

TOWARDS THE 3RD WAVE SCHOOL LEADERSHIP

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ABSTRACT

Numerous education reforms have been initiated in different parts of the world over the last two decades. What are the major trends of these reforms and how they are related to the changes in school leadership internationally? In particular, what paradigm shift is evident in school leadership effective in initiating school changes for learning in the context of globalization, economic transformation and international competition? These questions are crucial to the future development of students and society. This paper aims to elaborate the key features, rationales and implications of paradigm shifts in school leadership for learning in contexts of globalization and local developments. The paper also illustrates why a new paradigm of the third-wave leadership will be a major international trend of research, development, and practice of school leadership for new learning in the coming ten years.

Key words: school leadership; education reform; paradigm shift in education; new learning; school change.

HACIA EL 3^{er} PARADIGMA DEL LIDERAZGO DE LA ESCUELA

RESUMEN

Durante las últimas dos décadas se han puesto en marcha numerosas reformas educativas en diversas partes del mundo. ¿Cuáles son las principales tendencias de estas reformas y cómo están relacionadas con los cambios en la dirección y liderazgo de la escuela a nivel internacional? En concreto, ¿qué cambio de paradigma es evidente en el liderazgo escolar eficaz a la

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hora de iniciar cambios en la escuela para el aprendizaje en el contexto de la globalización, la transformación económica y la competencia internacional? Preguntas como estas son cruciales para el futuro desarrollo de los estudiantes y la sociedad. El presente trabajo tiene como objetivo la elaboración de las características clave, la razón de ser, y las implicaciones de los cambios de paradigma en el liderazgo de la escuela para el aprendizaje en los contextos de globalización y desarrollo a nivel local. El documento también ilustra por qué el nuevo paradigma sobre el liderazgo, denominado de tercera corriente, será una importante tendencia en la investigación internacional, el desarrollo y la práctica del liderazgo escolar para un nuevo aprendizaje en los próximos diez años.

Palabras clave: *liderazgo escolar; reformas educativas; cambio de paradigma en educación; nuevo aprendizaje; cambio escolar.*

INTRODUCTION

Echoing the various waves of educational reforms and school restructuring movements not only in the western countries such as Canada, USA, and UK, but also in the Asia-Pacific such as Australia, New Zealand, Mainland China, Singapore, Malaysia and Hong Kong, the context of school leadership has been rapidly changing in the past two decades (Fullan, 1998; Chapman, Sackney, & Aspin, 1999; Cheng & Townsend, 2000). There were nine major trends of changes in different areas and levels of education (Cheng, 2005a; Keeves and Watanabe, 2003).

At the macro level, the main trends of educational reforms include re-establishing a new national vision and new educational aims for schools; restructuring education systems at different levels; and market-driving, privatizing, and diversifying school education. At the meso level, increasing parental and community involvement in education and management is a salient trend. At the site level, the major trends consist of ensuring education quality, standards, and accountability in educational institutions; implementing decentralization and school-based management; and enhancing teacher quality and lifelong professional development. At the operational level of educational institutions, the main trends include using information and communication technology (ICT) in learning and teaching and applying new technologies in management, and making a paradigm shift in learning, teaching, and assessment. These nine trends of educational changes at different levels have changed nearly every key aspect of most educational systems internationally and created tremendous impacts on the context of educational leadership and its practice for promoting learning.

In addition to the above changes and challenges, the trend of school-age population in decline in these ten years is also creating a great transformation in educational contexts of the East-Asia and Pacific Region in general. As indicated in the report of UNESCO Institute of Statistics 2006, most countries in this Region are experiencing school-age population decline from 3% to 41% between 2005 and 2015. Correspondingly, there have significant declines in demand for school places, causing serious school closure or competition for students among schools. This trend has further accelerated the movement of marketization and school competition in education initiated by educational reforms in some countries in the Region.

