Refocusing School Leadership
Foregrounding Human Development throughout the Work of the School

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CHAPTER 1

The Schooling Context of Human Development

Introduction

This chapter proclaims the obvious: Refocusing school leadership on human development is about dealing with human beings—dealing with them not as cogs in a wheel, not as zombies ready for programming, not as simple items in the budget, but, rather, in their humanity, as individuals with their own experiential biographies, their multiple talents, interests, biases, limitations, and enormous potential. Human beings within the context of the work of schooling can be considered as bringing their human resources to that work, resources still partially and unevenly developed, but nonetheless resources that make the work possible, and possible as distinctly human work. Unlike material resources, humans bring to the work of schooling their larger personal work which is the development of a human life that has meaning and value and purpose. That personal work of building a life needs to be integrated with their engagement in the work of the school. That is where those who lead the work of the school come in. They help to highlight the human value and meaning and purpose of the work of the school as coherent with the journey of personal human development. In other words, through the influence of the multiple leaders in the school, the work of teaching and learning comes to be seen as humanly fulfilling work for both the learners and the teachers. These leaders help to develop the multiple human resources that learners and teachers bring to the work of the school.
CHAPTER 2

Working Within the Geography of Human Development

Introduction

One approach to the study of leadership is to ask, leadership of what, for what? Educational leaders should be leading a community and an institution that is committed to the growth of human beings as human beings, as they engage in the work of the school. Granted that the policy agenda speaks of all children meeting high standards of academic achievement; granted that states and the profession are calling teachers to meet high standards of content knowledge and sophisticated pedagogy—nonetheless, that academic achievement and those professional standards will be met by human beings serving human purposes. High standards are not ends in themselves. Rather, they are policy goals intended to ensure the development of those human competencies that will enrich and further the growth of communities of free, creative, and responsible humans who participate in their raising of coming generations, in their work, in their neighborhoods and community involvements in furthering the multiple varieties of human fulfillment within a social and political context.

Human resource leadership can be and often is interpreted as primarily or exclusively an exercise of managing organizational and bureaucratic functions such as recruiting, hiring, and evaluating employees and coordinating their ongoing training and skill development. Often these functions are administered by one person or one unit within the central administration of a school district. The perspective this book embraces, however, is that every educator, whether an administrator, teacher, counselor, coach,
CHAPTER 3

Foregrounding Human Development in Professional Development

Introduction

This chapter takes up leadership in education as cultivating the continuous growth in professional competence of the teaching force. That is to say, we want to focus on the cultivation of human development inside the structure of the professional development of teachers. Because teachers belong to a profession, they are expected to bring to their work a familiarity with the theories and best pedagogical practices that bear on the professional practice of teaching. Likewise, the profession of teaching requires grounding in the academic disciplines that make up the content of curriculum they will be teaching. Further, the profession of teaching requires grounding in theories of learning and human development that enable teachers to design diverse learning activities appropriate to the cognitive and psychosocial developmental levels of their students.

Beyond that grounding, the profession of teaching requires sufficient understanding of social policy and the history of education so as to grasp the large purposes served by a system of public education, purposes such as the preparation of the nation's youth to participate as responsible members of a diverse, democratic society within the framework of an interconnected global community. Those purposes encompass the general preparation for fulfilling work and careers, as well as the continued learning and participation in fulfilling cultural involvements as adults. This implies that teachers as professionals serve not only the academic learning agenda of children and youth, but also their social, cultural, and political learning as it applies...
CHAPTER 4

Human Resource Leadership Within Its Organizational Setting

Introduction

In this chapter, we consider the setting for human resource development, namely, the organization in which human resources are nested. Obviously, the development of human resources would differ within the organizational arrangements of a hospital, a prison, a military base, a bank. Those different settings would reflect different horizontal and vertical operational procedures, policies, communication networks, systems of authority, diversification of roles, accountability systems, support functions, and so forth. Human resource development in schools and school systems, while conforming to very general principles of human resource development, serves the purposes and institutional identities of schools. In this chapter, we shall consider some large conceptual and metaphorical frameworks for understanding how schools as organizations function and explore the implications for those with human resource development responsibilities.

