The Role of Leaders in Transforming Learners and Learning in the Higher Learning Institutions in Kenya

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Abstract
The importance of leadership in organizations has increased and leadership training and development has advanced and peoples' performance. Institutions in higher education are investing heavily in advancement of leadership programs aimed at improving learners' leadership skills and scholars. To this day, many scholars in higher institutions acknowledge the changing complexities in higher learning and urge to teach students new paradigms of leadership (Roberts, 1917). Many leaders have agreed leadership is both a skill and a learned behavior hence critical role of post-secondary education in learners' transformation. This paper seeks to explore professional approaches to learning and practice in relation to addition to providing information and knowledge for a greater sustainable future through leadership in Kenya. It post-examines the end products of education as a benefit to the society. A shift of teaching methodologies alongside learners' ability for leadership results for total transformation.
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Introduction

According to Bass (1990), transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers.
According to Burns (1978), transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals.

Thus, transformational leadership is a type of leadership style that can inspire positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process; they are also focused on helping every member of the group succeed as well. Transformational leaders inspire followers, greater performance in group members.

Bass & Riggio (2008) state that "transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization."

Bass (1990) also suggested that there were four different components of transformational leadership.
1. Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn.
2. Individualized Consideration – Transformational leadership also involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower.
3. Inspirational Motivation – Transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same passion and motivation to fulfill these goals.
4. Idealized Influence – The transformational leader serve as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals.

Transformative Learning

We need to connect the learner's' search for meaning and purpose in their lives to a variety of personal experiences in the academic curriculum. Educators enable learners to continuously transform their understanding of themselves and to re-place themselves within the challenges and possibilities of their lives and their future. This is what is meant by transforming learning and learners.

Starratt's (2004) challenge to educators is to infuse academic learning with a personal dimension, and thereby enrich the whole learning process. Learning which is not authentic to the needs of the students' life world is not only inappropriate but unethical.

Transformation in learning will not occur by chance. Authentic leadership will be required to bring about such change. An authentic approach to leadership, where the responsibility for leadership in schools is shared and distributed, is more likely to bring about the type of transformation in people and learning.

Good learning is a moral activity because it engages students in a deeper understanding of the nature and purpose of their lives and in determining how they can best contribute to the greater good of the community and society. (Hodgkinson, 1991, and Starratt ,2004). This type of learning is not just about taking new knowledge and skills for oneself but is more about giving of one's unique humanity to others and to the community. This type of learning will be best achieved by a curriculum that:
• Is intellectually challenging for all, promotes higher order critical and creative thinking, deep understanding and sustains students' active engagement in learning,
• Is inclusive and differentiated to meet the diverse learning needs of different students
• Is underpinned by pro social values that guide student learning, behaviour and their social responsibility to others
• Socially connects students and develops their social competencies and emotional literacy
• Enhances student resilience including their capability for optimistic thinking and self regulation

In schools, transformative learning must be anchored in the values and ethics of the society. These values are foundational to the culture and the person of society.

Transformational learning
Literature on transformational learning was reviewed in four areas: (1) theories of transformational learning, (2) roles of participants in transformative programs, including students and instructors, (3) course content, environments and instructional activities as they relate to transformational learning, and (4) challenges for instructors who teach transformational material.

Theories of Transformational Learning
The study of transformational learning emerged with the work of Mezirow (1991)). Transformational learning is defined as learning that induces more far-reaching change in the learner than other kinds of learning, especially learning experiences which shape the learner and produce a significant impact, or paradigm shift, which affects the learner's subsequent experiences.

Mezirow (1991) emphasizes that transformative learning is rooted in the way human beings communicate, and does not link it exclusively with significant life events of the learner.

Through this combination of reflection and discourse, the student was able to make shifts in his/her world view which produced a more inclusive world-view. For Mezirow, one of the benefits of transformational learning was the development of greater autonomy as a person, a defining condition of adulthood. Boyd (as cited in Imel, 1998) differed from Mezirow's views in two major ways.

First, he believed the emotional/kinesthetic component, rather than the rational component of the transformational experience was the major catalyst for change. Second, he believed the desired outcome of transformation was not autonomy, but a greater interdependent and compassionate relationship with other people.