These contextual changes have raised serious impacts and challenges to the traditional thinking and practice of leadership in education and have driven the emergence of new leadership for learning (Cheng, 2002a,b; 2003; MacBeath & Cheng, 2008). School leaders are expected to be more strategic in their leadership and to lead their schools proactively in order to face up to the contextual challenges with appropriate strategies. Even though the conception of *strategic leadership for learning* is still vague and the domain of studying it is relatively diffused and uncharted, it often refers to leadership with the following key elements (Cheng, 2002b; Eacott, 2008a, b; Davies & Davies, 2006; Caldwell, 1989, 2006; Caldwell & Spink, 1992):

- (1) It is proactive with respect to the contextual changes that potentially affect the future of students, education and the school;
- (2) It leads the SWOT analysis of internal and external contexts and the positioning or re-positioning of the school for learning and educational practice in a changing environment;
- (3) It leads the planning and management of the key strategies or action programmes for effectiveness, survival, and development of the school and its educational practice in meeting the contextual challenges; and
- (4) It leads the school to implement these strategies and evaluate their impacts on students' learning with aims at informing the next planning cycle.

Given the fundamental changes in education internationally, how leadership can be strategically effective to initiate school reforms and educational innovations for new learning has become a much more crucial issue than ever to the future development of students and the society (Cheng, 2003; 2008a, b; 2010b; Walker, 2003; Hallinger, Walker & Bajunid, 2005). In particular, what paradigm shifts have been evident in school leadership internationally? This paper aims to elaborate the key features, rationales and implications of paradigm shifts in school leadership in contexts of globalization and local developments. The paper will also illustrate why a new paradigm of the third-wave leadership will be a major international trend of research, development, and practice of school leadership in the coming ten years.

THREE WAVES OF EDUCATIONAL REFORMS

The discussion of contextual changes and school leadership can be in light of the waves of educational reforms in different parts of the world (Cheng, 2003, 2005a). It may provide a more comprehensive picture for us to understand the paradigmatic diversities in conceptualization and practice of leadership for learning and other educational practice.

In the past two decades, the numerous educational reforms have experienced three waves of movements including the effective school movement, quality school movements and world-class school movements (Cheng, 2001b, 2005a). Each wave of reforms works within its own paradigm in conceptualizing the nature of education and leadership and formulating related strategies and initiatives for improvement of educational practice at system, site, and operational levels. When there is a transition

TABLE 1
THREE PARADIGMS OF SCHOOL LEADERSHIP

	First-Wave Paradigm	Second-Wave Paradigm	Third-Wave Paradigm
About the Education Environment	<ul style="list-style-type: none"> • Maintaining an industrial society • Comparatively stable & predictable with few uncertainties and competitions • Education provision and content under the centralized manpower planning • School management under external control by bureaucracies • Little school autonomy 	<ul style="list-style-type: none"> • Serving a commercial and consumption society • Unstable and fast changing with lots of uncertainties and competitions • Education provision and content mainly driven by competition and marketization • School-based management with accountability framework and stakeholder participation • Bounded school autonomy under central monitoring and external review 	<ul style="list-style-type: none"> • Towards a life-long learning & multiple development society • Fast changing with impacts from internationalization and technology advances • Education provision and content mainly characterized by globalization, localization and individualization • Towards independent world-class school management with both local and global relevance • School autonomy with local and international benchmarking
Nature of Learning	A process of student receiving knowledge, skills and cultural values from teachers and curriculum	A process of student receiving a service provided by the school and teachers	A process of students developing contextualized multiple intelligences for multiple and sustainable developments
Movements and Reforms	<p>Effective School Movements: To improve the internal process and performance of schools in order to enhance the achievements of planned goals of education</p>	<p>Quality School Movements: To ensure the quality and accountability of educational services provided by school meeting the multiple stakeholders' expectations and needs</p>	<p>World-Class School Movements: To ensure the relevance and world-class standards of education to the multiple and sustainable developments of students and the society for the future in globalization</p>
Positioning of the School	Delivery of the planned knowledge, skills and cultural values from teachers and curriculum to students in a comparably stable society	Provision of a service to satisfy the needs and expectations of stakeholders in a competitive market	Facilitating of multiple and sustainable developments of students and the society in a context of globalization and change
Conception of Effectiveness	<p>Internal Effectiveness: As achievement of planned goals and tasks of delivery of knowledge, skills and values in learning, teaching and schooling</p>	<p>Interface Effectiveness: As satisfaction of stakeholders with the educational services including education process and outcomes; and as accountability to the public</p>	<p>Future Effectiveness: As relevance to the multiple and sustainable developments of individuals, the community, and the society for the future</p>
Role of Leadership	<p>Internal Leadership with focus on internal improvements for achieving planned goals</p>	<p>Interface Leadership with focus on competition in the market and satisfaction of stakeholders</p>	<p>Future Leadership with focus on facilitating multiple and sustainable developments of students; teachers and the school</p>
Related Leadership Concepts	<ul style="list-style-type: none"> • Instructional Leadership • Curriculum Leadership • Structural Leadership • Human Leadership • Micro-Political Leadership 	<ul style="list-style-type: none"> • Strategic Leadership • Environmental/ Community Leadership • Public Relations Leadership • Brand Leadership 	<ul style="list-style-type: none"> • Triplization Leadership • Multi-level Learning Leadership • Sustainable Development Leadership • Paradigm Shift Leadership

