

## Chapter 1

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# The Fourth Way of Change: Towards an Age of Inspiration and Sustainability

Andy Hargreaves

At the end of the 20th century, Anthony Giddens wrote an influential book—*The Third Way: The Renewal of Social Democracy* (1999)—that challenged prevailing thinking and inspired a shift in direction in social policy. *The Third Way* proposed extensive state investment in the welfare, medicine, transportation, and energy resources, housing, municipal services, pensions, and education that had characterized the 3 decades following World War II. It called for full or partial privatization of these services along with market competition for and among clients and providers. Giddens argued that despite providing social services and opportunities for everyone, the social state had expanded far beyond what its creators had first envisaged. It had become unsustainably expensive and fostered long-term dependency and even irresponsibility among hard-core recipients. The market, meanwhile, had promoted individual initiative and responsibility, but also made social safety nets unacceptably threadbare and created self-centered cultures of individualism and divisiveness. Giddens describes how professions once had great freedom and autonomy (The First Way), and then became more subject to government interference and market forces (The Second Way). In order to further the goals of economic prosperity and an inclusive social democracy, he argued, The Third Way promised a more creative combination of public, private, and voluntary solutions—top-down leadership with bottom-up support and professional engagement that did not extend to unrestricted license.

## Chapter 2

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# Teaching and the Change Wars: The Professionalism Hypothesis

Linda Darling-Hammond

As the 21st century has dawned, nations around the world are undertaking major transformations of their governmental and education systems in response to changing economic, demographic, political, and social imperatives. Nearly all countries are engaged in serious school reform initiatives to address demands for much higher levels of education for a much greater number of citizens—demands created by a new information age, major economic shifts, and a resurgence and redefinition of democracy around the globe. The need to prepare future citizens and workers who can cope with complexity, use new technologies, and work cooperatively to frame and solve novel problems—and the need to do this for a much more diverse and inclusive group of learners—has stimulated efforts to rethink school goals and redesign school organizations.

### **Competing Theories of Change**

There are competing views of how these massive changes should be pursued. Among the contending theories of action are the following:

- A bureaucratic approach to school management and change, which seeks solutions that can be centralized and hierarchically administered
- A professional approach, which seeks to invest in knowledgeable practitioners who can make sound decisions about how to shape education for the specific clients they serve
- A market approach, which looks to school choice and competition as drivers for educational reform

## Chapter 5

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# Industrial Benchmarking: A Research Method for Education

Marc S. Tucker

Educators take it as an article of faith that research can guide us to improved student achievement. We think that if researchers can show that practice A is consistently superior to practice B, then educators and policymakers will replace practice B with practice A and student performance will improve. But the relationship between research and practice is not often so straightforward.

The general approach to research in education is derived from research in the field of medicine. We identify a “treatment” of interest and compare its effectiveness to the effectiveness of other treatments (or no treatment at all) on a sample of “subjects.” In medical research, it is relatively easy—that is, in comparison to education—to establish conditions in which only the variables being studied change, making it possible to isolate and gauge the effects of the potential treatments being researched with a high degree of confidence. In education, we do our best to hold everything else in the environment constant, and, if that is not possible, to correct as much as possible for those other factors in the environment, typically with statistical strategies. The strongest method we have found for doing such research is to randomly assign subjects to treatments.

In education, it is easiest to employ such methods when looking directly at interventions in the instructional process itself, such as, for example, when trying to assess the relative effectiveness of a particular method of teaching young children to read. But the farther we get from such settings, the more difficult it is to get conclusive results from our research. There are too many intervening variables interacting with one another in too many ways to produce strong conclusions.

## Chapter 7

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# Preparing for the New Majority: How Schools Can Respond to Immigration and Demographic Change

Pedro A. Noguera

Although the United States is a nation of immigrants, having been populated largely through waves of migration by people from nations and territories throughout the world, immigration has historically been a source of controversy and conflict. Throughout American history, each wave of immigration has been greeted by hostility, discrimination, and in some cases, fierce opposition from groups that arrived not long before. In each case, the right of new migrants to settle and reside in the United States has been challenged both on the basis of the perceived threat they posed to the economic security and well-being of those who came before and on their presumed cultural incompatibility with American social norms (Roediger, 1991). Ironically, even groups that today seem to be completely accepted and integrated within the social fabric of American society—Germans, Italians, the Irish, and Jews—were once subjected to attacks and concerted opposition to their entry and settlement by groups that charged they were unwanted and “unassimilable” (Brodkin, 1999; Takaki, 1989).

For example, Irish immigration was vigorously opposed in the early 19th century by so-called Yankee nativists who felt so threatened by the presence of the Irish that some went so far as to create a political party—the No Nothings—to organize opposition to their presence (Roediger, 1991). The Irish gradually overcame opposition to their presence, particularly as they organized and began to exercise political power in several American cities. Not long after, the Irish became some of the most prominent proponents of the call to ban Asian immigration, and they ultimately succeeded in getting the United States Congress to adopt laws that made Chinese (and later

## Chapter 8

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# When Politics and Emotion Meet: Educational Change in Racially Divided Communities

Jonathan D. Jansen

In a relatively short period of time, there has been an explosion of research and writing on the link between emotion and decision-making in general, and between emotion and educational change in particular. Emotion was once the missing dimension in research on educational change. We knew that schools, as with any organization, are emotionally charged spaces, but the dominant literature on educational change continued to ignore the emotional dimensions of educational organizations. The dominant approaches to educational change have previously been behavioristic (focused on external behaviors rather than on inward emotions), rationalistic (focusing on reason over feeling), and instrumentalist in orientation (seeking the “What?” rather than the “Why?”). The common treatment of emotion when it did surface in the literature was as an impediment or a deviance (the result of deficiency) that must be brought under control. In addition, emotions have been viewed as having a distinctly gendered expression within organizations such as schools. But the manifestation and treatment of emotion in educational and other organizations is intimately related to the cultural context; organizations, not just individuals, have emotional dispositions. Leaders are themselves emotional subjects with the authority to shape the emotional disposition of an organization, and the emotional disposition of an organization and of the leaders within an organization have direct consequences for the health of followers. Indeed, ignoring emotional constitution of organizations significantly reduces the chance of achieving deep change. (For discussion on these points from various disciplinary perspectives, see Jansen, 2005; Kristjansson, 2007; Leithwood & Beatty, 2007; Schutz, Pekrun, & Phye, 2007; Tamboukou, 2006; Thagard, 2006; and Zembylas, 2007.)