Leadership for Transformation
This developing understanding of identity needs to find expression not only in the traditionally "Society" features of the school (e.g., religious education classes, liturgies, community service, the curriculum of community), but within all the school's curricular and co-curricular programs.

In other words, transformative learning approaches have to be embedded in whole-school perspectives within a Society ethos. What we teach and how we teach it has to be congruent with the values and beliefs of the Society school.

Given the centrality of learning in the mission of the Society school, the core focus of leaders need to be on its enhancement for all students. This focus challenges leaders to be more fully present to the transformative possibilities in student learning and to be more pro-actively responsible for inviting teachers to cultivate those deeper dimensions of learning.

While leaders of Society schools have been engaged for the past several years in ongoing professional as well as religious development of their leadership, with a strong emphasis on both the values base and student outcomes, perhaps these efforts have lacked integration.

What is missing is a consideration and focus on the ethical dimensions of practice. By focusing explicitly on the potential of transformative teaching and learning this program aims to bring values, ethics, leadership and learning into a deeper synthesis.

Such leadership elevates the actions of the leader above mere pragmatics or expediency. (Hodgkinson, 1991) The focus of authentic leadership is on "elevating leaders' moral reasoning" (Terry, 1993) which is central to Burns' (1978) seminal distinction between leadership that is transactional and that which is transformational.

Catholic schools base their morality on the teaching of Christ, creating a "synthesis between culture and faith" (Congregation for Catholic Education, 1997, section 14). This imparts to the schools their unique character, creating a special context for leadership and learning.

Burns (1978) stated that transforming leadership "occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality and it ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both."

This conceptualization is further elaborated by the model of Starratt, (2004). He argues that the 'bottom line' for educational leaders is that they help create and support the conditions that promote transformative teaching and learning in their schools. He suggests that this is through three closely inter-related ethics: presence, authenticity and responsibility.

Educational leaders demonstrate the ethic of authenticity when they bring their deepest principles, beliefs, values and convictions to their work. Responsible educational leaders go beyond their obligations to minimize harm. They recognize that they are responsible for who they are and what they do and should do in a range of ways and to a range of other people and communities.

The ethic of presence requires a level of attention and sensitivity to the signals others send out. Being present, demands full engagement with people, events and things.

Educational leaders pay close attention to the quality of teaching and students' learning. Such leaders encourage others to commit themselves to professional practices that are, by their nature, educative. They help create the conditions within which teachers and students take responsibility for the quality of their own teaching and learning.

They challenge others to participate in the visionary activity of identifying in curriculum, teaching and learning what is worthwhile, what is worth doing and preferred ways of doing and acting together. The key emphasis is on leading authentic learning and creating processes and conditions that encourage everyone in the school community to be effective learning resources for each other.

When thinking about schools and students, we are in a period where theories of leadership and learning are coming closer together and are pointing to ways in which schools can better ensure the quality of their teaching and learning. A range of models of school development, theories of pedagogy and of effective learning, and some contemporary leadership perspectives, especially those on authentic and transformative leadership, suggest considerable agreement and may provide frameworks for planning and action to bring about pedagogical improvement in schools.

Some influential approaches to school improvement and development include those of Hill and Crevola (1998), Crowther etal (2002a & 2002b) and Cuttance (2001).

There is considerable agreement among the approaches around such issues as the importance of the quality of the teacher, primacy of assessment for learning, whole-school approaches to planning and implementation of curriculum, and the need to link leadership and learning. The LTLL initiative set out to harness this growing consensus and to contextualize it for Catholic educational leaders.

The Role of Leadership in a Learning Organization Making Learning Work
Learning – individual learning, team learning, and organizational learning – is a very powerful energy source. The renowned anthropologist Edward Hall argues that learning, the desire to learn, and curiosity are more fundamental human motives even than the drive to reproduce. That gives you a benchmark on the energy potential here! The challenge then, is to focus this energy and make sure it's aligned toward business objectives. The notion of alignment is key.