<p>Strategic Concerns in Leadership</p>	<ul style="list-style-type: none"> • How can the internal processes including learning, teaching, and management be organized technically well to deliver the planned knowledge, skills and values? • How can the delivery of knowledge and skills from teachers and curriculum to students be ensured through the practical improvement of schooling, teaching, and learning? • How can the school environment and teachers' teaching be practically and technically improved and developed in a given time period to meet the bureaucratic expectations? • How can students progress well in the planned curriculum and achieve at a higher standard in the public examinations? • How can the internal process be operationally changed to maximize the use of allocated resources? 	<ul style="list-style-type: none"> • How should the school position itself and ensure its provision of services competitive in the education market? • How can the performance of teaching and the outcomes of learning meet the stakeholders' expectations and needs well? • How can the education services be ensured accountable to the public and stakeholders through various types of packaging, monitoring and reporting? • How can the school expand its influence on its interface and stakeholders to ensure support to its survival and development through activities of branding, marketing, partnership, and public relations? • How can more external resources and stronger network be achieved to support the school? 	<ul style="list-style-type: none"> • How can the school make paradigm shifts in learning, teaching & management possible towards globalization, localization and individualization? • How can the school maximize students' learning opportunities through IT environment, networking, and paradigm shifts in teaching and schooling? • How can the school facilitate & sustain students' self-learning as potentially lifelong? • How can students' ability to globalize, localize and individualize their own learning be well developed? • How can students' contextualized multiple intelligence be continuously well developed? • How can various types of intellectual resources be achieved globally and locally to support world-class learning?
<p>Relevance to Students' Sustainable Learning</p>	<ul style="list-style-type: none"> • Not so explicitly and directly focused on students' self-initiative, sustainable learning and multiple developments • Focused mainly on instruction, curriculum and management for the delivery of planned content 	<ul style="list-style-type: none"> • Not so explicitly and directly focused on students' self-initiative, sustainable learning and multiple developments • Focused mainly on multiple stakeholders' satisfaction, market needs, and accountability 	<ul style="list-style-type: none"> • Focused mainly on students' self-initiative and capacity for future sustainability, life-long learning and multiple developments
<p>Potential Limitations</p>	<ul style="list-style-type: none"> • Too inward looking in planning and action, away from the external context • Narrow focus on technical and operational aspects • Ignoring the self-initiative and future development of students • Reactive to central instruction and guidance • Ignoring the changing environment and stakeholders' expectations • Too short-term oriented • Being not "so strategic and future looking" 	<ul style="list-style-type: none"> • Too market driven in planning and action, away from the core values and meaning of education • Focusing too much on competitions, survival and public relations instead of education • Reactive to stakeholders' short-term diverse needs • Ignoring long-term and sustainable development • Ignoring the relevance of educational services to the future of students and the society at large • Being "not so future looking" 	<ul style="list-style-type: none"> • Too future looking in planning and action, away from the reality in practice • Not only paradigm shift in leadership but also system change culturally and technologically • Difficult to practice and implement • Ignoring the existing market needs and stakeholders' expectations • Being "not so technically efficient " or "not so market strategic"

Adapted from Cheng (2010b)

of educational reforms from one wave to the other, there will be *paradigm shifts* in conceptualization and practice of learning, teaching and leadership (Cheng, 2003). The three waves of educational reforms provide a new typology to conceptualize school leadership into three paradigms: (1) *Internal Leadership*; (2) *Interface Leadership* and (3) *Future Leadership*. The major characteristics of each paradigm of school leadership are completely different from the others, as summarized in Table 1 and explained below.

