive and productive. They understand that difficulties will be resolved cooperatively, and that if they participate in collaboration and cooperative problem-solving, they will not be stuck in a negative situation as a result of change. Mistakes become opportunities for trouble-shooting and more positive change.

- *The school is externally adaptive and internally integrative.* The cultural, economic and social systems of the nation and world are shifting more rapidly than ever. The need to adapt purpose, vision and methods in response arises constantly. At the same time, the unsettling nature of these changes can be mediated in transformational environments, where security comes not from static conditions, but from confidence in the organization's or group's ability to respond appropriately. Security comes from internal cultural conditions and processes, which are predictable not in their outcomes, but in their principles, values and processes.
- *Leadership is highly visionary at all levels.* Creative vision opens doors in others' minds. This is particularly true of students, who have not yet learned about the vastness of possibility and are still focused in their families and communities.
- *Innovation and risk-taking are encouraged.* Transformational environments are not constricted by the fear of making mistakes or of failing; in fact, this fear is seen as a limitation on thinking and creativity which should be avoided. Risks and innovation open universes of possibility which would remain buried, and transformation cultures acknowledge and recognize the huge benefit to seeking those possibilities, even though some ideas will not work.
- *Information is accurate and timely.* This is the practical reflection of the underlying principles of honesty, integrity and clear communication. Information is not hoarded; nor is it bloated or expanded to the point of overload. Those who need it, have it when they need it, and this reinforces efficiency in the organization and self-efficacy in individuals.

- *Co-operation within and between work groups is linked together.* Work groups that are fluid can help with this linking; so that groups are formed based on the task or project, rather than on arbitrary affiliations or structures. Individuals who work with a variety of people in different configurations come to see themselves more clearly than those who are locked into a particular place in a particular group. This idea can be extended outward by generations as well, so that particular groups or departments do not gel into particular roles in the organization, but are willing to work with any other group in any other configuration of individuals or groups. This doesn't imply free-for-all decision-making, but a combination of common sense and fluidity which creates a dynamic, yet very practical and pragmatic work environment.
- *The organizational structure is flat rather than a hierarchy, and morale is high.* In a flat organizational structure, individuals can see that there is room for them to achieve goals and to develop themselves in creative ways. They are not afraid to talk to anyone about anything, since they regularly sit in meetings with people in various roles. Again, this is a manifestation of shared purpose and vision, where the direction is clear, and all can participate in the means of getting there.

Guiding implementation

Transformational leaders guide the implementation of the shared vision, commonly by teaching. They mentor or coach their followers, providing opportunities for them to learn and grow, and helping them interpret the results of various actions. Some see themselves as servant-leaders, serving both their followers (or students) and other stakeholders (such as parents and community members). Symbolic actions are a powerful

and indirect way of teaching and leading, as is modeling scholarship, moral reasoning and principled judgment.

Other examples of guiding implementation include strategic planning processes which constantly incorporate new information and the needs of different stakeholders, taking reasonable or calculated risks, and experimenting and innovating. Team-building is another way to guide implementation, as the activities involved (collaboration, coalition-building, learning to manage conflict and stress) all help contribute to the shared commitment and vision. Guided implementation can also include quality processes, benchmarking, continuous improvement processes and customer service standards and values.

Exhibiting character

Transformational leaders operate from principles such as honesty, integrity, trust, justice, equity, dignity and respect for individuals. The characteristic most referenced in Pielstick's study (1998) however, is self-confidence. These leaders are self-aware, self-disciplined, centered and have an internal locus of control. In terms of motivational psychology, they tend to have a high need for achievement, but not necessarily a high need for affiliation, even though they tend to be personable, caring and warm.

Pielstick (1998) found some disagreement over charisma among transforming leaders; some sources consider charisma to be fundamental, while others consider it to be a quality only attributed to the leader by followers: "evidence suggests that followers of charismatic leaders focus on the leader, whereas followers of transforming leaders focus on the shared purpose or vision" (p.23). Other researchers have found charisma correlated with both dependency and empowerment (Kark, et al., 2003) but this work is

focused on adults in organizations, not children in classroom settings. In K-12 schools, it would seem to be beneficial for students to focus on both the teacher personally and to be excited and inspired by their shared purpose. Even in progressive schools, children are not generally empowered to determine their purposes and vision without interaction with, and guidance from, the teacher.