Alignment takes place when a group of individuals works as one, with a deeply shared sense of purpose and vision. This is very different from agreement. Aligned teams often fight like cats and dogs about the best way to achieve the results to which they are so passionately committed. Alignment of individuals is powerful, but insufficient. The organizational processes, systems, and structures must also be aligned. Asking committed people to work hard for their dreams in systems and structures that undermine their efforts creates cynicism and disillusionment.

The Creating Creative Tension
It might be better to think of alignment as a byproduct of other things. Buckminster Fuller, the famous innovator, once said," The best things in life and in business are always byproducts". What factors or forces could create alignment indirectly? One factor is vision, particularly shared vision. A vision is a picture of the end result you're striving toward. Shared vision, which often starts with individual vision, can function like a magnetic force, aligning the efforts of people within the organization, particularly if they can see a connection between their personal vision and that larger, overarching vision. It's also very helpful if they feel they contributed to shaping that overarching vision.

Many people in senior roles think that a shared vision emerges when they go off by themselves, come up with a vision, and then call everyone together and share their vision in a speech or a presentation. Is that actually a shared vision? Not really. It could be a good start. But a true shared vision emerges only when each member of a team or organization has an opportunity to first come up with his or her own vision for life and work, then shares that vision with other members.

Out of that experience the organization creates a shared vision, in which the leader's vision is very much a part, but not the only part. In other words, shared vision emerges ideally when we say, this is my vision! What's your vision? And what's our shared vision? " In addition to having a vision of where you're going, you need to know where you're starting from and what you have to work with – what we call "current reality." We refer to the gap between vision and current reality as creative tension. Tension always seeks resolution; this is a fundamental law of nature. To establish the strong creative tension that drives effective action, there must be both vision and a solid grasp of current reality. Some people have vision and no grasp of current reality.

These are the people who are always talking about starting a major new venture even though they can't manage a simple budget. Their visions lack credibility. On the other hand, some people are experts on current reality and have no vision; they tend to stay stuck in one place for a very long time. They fail to harness their knowledge and understanding in a positive direction.

In the context of learning, the central role of leadership is to generate and manage creative tension. You do this first within yourself and then in successive circles widening out in the organization. Begin the process by imagining a vision that is very important to you personally. For example, you might envision a better relationship with one of your children or the successful completion of a project at work. Then look hard at the current reality. Now imagine that several months slip by in which you attempt to close the gap, but you're unsuccessful. How would that feel? You're likely to feel emotional tension as a byproduct of creative tension. That emotional tension could take the form of frustration, anxiety, even anger – negative emotional energy, which, of course, you want to get rid of before you get an ulcer. What's the easiest way to get rid of emotional tension? You can do it in less than a minute.

Just diminish your vision. Revise it so it's easier to attain – or abandon it altogether.

However, when you relieve emotional tension, you also compromise creative tension. We call this the structure of compromise, or the structure of mediocrity. You could explain all the mediocrity in the world by this very simple dynamic: people don't understand the difference between creative tension and emotional tension, and so diminish their vision to relieve that tension.

Another way to relieve emotional tension is by denying current reality. People who take this approach walk around pretending things are fine when they're not. They might say, we're living our vision today, every thing's perfect, there are no problems. "And then they step into a huge pit that they couldn't see because they're denying current reality.

To safeguard both their vision and their grasp of current reality, learning organizations need to develop two core capabilities: aspiration and truth. Instilling these capabilities – and practicing them – can be particularly challenging for senior managers. As people move up in rank, it becomes more and more difficult to hear about what's really going on.

Typically, the information that gets passed up through the hierarchy is carefully filtered so that senior people hear only good news. Then people down the line wonder why senior managers make such poor decisions – when, after all, they have only incomplete or distorted information. In organizational politics, it is imperative to create an environment in which people feel safe putting the truth on the table and using it to fuel progress toward their vision.

Empowerment, Alignment, and Shared Vision
Empowerment is one of the buzzwords of the '90s.Yet most organizational empowerment efforts fall short of making any substantive impact. Why? We believe alignment is the key.