FIRST WAVE PARADIGM: INTERNAL LEADERSHIP

Since the 1980s, there had been *effective school movements* in different parts of the world including the UK, US, Australia as well as in many Asian and European countries or cities (Townsend, et al., 2007). The education environment is often assumed to be comparatively stable & predictable with few uncertainties and competitions and the role of education aims to provide the necessary manpower to maintain or serve an industrial society (Blackledge & Hunt, 1985). The provision and content of education are often under the centralized manpower planning and the school management is under the external control by central bureaucracies with little school autonomy. It is assumed that education is knowledge delivery and learning is mainly a process of students receiving knowledge, skills and cultural values from teachers and the curriculum.

The first wave of educational reforms aims at improving the internal processes in learning, teaching and management and enhancing the internal effectiveness of schools in achieving pre-planned educational aims and curriculum targets. For example, in some areas of the Region such as Hong Kong, India, South Korea, Singapore, Taiwan, Malaysia, and mainland China, numerous initiatives were targeted at improving key features of internal school processes, some of which were changes in school management, teacher quality, curriculum design, teaching methods, approaches to evaluation, resourcing and environment for teaching and learning (Gopinathan & Ho, 2000; Kim, 2000; Cheng, 2001a; Abdullah, 2001; Rajput, 2001; Tang & Wu, 2000, MacBeath, 2007).

Within the first wave paradigm, the positioning of school is often on delivery of the planned knowledge, skills and cultural values from teachers and the curriculum to students in a comparably stable society. School effectiveness is a kind of *internal effectiveness* defined by the achievement of planned goals and tasks in learning, teaching and schooling.

Under the central manpower planning, competition between schools is comparatively bounded and mainly controlled by the central bureaucracy and its regulations and standards. Correspondingly, school sustainability may not be a major concern of school leaders in such a stable education environment. The school strategy developed by leaders is a kind of *Internal Improvement Strategy*, mainly based on a kind of *technical rationality* in SWOT analysis and planning with focus on technical improvement of internal operation in teaching, learning and management to enhance achievement of planned school goals. The key initiatives of the school strategy are often short-term oriented and narrowed in obligation to the bureaucratic regulations (Eacott, 2008a).

In the first wave, the role of leadership is mainly a form of *internal leadership* with strategies focused on assuring internal school effectiveness through improving school performance in general and enhancing contents, methods and processes of teaching

and learning in particular. In practicing internal leadership, there is frequent reference to the concepts such as instructional leadership, curriculum leadership, structural leadership, human leadership, and micro-political leadership (Smith & Andrew, 1989; Henderson, 1998; Lee & Dimmock, 1999; Cheng, 2003, 2005a). The strategic concerns in leadership may include the following questions:

- How can the internal processes including learning, teaching, and management be organized technically to deliver the planned knowledge, skills and values?
- How can the delivery of knowledge and skills from teachers and the curriculum to students be ensured through the practical improvement of schooling, teaching, and learning?
- How can the school environment and teachers' teaching be practically and technically improved and developed in a given time period to meet the bureaucratic expectations?
- How can students progress well in the planned curriculum and achieve at a higher standard in the public examinations? and
- How can the internal process be operationally changed to maximize the use of allocated resources?

The first-wave paradigm of internal leadership has its limitations. It may be too inward looking in leadership action and development planning without taking the complexities, diversities, expectations and influences of the external environment and stakeholders into full consideration. The positioning of leadership for learning may be too narrowly focused on the technical and operational aspects of educational processes or the school organization but without strong relevance to the self-initiative, life-long learning and future development of students. To a great extent, it may be reactive to the instruction and guidance of the central bureaucracies, ignoring the changing environment and stakeholders' expectations. Given such a technical, short-term and internal orientation, the first-wave leadership is often perceived as not "so strategic and future looking" for students' learning.

In the last decades, there have been numerous initiatives and reforms of the first wave implemented internationally as mentioned above. Unfortunately, the results of these efforts were limited and could not satisfy the increasing needs and expectations of the public. People began to doubt how effective are these improvement initiatives and the related internal leadership in meeting the diverse needs and expectations of parents, students, employers, policy-makers, and those concerned in the community. How can school leaders ensure the provided education service accountable to the public? How can they ensure the education practices and outcomes relevant to the changing demands of the local community? All these challenges are concerned with the interface between education institutions and the community. It means that the positioning of leadership for learning and educational practice should be not only on internal process improvement but also the interface issue of meeting the stakeholders' satisfaction and ensuring accountability to the community.