Transformational leaders engage in life-long learning, and support and encourage it in others. For the individual, learning promotes growth and renewal—a process apparently lacking for the one-third of second-year teachers who leave the profession every year (Cain, 2001). When individuals in a group or organization experience such renewal repeatedly, the organization is also renewed and rejuvenated, in an endless cycle of progress and growth.

Transformational leaders also tend to choose learning activities related to their profession, such as education, teaching and learning, and relevant trends and issues. They learn about all of their stakeholders, and investigate carefully how hard they can push, and how far they can progress without generating resistance to change. They are undaunted by the complexity of their work, and are comprehensively aware of cultural, political and technical functions within and outside of their organization. They have a high tolerance for ambiguity and uncertainty, and understand both internal and external environments and cultures.

These leaders are dynamic, persistent, positive and idealistic. They practice wellness habits, and they love their work, people and life itself. (Pielstick, 1998).

Training Transformational Leaders

Training and development for transformational leadership is distinguished from other forms of leadership development in a number of components. Nearly all of the literature surveyed includes *values* as integral to transformational leadership, so reflection upon, and articulation of, personal values should be present in training and development activities. Recognizing the link between personal growth and development and the growth and health of the group or organization is critical, and goes hand in hand with the perspective and outlook to work within, and even create if necessary, the flatter organizational structure and open culture found in successful transformational environments. Emotional development, self-awareness and self-regulation, and other intra-personal skills are also areas which may not appear in traditional leadership development activities, but which are crucial competencies for transformational leaders. Cognitive development and creativity awareness, as well as team-building, collaboration, and other interpersonal skill development are other important factors in training and development programs.

The primary means of training for transformational leadership are 1) individual coaching, 2) workshops or leadership “academies,” and 3) curricular content and activities at the university level. Some of the activities involved in self-assessment could easily be pursued privately and individually, as well, and there is a wealth of information available for independent study. However, the pursuit of transformational change is best undertaken with like-minded companions, at least in part, in order to reap the benefits of an interested, third-party perspective on one’s individual characteristics, attitudes and behaviors.

While most teachers will probably not hire executive coaches to develop themselves as leaders, professional collaboration, particularly in the form of peer coaching, is accessible to all and can be an effective way for teachers to assist each other to develop. Peer coaches can help each other zero in on particular areas of interest or development by asking questions about values, beliefs, attitudes, strategies, and decision-making. The observations of a peer coach can be particularly helpful in identifying what assumptions are being made and what attitudes, beliefs, or values affect a particular interaction or situation. (Elliot and Schiff, 2001). In situations where the teacher's emotions are triggered, a peer coach can provide a non-threatening, non-supervisory and neutral perspective and can help identify alternative solutions and behaviors.

Many private consulting, coaching and organizational development companies offer transformational leadership workshops, and a number of colleges and universities offer seminars, certificate programs, academies and courses which are based on, or include, transformational leadership principles. Workshops and leadership academies typically involve an initial gathering, usually three to five days long, in which the principles and practices are presented and discussed. Elements may include both introspective and interactive activities, role-playing, and self-assessment for values, personality characteristics and traits, interactive and cognitive preferences and styles, using variety of instruments and tools. Discussion and reflection upon the results of these assessments is both satisfying and productive, and helps build both self-esteem and empathy. Participants often present their own issues and situations to the group, and set goals for more effective behaviors and practices. Specific action plans for each individual are developed, and the best trainings involve a means of communication and consultation

among the group once everyone is back on the job, as well as a return to the group at least once after some time has passed to share experiences, and to assess, evaluate and modify the action plans. A cohort of companions in transformational leadership development provides opportunities for peer interactions and coaching-style activities outside of the individual's own work group.

Training programs in transformational leadership are generally well-received by the participants. In a review of 17 leadership development programs for career and technical educators, high levels of satisfaction and positive change were noted by participants in two key areas, "adaptable, and open to change," and "visionary." (Moss, et al., 1994, cited in Wonacott, 2001). These reviewers also found that leadership attributes were more likely to improve in structured programs, with active involvement required of participants. Participants' readiness to change, which could be increased by team-building experiences and reflective, goal-setting activities, also influenced the development of desirable attributes. In programs for graduate students, compared to people already teaching, the number of desirable attributes increased in direct proportions to the number of hours of supervised instruction they received. (Wonacott, 2001)

Study and training in leadership has blossomed in both the private and public sectors in recent years, and Internet search engines return pages and pages of links to training programs, courses and coaches indiscriminately. However, more focused searches that include "teacher development" or "teacher education" and "transformational leadership" quickly narrow the results, leading to the conclusion that teachers are not generally perceived as leaders in the classroom; that leadership training for teachers is aimed at creating collaborative work groups for decision-making, school

governance and reform activities rather than at ensuring that teachers function as leaders in their classrooms.

