

and “power with” techniques to be successful. The curriculum leader does not have the authority to order change.

The curriculum leader will have to be skilled at developing plans for changing. The difference between successful and unsuccessful change in schools, from my experience, is found in the details of planning. Ways must be found to illuminate the problems and provide paths to solutions.

The dynamic curriculum leader will need to examine the whole notion of planned change. What must be done to get others to contribute to school improvement? How can the exchange of information be facilitated? How will any change effort fit into the larger organization of district or state education systems? These and many other questions must be addressed and strategies formulated. Dynamic curriculum leadership will require planning.

Finally, the curriculum leader who is dynamic will need to understand the many tools that exist to boost change efforts and empower the curriculum development process in schools. The skillful use of committees, technologies, assessments, and other tools will contribute to establishing a winning effort. Comprehensive planning will bring logic and order to even an emerging curriculum design. A “can do” attitude will emerge.

Both minimum (maintenance) and maximum (dynamic) curriculum leadership will be addressed throughout the remaining chapters of this book. The reader should note that the two styles of leading are not competing, but rather are reinforcing and interdependent. The basic structures of traditional curriculum work, maintenance, serves as a platform for the curriculum leader to address more challenging and complex activities.

SCHOOL LEADERS MUST ALSO BE CURRICULUM LEADERS

As odd as it may seem, all school leaders must be curriculum leaders in order to maintain their role. In many schools, the “status leader” (principal, assistant principal) is the leader in name only. The true leader in any school building will be that person who can mediate between organizational tasks and individual needs. Said another way, followers in schools get satisfaction from participating in curriculum activities to the degree their needs are met. School teachers, working with children in classrooms each day, either follow the planned curriculum or don’t follow the planned curriculum, according to whether it is satisfying to them. If the teaching staff has not been involved in developing the curriculum they are to teach, or if it violates their values concerning teaching, the teacher may just shut the classroom door and follow his or her own dictates. For this reason, classroom teachers are the key to all curriculum work and must be fully and openly involved in the development of school programs.