SECOND WAVE PARADIGM: INTERFACE LEADERSHIP

In the 1990s, in response to concerns about educational accountability to the public and the quality of education as satisfying stakeholders' expectations, the second wave of educational reforms emerged internationally. Most reform efforts were directed at ensuring the quality and accountability of schools to the internal and external stakeholders (see, e.g., Coulson, 1999; Evans, 1999; Goertz & Duffy, 2001; Headington, 2000; Heller, 2001; Mahony & Hextall, 2000).

In some areas of the Asia-Pacific such as Hong Kong, India, Singapore, Taiwan, Mainland China and Malaysia, there was a growing trend towards *quality education or competitive school movements* emphasizing quality assurance, school monitoring and review, parental choice, student coupons, marketization, parental and community involvement in governance, and performance-based funding (Mukhopadhyay, 2001; Mok, et al., 2003; Cheng & Townsend, 2000; Meng, Zhou, & Fang, 1997; Mohandas, Meng & Keeves, 2003; Pang, et al., 2003).

In the second wave, education is often seen as a provision of service to multiple stakeholders in a commercial and consumption society and the nature of learning is a process for students to receive a service. The positioning of school is on provision of educational services the quality of which should satisfy the expectations and needs of key stakeholders - parents, employers and other social constituencies as well as students themselves. This wave emphasizes *interface effectiveness* between a school and the community, typically defined by stakeholders' satisfaction, market competition and accountability to the public.

The education environment in the second wave reforms becomes much more unstable and fast changing with lots of uncertainties and competitions. The education provision and content are mainly driven by the changing market needs and diverse stakeholder expectations. To meet the changing needs and external challenges, school-based management is allowed and implemented with an accountability framework and participation of key stakeholders such as staff, parents, alumni, community leaders, etc (Cheng, 2009). Schools have some bounded autonomy under central monitoring and external review. Competitions among schools are serious for resources and survival in an open market, particularly in a context of student population decline in Hong Kong or other parts of the Region. In serious competitions, school elimination often happens and frightens every school and all its school leaders and members. It is not a surprise that the short-term survival of schools often gets more concerns than their long-term sustainability in development (Cheng, 2009; Cheng & Walker, 2008).

The school strategy developed by the school leaders is a kind of *Interface Satisfaction Strategy*, mainly based on the *market rationality* in the SWOT analysis and strategic planning with focus on competition for survival and resources, client satisfaction with educational services, and cost-return calculation. The initiatives are often short-term, if not middle-term oriented for market success.

School leadership in the second wave is a form of *interface leadership* with a focus on ensuring interface school effectiveness. Implicitly or explicitly the role of leadership is to ensure accountability to the public, add value to educational services, enhance the marketability of educational provision, and ensure that learning, teaching, and schooling

met stakeholders' expectations. How to manage the interface between schools and the local community successfully in a competitive and fast changing environment proves to be a crucial challenge to school leaders. The commonly used concepts of second-wave leadership were substantively different from those in the first wave, including strategic leadership, community leadership, public relations leadership, brand leadership and political leadership (Aaker & Joachimsthaler, 2000; Bush & Coleman, 2000; Caldwell, 1989; Davies, 2003, 2006; Goldring & Rallis, 1993; Kirk & Shutte, 2004; Cheng, 2003, 2005a). Some of the strategic concerns of leadership in education include the following:

- How should the school position itself and ensure its provision of services competitive in the education market?
- How can the performance of teaching and the outcomes of learning meet the stakeholders' expectations well?
- How can the educational services be ensured accountable to the public and stakeholders through various types of packaging, monitoring and reporting?
- How can the school expand its influence on its interface and stakeholders to ensure support to its survival and development through activities of branding, marketing, partnership, and public relations? and,
- How can more external resources and stronger network be achieved to support the school?

There are some limitations in the conceptualization and practice of the second wave leadership. It may not be so explicitly and directly focused on students' self-initiative, sustainable learning and multiple developments. It is often too market-driven or competition-oriented in the SWOT analysis, strategic planning and related action programmes. This orientation may deviate from the core values and meanings of education. The leadership initiatives may be focused too much on school competitions, market survival and public relations instead of students' learning or education activities as the core business. Sometimes, the leadership and strategy may be only reactive to the stakeholders' diverse short-term needs without considering long-term and sustainable development of students, staff, the school, the profession, and the community. In particular, it may ignore the relevance of educational services to the future of students and the society at large and the second-wave leadership itself may be "market strategic" but "not so future looking" for learning.