CHAPTER THREE

Summary, Analysis and Recommendations

Summary

While a number of people have looked at the characteristics of effective teachers, and have asked students of varying ages to identify those characteristics as well, there is a dearth of information that integrates what is known about emotional health, self-actualization, and personal development with the training of teachers. Research shows that there are identifiable traits and qualities that improve relationships between teachers and students, which enhance students' learning, both affective and cognitive, and which predict job satisfaction for teachers. However, the connection between the identification of these qualities and characteristics and a clear, effective way for teachers to develop, practice and experience ongoing support for these traits is not apparent in the research.

There are a number of practices and approaches that have been shown to increase teachers' self-awareness, professional growth and satisfaction. These include reflective and reflexive practices such as action learning circles and perceptual and psychological approaches and viewpoints. Goleman's (1999) work on emotional intelligence is also a tremendous resource for personal growth, with the identified components of self-awareness, self-regulation, motivation, empathy and social skill.

Transformational leadership is a style and a set of practices and principles that recognizes that change is constantly occurring in organizations, and within people (Biggerstaff, 1993). Moss and Lang (1990, p.5, cited in Wonacott, 2001) define it as "the *process* of perceiving when change is needed and influencing the group by such noncoercive methods as persuasion and example in its efforts toward goal setting and

goal achievement.” By this definition, transformational leaders are both intent observers or perceivers and active participants in those processes; they initiate and support processes that are consensual and facilitative, rather than hierarchical or transactional.

During the late 1980’s and early 1990’s, these principles of transformational leadership with its emphasis on collaboration, participation and shared responsibility began to be applied to schools. These efforts were primarily directed toward overall school reform and improvement, administration, and the relationships between teachers as employees and administrators as leaders, however, and not so much toward the development of leadership qualities in teachers themselves. Most of the research which has followed these efforts is concerned with principals and administrators as leaders and do not include or recommend transformational leadership training for teachers. However, the research does show that transformational school cultures are good for teachers, and may encourage teacher development in transformational directions.

Analysis

The current climate, which tends to be focused on student achievement on standardized tests in many schools, may contribute to the perception of teachers as workers who should “produce.” No studies were found which attempted to determine whether students share this emphasis on achievement, and students who were asked to identify good teachers did not generally include high-level performance on standardized tests as an important outcome. Most studies which involved students’ opinions, however, were focused on more subjective questions and opinions. Information gleaned from students which stands out is the emphasis on caring, helping, and “fun” and on special activities, which indicates that joy is an important element of learning environments for

students of all ages. The characteristics of renewed teachers point to this as well, especially in terms of teachers having love for life, and having a philosophical or spiritual center from which they live and act and which is both sustaining and rejuvenating.

Schrag puts forth a vision in which “teachers would become self-confident practitioners who know that no single approach works for all students, who know how to assess and diagnose learning, who adjust their approaches to help each child to be an independent learner, and who are not at the mercy of ‘the tonic sellers’” (Schrag, 1999, p.6). This flexibility, responsiveness and creative approach to teaching and learning was expressed in a number of studies.

Teaching is an intensely interactive, collaborative activity where the teacher begins each year with a new group (or groups) that must move through a process whose desired outcomes are defined outside the classroom and in many cases, outside the community and state—a leadership challenge. The teacher must articulate a vision for how the group will achieve those outcomes, and generate mutual enthusiasm, camaraderie, motivation, and eventually, commitment to a process toward a goal (vision) that is shared and understood by the entire class. The teacher cannot eject, or decide to avoid or ignore students whom he or she does not like or who push emotional “buttons.” The teacher is confronted every year with more and more students whose families, cultures and living situations she or he cannot imagine, and must constantly shift thought patterns, beliefs and reflexive responses to work effectively and compassionately with this widening variety of students. In addition, teachers must find intrinsic motivation and reward in this work, as they tend to be poorly-paid and somewhat maligned and/or disrespected by external constituencies.