Empowerment without alignment is dysfunctional. It doesn't help. In fact, it often exacerbates existing conflicts and counterproductive behaviors. Well-intentioned, committed people make escalating errors and become progressively more frustrated and disenfranchised. And then the leadership responds by stepping in and taking back the authority only recently delegated. If the only leverage you have is the granting or withholding of authority, it is nearly impossible to break out of that pendulum swing.

In contrast, a learning organization builds skills and capabilities in teams all through the organization, enabling them to create new forms of control that are more powerful and effective than centralized authority. In an organization that has shared vision, the capacity for acknowledging and exploring current reality, as well as other related learning disciplines, power and authority, can be readily decentralized in ways that actually improve performance and build alignment.

The Leader's Role

If your job as a leader is to generate and manage creative tension, you don't need to be perfect. In fact, just the opposite is true – to model learning and collaboration, you must learn to acknowledge gaps in your own knowledge and capability. One CEO we know stood up to make a presentation about the vision for the company, and in this vision were words about honesty, integrity, and those kinds of things. A bright young salesperson stood up at the end of the presentation and said. Thank you very much, sir. I really appreciate much of what you've said here. I just thought you'd want to know that based on many of the policies of our company, we regularly lie to our customers. "And the CEO said, „Well son, it's a tough business. " Now, what do you think happened to motivation in the room after that statement? It dropped dramatically. The CEO missed a critical opportunity to reinforce understanding of and commitment to the vision. In contrast, a CEO in a very similar role stood up, made a presentation, and again, a relatively junior-level person said, „Excuse me, sir, I don't mean to be impolite, but I haven't seen very much behavior on the part of you and the members of the senior team that lines up with the vision you have just described." The CEO smiled and said, you're right. I got to be CEO by doing many things that are the opposite of what I've just said. And that's how I was successful – walking through brick walls, doing unusual things to get to the top. But I realize that these new tools of a learning organization and our vision are the way of the future. You'll spend most of your lives working with these ideas. I'm late in my career. It's very difficult for me to learn. But I'm committed to learning, and I need your help. Please don't embarrass me, but when I'm not living up to those behaviors, take me aside and tell me, and I'll do my best to change. I can't do it alone. "As a result of that and similar comments, the energy and motivation in that organization went up dramatically. Why? The leader was acknowledging a gap. He was saying, I'm part of this creative tension, as well as you. As a leader, you must have your own vision, acknowledge the gaps between your vision and current reality, and take steps to close them. In short, you need to be a model for the process of working with creative tension. The first step is to identify the things that are most meaningful to you and your team and start living them. Then watch for opportunities to involve other people as well. Use training and other tools to help people develop their own vision and improve their real learning capability throughout the organization.

Pull the Curve Forward

To achieve alignment with a shared vision, we don't recommend pursuing the whole organization at once – an approach we sometimes call the „sheep dip "approach to organizational change. (The term comes from sheep farmers' practice of dipping sheep in a vat to kill bugs and fleas. The sheep don't like the process much, but it works.)

The organizational equivalent is to fill a vat up with the „liquid" – representing, for example, total quality management or the learning organization – and dip the whole organization in the vat. (Generally the senior team is not part of the dipping. They're the dippers. This is a problem in itself.) This approach is not an appropriate way to bring about change. It doesn't use energy very effectively, and you risk turning off your best people. The misunderstanding here is to think of the organization as a single entity. We like to think of an organization not as an undifferentiated mass, but as having a normal distribution on a curve .On the front end of that curve is a small group of people – it could be 5 or 10 percent – who are what we call, make-it-happen "people".

In total quality management, for example, these are the people who jump in and made the tools work. Then you've got a larger group of, supportive "people who will team up with the make-it-happen people and make the change successful. Then there is a larger group behind them of, let-it-happen "people; they'll let it go forward, let it work, which often is just fine. There's also a small group who will oppose change, and you need to listen to their concerns and send any problems over to the make-it-happen people to solve.

A key principle is to work first with the positive energy of the early adopters. "Choose parts of the organization in which you need work done, where you've already got a group of committed people, and then use their positive experience to pull the curve forward. Eventually you will involve the whole organization. The anthropologist Margaret Mead once said. Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, nothing else ever has. "Ultimately, that is your challenge as a leader: to provoke and provide the energy, caring, and commitment that can pull your organization toward inspired performance.