THIRD WAVE PARADIGM: FUTURE LEADERSHIP

At the turn of the new millennium, the impact of rapid globalization, far reaching influences of information technology (IT) and urgent demands for economic and social developments in international competition stimulated deep reflection on educational reform. It is often assumed that the world is moving towards a society of life-long learning and multiple developments and the environment is fast changing with impacts from internationalization and technology advances. To ensure that the younger generation could meet future challenges of rapid transformations in an era of globalization and IT, researchers, policy-makers, and stakeholders in many countries

argued for a paradigm shift in learning and teaching. They advocated a reform of the aims, content, practice, and management of education, in order to ensure relevance of students' learning for the future (see, e.g., Ramirez & Chan-Tiberghein, 2003; Burbules & Torres, 2000; Cheng, 2000a, 2000b, 2003; Daun, 2001; Stromquist & Monkman, 2000).

In such a global context, there is an emerging third wave of educational reforms, with heavy emphasis on *future effectiveness*, often defined by the relevance of education to the future developments of individuals and their society. In particular, this is seen as meeting changed purposes and functions of education in the new Millennium, and a new paradigm of education which embraces contextualized multiple intelligences, globalization, localization, and individualization (Maclean, 2003; Baker & Begg, 2003; Cheng, 2005a). There is a paradigm shift in learning from the traditional site-bounded learning of the first and second waves towards the CMI-triplized Learning of the third wave as indicated in Table 2. Different from the first and second waves, the new learning of the third wave is a kind of globalized, localized and individualized learning (i.e. triplized learning) with aims to create unlimited learning opportunity for developing students' contextualized multiple intelligences (CMI) which are relevant to multiple and sustainable developments (including technological, economic, social, political, cultural and learning developments) in both local and global contexts (Cheng, 2005b).

TABLE 2
PARADIGM SHIFT IN LEARNING

Paradigm of CMI-Triplized Learning (Third Wave)	Paradigm of Site-Bounded Learning (First & Second Waves)
<p>Individualized Learning:</p> <ul style="list-style-type: none"> • Student is the centre of education • Individualized Programs • Self-Learning and developing CMI • Self-Actualizing Process • Focus on How to Learn • Self Rewarding 	<p>Reproduced Learning:</p> <ul style="list-style-type: none"> • Student is the follower of teacher • Standard Programs • Absorbing Knowledge • Receiving Process • Focus on How to Gain • External Rewarding
<p>Localized and Globalized Learning:</p> <ul style="list-style-type: none"> • Multiple Sources of Learning • Networked Learning • Life-long and Everywhere • Unlimited Opportunities • World-Class learning • Local and International Outlook 	<p>School Site-Bounded Learning:</p> <ul style="list-style-type: none"> • Teacher-Based Learning • Separated Learning • Fixed Period and Within Institution • Limited Opportunities • Site-Bounded Learning • Mainly Institution-based Experiences

As a consequence of globalization and international competition, this third wave of educational reforms is driven by the notion of *world-class education movements*. Effectiveness and improvement of education are thus defined by world-class standards and

global comparability so as to ensure that the future of both student and social development is sustainable in such a challenging era. Schools may have sufficient autonomy to achieve their own visions for the future with local and international benchmarking in management and educational practice. The positioning of school is a world-class institution for facilitating of multiple and sustainable developments of students and the society in a context of globalization and change.

In the third-wave paradigm, various types of collaboration are strongly emphasized between schools and other institutions on the long-term development of students locally, regionally and globally instead of competition or short-term achievement locally. The strategy developed by the leaders is a kind of *Future Development Strategy* based on the future relevance rationality in the SWOT analysis and strategic planning with focus on sustainable development of students, teachers and the school, globalization, localization, and individualization in education, and unbounded opportunities for life-long learning. The initiatives are often long-term oriented for multiple developments at different levels (Cheng, 2005a).