Human Resources as the Life Blood of Organizations

When considering the biology of a human body, we can see how important is the circulation of blood to its life and functioning. The blood carries nutrients and chemicals to various parts of the body. When the brain is deprived of blood it gradually ceases to function; similarly for the lungs and digestive system. All the body’s tissue and bone structure requires blood to give them life and strength. So, too, it is difficult to conceive of an
CHAPTER 5

The Politics of Human Resource Development

Introduction: The Politics of Sociality

Modern biology, chemistry, physics, cosmology and environmental sciences, as well as the human and social sciences all reveal that relationality constitutes the essence of everything. Nothing exists in isolation. All parts of nature are connected to other parts; world-wide concern for sustainable natural systems presently occupies scientists, citizens and their governments. El Nino Pacific currents and temperatures affect rainfall and climatic variations across all of North America. All humans are connected through their genetic inheritance with their ancestors, both human and non-human. All humans are connected with other humans through the cultural communities that contribute to their identity. Human beings are persons in so far as they are engaged in relationships. When there is no "other" for me, I am a non person. One person is no person. We live together or we do not live at all. We must dispel the notion that we live tangentially, each one of us occupying separate space. Rather, we live in a human field where the past echoes and fingerprints the present, and the announcement over the Internet of an invention in Tibet catches the attention ten minutes later of an engineer in Mexico. The filling out of our soul, the becoming of a richer more complex person happens with and because of other persons. We come alive when we share our space with another and when an other shares their space with us.

Who we are is largely constituted by the people and the ideas we have taken inside and who have taken us inside. Who we will become will largely
CHAPTER 6

The Moral Dimension of Human Resource Development

Introduction

This chapter attempts to map out a framework for understanding the moral dimension of human resource development in education. While acknowledging the usefulness of both the more traditional ethical analyses of educational administration (Strike, Haller, & Soltis, 1998; Maxcy, 2002; Nash, 2002), and more recent attempts to open up more synthetic and late modern perspectives (Starratt, 1991; Haynes, 1998; Furman, 2003; Shapiro & Stefkovich, 2001), this chapter attempts to name a deeper substratum of moral issues at the core of the educating process which call forth specific, proactive, moral responses from human resource leaders. Working with a more focused attention to the specific ethics of the professional practice of educating in a formal schooling context—that is, beyond the use of general ethical frameworks of justice, care, and critique—enables the development of a vocabulary and a series of analytic lenses for human resource developers to name their experiences as they face the moral challenges of leadership within the present context of their schools.

The Virtues of Human Resource Leadership in Education

In the field of ethics, one school of thought prefers to focus on ethical virtues rather than on ethical principles or ethical rules (Hursthouse, 1999; Walker & Ivanhoe, 2007). Virtue ethics focus more on the seeking of a moral good rather than avoiding a moral evil. Frequently, the virtue is
CHAPTER 7
Leaders of Leaders of Human Resource Development

Introduction

This book deals with foundational aspects of human resource leadership in education. In this chapter, we turn to the leaders of leaders of human resource development. Though not qualified as such merely by their appointment to the position, superintendents and district level administrators, and principals should see themselves as leaders of leaders of human resource developers. That responsibility implies several things about the nature and quality of the district system of human resource development. This chapter attempts to elaborate on some aspects of that system of human resource development, focusing first on the leadership of the superintendent or chief executive officer of the school district, whatever his or her title might be. This section will be followed by a focus on the system of leaders of leaders working under the direction of the superintendent, and then followed by a treatment of the coherent system of support structures to support a thorough-going focus on human resource development throughout the district.

The District Superintendent as the Leader of Leaders of Human Resource Development

The process of transformation of the school district through a primary focus on the development of human resources within the school system begins with the appointment of a superintendent who believes in the view
In the past quarter century or so, the voices of the corporate world have influenced the rhetoric and the policy frameworks defining the schooling agenda. Not only in the United States, but increasingly so among both industrialized and developing nations, the language of investment, efficiency, productivity, and capital accumulation has crept into the ways governments think about schooling. The term “capital” has become a metaphor for the creation of resources and reserves—not simply in monetary terms—but, through, and with which countries, communities, and organizations develop a technological and cultural infrastructure that will increase their productivity. Just as countries and communities and organizations invest their monetary resources to increase productive capacities, so they likewise invest in human and social capital for meeting their long-range needs.

From this economic perspective, human capital means a labor pool that is well educated, highly skilled, inventive, and disciplined. Governments, communities, and organizations make investments in educational institutions and research centers for their long-term stability and growth within the world community. Likewise, governments, communities, and civic institutions have made investments in schools and universities to increase social capital.