The Principal's Role in the Instructional Process: Implications for At-Risk Students

At schools where at-risk students are making academic gains, effective principals do for teachers what effective teachers do for students. In studies of effective schools with high numbers of minority and low socioeconomic status students, characteristics commonly used to describe students at risk; specific leadership behaviors have been found. These actions can be classified into three realms of interactions: between the principal and teachers; between the principal and the community, students, and parents; and between the principal and the central office. An examination of these complex and complicated occurrences reveals that these areas are rarely discrete,

overlap in some aspects, and intersect in others. However, each will be examined separately in Issues ... about Change. The focus of this particular issue is the interactions between the principal and teachers.

Works with At-Risk Students

We know how to meet the basic, academic, and affective needs of at-risk students. Similarly we know how successful principals demonstrate instructional leadership practices. Effective practices and programs for at-risk students and instructional leadership behaviors have been documented (Brookover & Lezotte 1979; Greenfield, 1987; Haycock, 1990; Slavin, Karweit, & Madden, 1989).

Research concerning effective instruction for at-risk students parallels the research concerning effective instructional leadership.

Programs that meet students' basic needs such as providing assistance in acquiring social and health services are analogous to instructional leaders meeting teachers' basic instructional needs when they provide teachers with adequate and appropriate teaching materials. Meeting students' academic needs such as basic skills development with Chapter 1(one) programs is similar to principals meeting teachers' professional needs with staff development in specific instructional areas. Affective needs of at-risk students are addressed with effective instruction programs such as cooperative learning which help in reducing a sense of alienation and promote student collaboration. Likewise principals attend to teachers' affective needs such as building a sense of community when the principals include faculty members in developing a "shared meaning" of the school's vision, mission, and goals.

Instructional Leadership

Instructional leadership is a significant factor in facilitating, improving, and promoting the academic progress of students. A litany of characteristics has been identified from research studies on school improvement and instructional leader effectiveness, including high expectations of students and teachers, an emphasis on instruction, provision of professional development, and use of data to evaluate students' progress.

At first glance, these behaviors appear to be merely a partial list of effective schools research findings on instructional leaders. Yet when we examine what works with at-risk students, the old age, "the whole is larger than the sum of its parts," applies to the power these actions have for improving achievement among at-risk students.

The literature about leadership frequently distinguishes between managers and leaders by stating that a manager does things right and a leader does the right things (Bennis, 1989; Bennis & Nanus, 1985). Additionally, a leader is characterized as the vision holder, the keeper of the dream, or the person who has a vision of the purpose of the organization. Bennis (1990) believes that leaders are the ones who "manage the dream" (p. 46).

Leaders have not only a vision but the skills to communicate that vision to others, to develop a "shared covenant" (Sergiovanni, 1990, p. 216). They invite and encourage others to participate in determining and developing the vision. "All leaders have the capacity to create a compelling vision, one that takes people to a new place and the ability to translate that vision into reality" (Bennis, 1990, p. 46). In Leadership Art (1989), De Pree writes that "the first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader is a servant" (p. 9).

Leaders become servants to the vision; they work at providing whatever is needed to make the vision a reality. They gather the resources, both human and material, to bring the vision to reality.

Principals in schools where at-risk students are achieving practice the skills and apply the knowledge of effective instructional leadership. They have a vision - a picture of what they want students to achieve. They engage teachers, parents, students and others to share in creating the vision.

They encourage them to join in the efforts to make that vision a reality. They keep the vision in the forefront by supporting teachers' instructional efforts and by guiding the use of data to evaluate the progress of the school.

Instructional Leaders of At-Risk Students

Principals become servants to their vision of success for all students. They convey this vision to teachers, students, and parents through their actions. Because the interactions between teachers and students are critical, how principals influence this aspect of the educational process is important. Principals participate in the instructional process through their discussions with teachers about instructional issues, their observations of classroom instruction, and their interactions with teachers when examining student data.