In the third wave, school leadership assumes the character of *future leadership* with focus on the pursuit of a new vision and new aims for education, a paradigm shift in learning, teaching and curriculum, lifelong learning, sustainable development, global networking, an international outlook, and integration of IT in education (Pefianco, Curtis & Keeves, 2003; Peterson, 2003; Cheng, 2001a). How to maximize learning opportunities for students through “triplization in education” (i.e. as an integrative process of globalization, localization and individualization in education) is a key challenge inviting a new paradigm of school leadership for the third wave of educational reforms (Cheng, 2005a). So, new concepts of school leadership are emerging in the third wave, including triplization leadership, multi-level learning leadership, sustainable development leadership, and paradigm shift leadership (Cheng, 2008b; 2010a). The common strategic concerns of school leaders are completely different from those in the first and second waves, including some of the following questions:

- How can the school make a paradigm shift in learning, teaching and management practically and culturally possible towards globalization, localization and individualization?
- How can the school maximize students’ learning opportunities through establishing IT environment, networking, and paradigm shifts in teaching and schooling?
- How can their schools facilitate and sustain the development of students’ self-learning as potentially lifelong?
- How can students’ ability to globalize, localize and individualize their own learning be well developed?
- How can students’ contextualized multiple intelligences be continuously well developed? And,
- How can various types of intellectual resources be achieved globally and locally to support world-class teaching and learning?

The Case of Hong Kong: Request for Future Leadership

In 1997, Education Commission Report No. 7, entitled *Quality School Education*, had strongly emphasized the school-based management as an important framework for enhancing education quality in Hong Kong schools. All aided schools were required to fully implement school-based management since 2000. In 2000, Education Commission (2000, May; September) issued a new blueprint for educational reforms with key principles such as Student-focused, “No-loser”, Quality, Life-wide Learning, and Society-wide Mobilization. This blueprint was promoting a paradigm shift in education with strong emphasis on the application of new principles and new thinking in learning and teaching. According to Cheng (2005c), to a certain extent Hong Kong not only implemented the second wave reforms but also at the same time started to initiate a paradigm shift in education towards the third wave since 2000. Given the nature of SBM promoting parental and community involvement, systematic development planning and reporting, flexibility in using resources and organizational learning in Hong Kong schools, it seems reasonable to assume that schools with better practice of SBM may be more adaptive to paradigm shift in education, and create more opportunities for students’ learning to be globalized, localized, and individualized (Cheng, 1996).

With a sample of 31 secondary schools, 1119 teachers and 7063 students in Hong Kong, Cheng & Mok (2007; 2008) investigated how the practice of SBM is related to the extent of paradigm shift towards globalization, localization and individualization in education and how the extents towards SBM and paradigm shift in education are related