While it seems apparent that many activities aimed toward self-awareness, personal growth, and self-actualization would be helpful for teachers (as they are for the general population), transformational leadership principles and practices seem to be particularly well-suited to help teachers develop themselves personally to meet these challenges. In addition, the qualities and characteristics of good teachers either overlap or dovetail with the principles and desired outcomes of transformational leadership training.

Teachers are clearly in leadership roles, regardless of how they choose to live in or exercise the role—they are in charge of a specific group that has goals to meet. The transformational leadership model echoes the characteristics of the best classroom practices and relies on the qualities and characteristics exhibited by the best teachers. In a transformational classroom, there are opportunities for collaborative problem solving and goal-setting from the first getting-acquainted activities through the most complex class projects. A classroom is a learning community of equals with one teacher/leader, and can re-configure endlessly into specialized sub-groups or teams; in transformational leadership models, the structure is flat, not hierarchical, and the use of teams and work groups is highly beneficial to generate motivation, participation and empowerment through involvement.

Transformational leadership embraces change, both in people and in organizations. This principle is particularly applicable in K-12 schools, where the “groups” or teams consist of children, who are still in rapid developmental process biologically, emotionally, cognitively, and spiritually. The teachers of these children are guaranteed that the individuals in their classes are engaged in active change because of their stage in life, and conscious affirmation and articulation of change as a healthy,

productive and desirable process could help students become more flexible, adaptable, and fluid as they move into the future.

A transformational teacher could create a classroom culture and environment where risk-taking, innovation, creativity, and visioning activities are normalized. This could be particularly meaningful at the levels of K-5, where students spend more time in one classroom with one teacher. A nine-month immersion in such a classroom could have long-reaching effects on the students. In addition, the teacher would engage in constant renewal and re-creation of his or her vision from year to year.

These transformational practices could all be carried out at the discretion of individual teachers operating inside their own classrooms and do not necessarily require involvement of the school administration. At the administrative and supervisory levels, transformational leadership practices are helpful at changing school cultures overall, however, creating more collaborative cultures, encouraging teacher development, and improving school-level problem-solving (Leithwood, 1992). Individual teachers using transformational principles would obviously be better supported and perhaps more comfortable in such an environment, but it is not necessary.

Recommendations

Teaching is unique in that it requires intense and extended personal interactions by definition; this is borne out by the student responses covered in this study. Such interactions have large emotional impacts and affective content, and this is not an occasional event but a constant. The following recommendations are made:

1. *Teacher education programs should not only include personal development and self-awareness content, but should emphasize it as the primary resource*

for teachers' emotional health and teach it along with practical techniques, skills and subject area knowledge. Transformational leadership training for teachers and teachers in training would be an excellent means to present this content and to initiate a life-long process of growth and development.

2. *For teachers who are already working in the profession, a series of workshops incorporated into in-service training would be a good way to introduce principles and concepts.* In this case, peer coaching, action learning circles, and reflective and reflexive groups could be extremely helpful as teachers experiment and implement new ideas into their classrooms. In addition, the self-growth and introspection necessary to make changes in beliefs and attitudes could be supported and encouraged by peer interactions.
3. *College-level courses in transformational leadership should be offered through departments which serve both undergraduate and graduate programs in education.* Such courses would reach both practicing teachers pursuing graduate degrees and undergraduates who have little or no classroom experience. Teachers would benefit from the students' perspective, and students would hear about the issues, problems and confusions of "live" classrooms.
4. *Administrators and principals who are engaging in transformational leadership activities should extend the scope to include teachers, not only as "workers," but as leaders in their classroom.* A school-wide culture that encouraged everyone from the superintendent to the janitors to see themselves

as leaders and as part of a transformational process would certainly create a learning community with far-reaching effects.

5. *Transformational teachers model leadership to children and offer them the experiences of being leaders, and should do this consciously.*

Transformational leaders in the classroom could provide positive, uplifting, confidence-boosting and meaningful experiences for students, who then carry them forward into their own lives and professions.

6. *Additional research is recommended, particularly studies which examine the classroom effects, student satisfaction, and outcomes resulting from the development of teachers as transformational leaders.* Since much of the existing research has studied administrators and principals as leaders, not teachers, this is an area that could make a significant contribution to the overall health and effectiveness of schools.

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