Although there are points of convergence in these actions, it is helpful to divide them into three categories: instructional focus, instructional evaluation, and monitoring of student progress. Instructional focus behaviors demonstrated by effective principals include support of teachers' instructional methods and their modifications to the approach or materials to meet students' needs, allocation of resources and materials, and frequent visits to classrooms.

Instructional evaluative actions of principals include making frequent visits to classrooms as well as soliciting and providing feedback on instructional methods and materials. They also include using data to focus attention on ways to improve curriculum and instructional approaches and to determine staff development activities that strengthen teachers' instructional skills.

When monitoring progress, effective principals focus on students' outcomes by leading faculty members to analyze student data, to evaluate curriculum and instructional approaches, and to determine appropriate staff development activities. The following paragraphs examine in more detail the specific behaviors of principals in schools where at-risk students are achieving academic success.

1. Principals support teachers' instructional methods and their modifications of instructional approaches and materials.

Just as programs such as bilingual education validate language minority students' native language strengths and thus diminish risk, principals validate teachers' strengths and experiences by supporting their instructional efforts. How do principals do this for teachers?

Principals assume a proactive role in supporting teachers' instructional efforts. They communicate directly and frequently with teachers about instruction and student needs. An example of frequent interaction with teachers is principals making a "conscious effort to interact in a positive manner with every teacher on a daily basis" (Reitzug, 1989). Effective principals consistently communicate that academic gains are a priority (Andrews, Soder, & Jacoby, 1986). They interact directly with teachers on instructional issues. Reitzug's (1989) analysis of teacher and principal interactions revealed that in the school where students were achieving there were more interactions dealing with instructional matters. Furthermore, a greater amount of time was spent during those interactions than the time span of conversations of a non-academic nature. Instructional leaders focusing their interactions on primarily instructional topics were also documented by Greenfield (1991). Moreover, these principals not only discussed academic issues, they guided, encouraged, reinforced, and promoted teachers' instructional efforts (Venezky & Winfield, 1979). Cuban (1989) found that such principals were flexible and supportive with teachers' efforts to adapt, modify, or adjust instructional approaches to meet the needs of students. Sizemore, Brossard, and Harrigan (1983) reported that in a high achieving, predominantly African-American elementary school, teaching assignments were matched with teachers' expertise for meeting the needs of students. Support for the teachers' instructional efforts occurs because these instructional leaders are cognizant of what the teachers are doing. They are aware because they are involved.

2. Principals allocate resources and materials.

Teachers address students' basic needs when they provide pencils and paper to students. Likewise, principals provide a service to teachers' basic instructional needs by allocating resources and materials.

When instructional leaders know what is happening in classrooms, they are better able and willing to provide resources and materials that support teachers' instructional efforts. Andrews, Soder, and Jacoby (1986) called this "mobilizing resources" (p. 2) and described it as rallying personnel, building, district, and community resources, including materials as well as information. Heck, Larsen, and Marcoulides (1990) reported that one of the variables determining high achieving schools was the principal's assistance to teachers in acquiring needed instructional resources. Attending to the materials needed, the "utilization of instructional resources to achieve maximal student outcomes" was a characteristic identified by Venezky and Winfield (1979, p. 7). Providing the "assured availability" of materials by designating personnel to provide the necessary materials to individual teachers was a leadership behavior reported by Levine and Stark (1982).

3. Principals frequently visit classrooms for instructional purposes.

School practices of regular communication with parents promote attention to students' progress. Similarly when principals frequently visit classrooms, they provide attention to teachers' efforts and progress in instructional matters. To gain knowledge of what is occurring in classrooms and the materials being used, effective principals frequently observe teachers' instructional methods.

Sizemore, Brossard, and Harrigan (1983) used the label of "rigorous supervision" (p. 7) and discussed the importance of established routines such as "the supervision of teacher and staff performance by daily visitations, private conferences, prompt evaluations and provision of assistance" (p. 3). Heck, Larsen, and Marcoulides (1990) reported that one of the leadership behaviors common in high achieving schools was the principals' direct supervision of instructional strategies. Andrews, Soder, and Jacoby (1986) described the principals as "a visible presence" (p. 3) in the classroom.

