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Introduction

The Challenge of School Change

In this collection of articles, we see the richness of analysis and insight that can be generated by altering the way we think about change. The technical-rational approach to reform gives way to a more balanced approach, which retains technical knowledge, but adds new concepts that relate more accurately to the dynamics of nonlinear change and the emotional and moral purposes of educational reform. The struggles of change and the patterns of breakthrough become much more accessible with this more grounded analysis.

The articles in this book take recent developments to new levels of detail. They provide greater critical analysis and powerful empirical and theoretical observations about successful school change. Section 1 establishes some of the new theories of change. Section 2 takes a critical approach to examining new forms of leadership for change among educators, whether they be administrators or teacher leaders. Section 3 consists of a closer analysis of the school and community levels, drawing on some excellent recent empirical work.

In the final section, we step back from the fray by introducing two powerful new concepts—emotion and hope—arguing that the future of reform must embody these deeper personal and human characteristics in the never-ending journey of educational reform.

Theories of Change

My colleague Andy Hargreaves and I, have argued in our *What's Worth Fighting For* trilogy that we must combine a deeper analysis and understanding of the key concepts of change with a commitment and set of ideas for action (Fullan, 1997; Fullan and Hargreaves, 1996; 1997). We have argued that teachers and principals must take the initiative if they are to break the vicious cycle of always being on the receiving end of reform. They must regroup internally and reframe their relationships with their colleagues and others inside and outside the school. They must, we said, go both deeper and wider if they are to have any change of healthy survival. Section 1 lays some of the groundwork for this line of thinking and action.

The article on complexity of change establishes the foundation for understanding the reality of non-linear change (Fullan, 1993). Drawing on both theoretical and empirical evidence from business and educational literature, eight key lessons are formulated. These lessons, taken together, form a new mindset for understanding change. They introduce fresh insights about the dynamics of change—insights that, once articulated, make greater sense. Thinking about change in this new way opens up whole areas of pursuit and understanding.

In the subsequent articles, Andy Hargreaves takes us further down the path of complexity. He makes the case that the context of reform has fundamentally changed with schools to operate in very diverse and transparent ways. In 'Cultures of Teaching', he presents the theoretical case that cultures of schools, as well as the culture of the entire teaching profession, must develop away from relative isolation and segmentation into collaborative cultures. Both Hargreaves and I have claimed that schools and the profession must 'reculture' (see Section 3) as well as 'restructure'. Indeed, the rest of this book is about the many dimensions of reculturing.

Rethinking Educational Change

by Andy Hargreaves

INTRODUCTION

A few years ago, in *What's Worth Fighting For In Your School,* Michael Fullan and I argued for a new approach to educational change (Fullan and Hargreaves, 1991). In the face of global tendencies to force educational change through externally imposed restructuring and reform, we emphasised the parallel and often greater importance of improving the internal interactions and relationships of schooling. We talked less about *restructuring* schools than *reculturing* them. We were concerned not with how teachers should commit to other people's changes but with how we might make schools into the kinds of places that stimulate and support teachers to make changes themselves. We argued how teachers work with teachers and showed the affects of how well they work with their students. It was clear to us, therefore, that cultures of teaching should be a prime focus for educational change.

A central task in creating cultures of educational change is how to develop more collaborative working relationships between principals and teachers and among teachers themselves. We pointed to the need for teachers to collaborate with each other, with trust, candor, openness, risk-taking and commitment to continuous improvement. This article extends this argument further. It endorses the value of professional collaboration among teachers within the walls of schools, but argues that we now need to extend this collaboration beyond the school walls as well.

Teachers' professional communities can easily turn into incestuous and protectionist ones. Teachers who work with other teachers are sometimes less inclined to work with anyone else. Collaboration can include the school professionals but exclude the wider community. New and innovative secondary schools, for example, typically falter because their leading edge, enthusiastic professionals fail to consult and involve the surrounding communities from which their students will be drawn (Sarason, 1971). If we are going to work

Cultures of Teaching and Educational Change

by Andy Hargreaves

O ver the previous 25 or so years, research on educational change has come to attain stature and significance as an important and legitimate field of study in its own right. This evolving field of educational change is grounded in and has also influenced a complex collection of approaches to bringing about educational change in practice. Thus, studies of educational change have been variously concerned with the implementation of organisational innovations (Gross *et al.*, 1971; House, 1974; Havelock, 1973; Huberman and Miles, 1984); with managed or planned educational change (Hall and Loucks, 1977; Leithwood, 1986); and with mandated educational reform (Berman and McLaughlin, 1978; McLaughlin, 1990; Sikes, 1992). Studies have also been conducted of how educational change is experienced or initiated by educators themselves in relation to the contingencies of their own practice (Richardson, 1991), their stage of career development (Huberman, 1993), the context of their school or subject department (Louis and Miles, 1990; Lieberman, Saxl and Miles, 1988; Hargreaves *et al.*, 1992; McLaughlin and Talbert, 1993) and a host of other subjectively relevant phenomena as described in Fullan's (1991) definitive review of the field.

In the past few years, school restructuring has presented the most visible face of educational change at the highest levels of policy (Murphy, 1991) and in many individual efforts to bring about school-level change (Lieberman, 1995). Changing the structures of time and space in schooling along with the roles teachers play and the positions they occupy with those structures, has been at the centre of worldwide efforts to transform the most basic features of schooling in terms of classes, subjects, grades and departments. Historians have demonstrated that these structures of schooling have proved especially resilient to change over the years and have repeatedly undermined successive efforts to bring about improvements in teaching and learning (Cuban, 1984; Tyack and Tobin, 1994). This is why structural reform now occupies much of the educational change agenda.