

all classroom teachers now in service have entered education during this 20-year period and accept testing and curriculum subject standards as “the curriculum.” In reality, most such standards are a product of traditional school subjects, special legislative pleading, and low funding (the basics) for education. Certainly, such standards do not fully address any clear expectation of what students might need for their lives in the future. The task for the dynamic curriculum leader is to move the faculty and the community beyond the minimum standards and toward clear and larger goals for the students. Any number of techniques can be used to accomplish this intellectual transition, a topic addressed in Chapter 3.

For more half a century educators have spoken of “meeting the needs of students” and “individualizing instruction.” More than 50 years of controlled research exists to document that individual students in school are not alike and that they have different strengths and intelligences. Knowing this, the curriculum leader must focus attention on how to best organize the content of curriculum to meet the needs of the client (i.e., the student). The planned instructional delivery of lessons is also a part of the curriculum (Goodlad, 2004).

As the curriculum leader redesigns the curriculum, he or she must draw attention to the expectations for the program design (the outcomes): What do we want the student to be able to do? It is simply unsatisfactory to state such expectations in terms of passing a test or being physically present for the 15,000 hours of instruction that each student will experience in school over 12 years. We need to know what the student will be able to do because they have experienced this learning design, and we need to be able to “see” this outcome in terms of tangible student behaviors. Our assessment of the curriculum must be observable, authentic, and real-world.

The curriculum leader who performs only maintenance functions may be able to meet requirements (reports, reviews, and standards expectations) without much assistance. But the curriculum leader who intends to define leadership as planning for regular change and school improvement will certainly need help. Teachers will be the primary source of assistance, but parents and community members may also play a valued role. Engaging these groups will mean forming a working team and honing their skills. Such social engagement cannot be avoided.

The actual recruitment of teachers, parents, and community members to participate in curriculum activities will call for a degree of “psychology” on the part of the curriculum leader. He or she will need to better understand motivation and the effect of work climates on teacher behavior. He or she will have to give thought as to the best or most effective communication mediums. The curriculum leader will have to construct teams using our best knowledge of small groups and informal leadership. Unlike business or military leaders, curriculum leaders will have to use persuasion