4. Principals solicit and provide feedback on instructional methods and techniques.

When principals interact with teachers about classroom efforts, they are communicating with teachers about the instructional process just as teachers interact with students about their progress. Such two way communication is

critical in establishing a climate of collaboration.

Opportunities to interact with teachers on instructional issues increase as principals become a frequent visitor in the classroom. Reitzug's (1989) analysis of teacher and principal interactions demonstrated that teachers in schools with improved student performance more frequently requested the principal's help on instructional matters than the teachers in low performing schools. Providing follow-up comments to assist teachers' improvement was one of the variables characterizing high achieving schools reported by Heck, Larsen, and Marcoulides (1990). In addition to gaining first-hand knowledge of the instructional approaches being used by the staff, principals who are frequent classroom visitors become more aware of the daily challenges and constraints that teachers encounter (Greenfield, 1991). This information enhances the principals' ability to practice instructional leadership that leads to student academic gains.

5. Principals use data to focus attention on improving the curriculum or instructional approach to maximize student achievement.

At-risk students greatly benefit from using computer-assisted-instruction programs that provide data-based feedback and maintain individual student records of performance. Similarly, when principals use data about trends in students' performance to adjust the curriculum or instructional practices being used, instruction is maximized.

In schools where at-risk students are achieving at high levels, principals structure time to evaluate and monitor students' progress, and lead staff efforts in designing focused instructional approaches to meet the special and specific needs of students. They work in concert with the teachers to review, modify, and adjust their instructional efforts. Sizemore, Brossard, and Harrigan (1983) discussed the positive impact on students' performance when "consistent monitoring of students' skill" (p. 3) was part of the staff's routine in evaluating instructional methods. Venezky and Winfield (1979) reported that in successful schools "careful monitoring of student progress" took place (p. 24).

A memo sent to parents by a principal of a high achieving, predominantly minority school provides an example of this leadership behavior: "In compiling our test scores, we discovered that we not only met that goal but surpassed it at the first four levels" (Venezky & Winfield, 1979, p. 9). The comprehensive school improvement efforts of Prince George County began with the careful analysis of student data (Murphy, 1988).

6. Principals use data and faculty input to determine staff development activities that strengthen teachers' instructional skills.

Effective teachers determine the academic needs of students with the use of data such as reading inventories. Similarly, effective principals use data to determine areas of need for staff development activities.

In schools where at-risk students are achieving, principals provide and promote professional development opportunities to improve teachers' instructional skills. Decisions about staff development are made based on students' progress data as well as on teachers' discussions, input, and needs.

Sizemore, Brossard, and Harrigan (1983) reported the "prompt evaluation of teacher and staff performance and the provision of assistance, help and in-service where necessary" (p. 7). When describing the activities reported by the principal of a high achieving rural school, "a heavy emphasis on staff development" was found to improve teachers' skills (Venezky and Winfield, 1979, p. 16).

Implications for Change

These Issues about Change began by asking what instructional leaders do that is most effective for at-risk students. A review of the literature revealed that in schools where at-risk students were making academic progress, principals take a proactive role in the instructional process. They address teachers' basic, professional, and individual instructional needs when they:
•support teachers' instructional methods,
•allocate resources and materials,
•visit classrooms frequently,
•provide feedback on instructional methods and techniques,
•use data to focus attention on improving the curriculum or instruction, and
•use data and faculty input to determine staff development.
Principals can incorporate these behaviors into their role as the instructional leaders. Furthermore, these actions have a direct impact on the instructional program provided to at-risk students. To make a difference in the academic progress of at-risk students, effective principals do for teachers what effective teachers do for students.

Roles for Teacher Leaders

The ways teachers can lead are as varied as teachers themselves.

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles

are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. So what are some of the leadership options available to teachers? The following ten (10) roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom. Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. (p. 22)

Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulative, and kinesthetic activities (Marzano et al., 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for co-teaching the lesson to Marcia's students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

Frank facilitates the school's professional development committee and serves as the committee's language arts representative. Together, teachers plan the year's professional development program using a back mapping model (Killion, 2001). This model begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimatize new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district's three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiates the district, school, and classroom, but will also include acclimatizing her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from non-attenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Manuela, the school's new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that she is trying in her classroom.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

Roles of the Instructor and Student in Transformational Learning

Not all teachers or all learners are predisposed to engage in transformative learning and many adult learning situations do not lend themselves to these kinds of experiences. When transformational learning is part of a course of study, one role of the teacher is to establish an environment characterized by trust and care, and to facilitate sensitive relationships among the participants (Taylor, 1998).

Boyd and Myers (as cited in Imel, 1998) encouraged adult educators to develop and practice two characteristics. First was seasoned guidance, the ability to serve as an experienced mentor reflecting on his/her own journey, with the intent to assist others with their transformational process.

Second, they valued compassionate criticism, assisting students to question their own reality in ways that would promote transformation of their world view. Cranton (1994) emphasized the importance of the

teacher as a role model who is willing to demonstrate his own willingness to learn and change. Taylor (1998) saw the role of the teacher to help students connect the rational and affective aspects of their experience in the process of critical reflection.

Taylor (1998) believed that too much emphasis was placed on the teacher at the expense of the student. He emphasized that learners share the responsibility for constructing and creating both the environment and the process of transformational learning. Daloz (1986) recognized that growth can be a risky and frightening journey into the unknown, as students are challenged to let go of old conceptualizations of self and the world. He challenged teachers to structure their teaching for fostering personal development of the students rather than developing specific competencies.

He frequently used the metaphor of transformation as a journey in which the mentor or instructor served as a gatekeeper as well as a guide for students on the journey (Daloz, 1999).

Discussion

Whilst the Transformational Leader seeks overtly to transform the organization, there is also a tacit promise to followers that they also will be transformed in some way, perhaps to be more like this amazing leader. In some respects, then, the followers are the product of the transformation.

Transformational Leaders are often charismatic, but are not as narcissistic as pure Charismatic Leaders, who succeed through a belief in themselves rather than a belief in others.

One of the traps of Transformational Leadership is that passion and confidence can easily be mistaken for truth and reality. Whilst it is true that great things have been achieved through enthusiastic leadership, it is also true that many passionate people have led the charge right over the cliff and into a bottomless chasm. Just because someone believes they are right, it does not mean they are right.

Paradoxically, the energy that gets people going can also cause them to give up. Transformational Leaders often have large amounts of enthusiasm which, if relentlessly applied, can wear out their followers.

Transformational Leaders also tend to see the big picture, but not the details, where the devil often lurks. If they do not have people to take care of this level of information, then they are usually doomed to fail.

Finally, Transformational Leaders, by definition, seek to transform. When the organization does not need transforming and people are happy as they are, then such a leader will be frustrated. Like wartime leaders, however, given the right situation they come into their own and can be personally responsible for saving entire companies.

CONLUSION
Instructor Characteristics and Roles Which Facilitate Transformational Learning
•Encourage students to reflect on and share their feelings and thoughts in class.
•Be holistically oriented, aware of body, mind, and spirit in the learning process.
•Become transcendent of his own beliefs and accepting of others' beliefs.
•Cultivate awareness of alternate ways of learning.
•Establish an environment characterized by trust and care.
•Facilitate sensitive relationships among the participants.
•Demonstrate ability to serve as an experienced mentor reflecting on his own journey.
•Help students question reality in ways that promote shifts in their worldview.
Student Characteristics and Roles which Facilitate Transformational Learning
 •Students must be free to determine their own reality, as opposed to social realities defined by others or by cultural institutions.
•Students must be ready for and open to change.
•Those with a wider variety of life experiences, including prior stressful life events, are likely to experience more transformation.
•Cultivate the ability to transcend past contexts of learning and experience.
•Students must be willing and able to integrate critical reflection into their school work and personal life.
•Students must be able to access both rational and affective mental functioning.
•Have sufficient maturity to deal with paradigm shifts and material which differs from their current beliefs.
Course Content and Instructional Activities and Environments to Facilitate Transformational Learning
 •Critical reflection,
•Rational discourse,
•Constructivist approach to course design and instructional objectives,

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