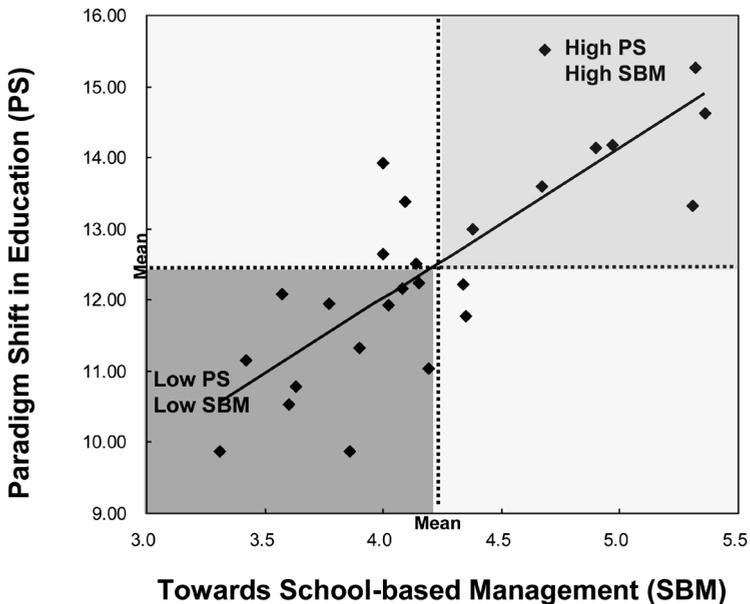
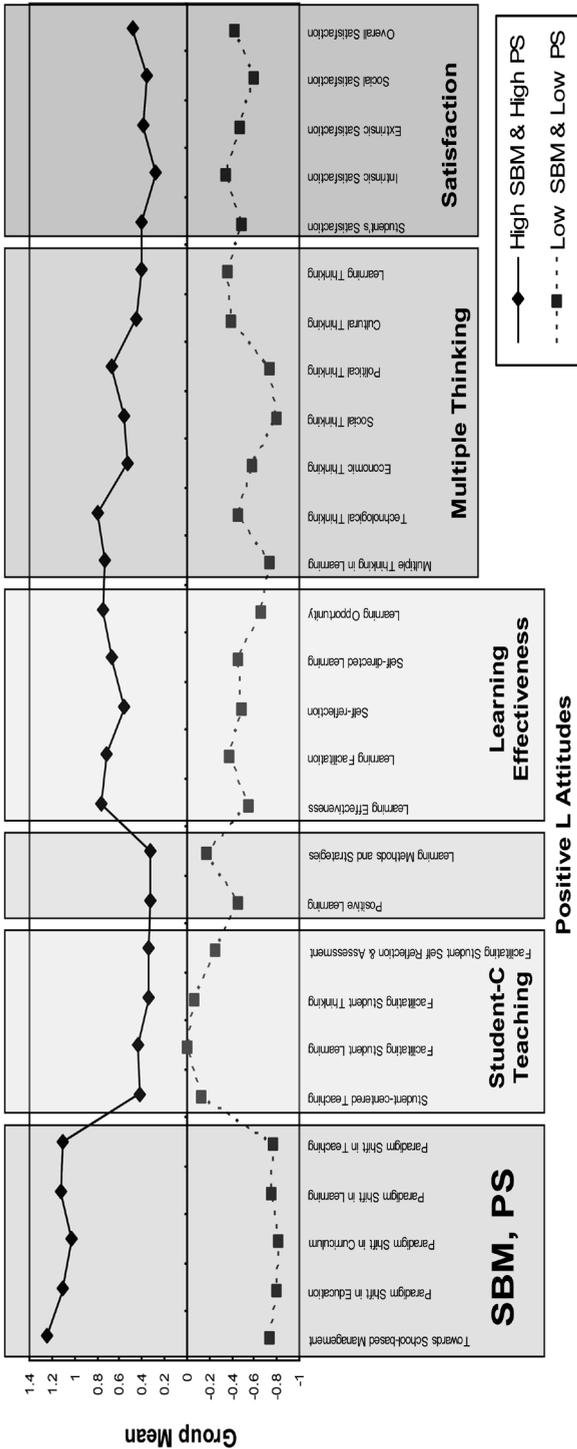


FIGURE 1
SCATTERING PLOT OF SCHOOLS: PARADIGM SHIFT & SCHOOL-BASED MANAGEMENT



Positive L Attitudes Multiple Methods in L
 All scores are Z-scores;
 SBM: Towards School-based Management; PS: Paradigm Shift in Education;
 No. of schools in High PS & High SBM Group = 8,
 No. of schools in Low PS & Low SBM Group = 12

FIGURE 2
 "HIGH SBM & HIGH PS" SCHOOLS VS "LOW SBM & LOW PS" SCHOOLS: REQUEST FOR FUTURE LEADERSHIP FOR LEARNING

to teachers' student-centred teaching and students' active and sustainable learning in terms of learning effectiveness, multiple thinking in learning, positive attitudes towards learning, satisfaction with school life, and application of various learning methods.

The key findings were summarized in Figures 1 and 2. It was revealed that the more a school is towards school-based management, the more the school can be in paradigm shift towards the globalized, localized and individualized education including curriculum, learning and teaching. Also, school-based management and paradigm shifts in education were found strongly related to the multiple indicators of teachers' student-centered teaching and students' active and sustainable learning. The stronger in school-based management and paradigm shift in education of a school, the more likely the teachers in using student-centered approaches in teaching; the more likely the students in positive learning attitudes, application of various learning methods, effective learning (in terms of learning facilitation, self reflection, self-directed learning, and learning opportunity), multiple thinking in learning activities, and satisfaction with their school life. The findings supported the theoretical conceptions of school-based management and paradigm shift proposed by Cheng (2000a, 2005a).

The findings led to a strong request for the third wave leadership in Hong Kong that can facilitate (1) the paradigm shift in management from the external control management toward the school-based management and (2) the paradigm shift in learning, teaching and curriculum from the site-bounded paradigm towards the CMI-triplized paradigm (Cheng, 1996, 2000a, 2005a).

Triplization Leadership for the Third Wave Learning

To facilitate paradigm shift towards the third wave learning, school leadership needs to be a kind of *triplization leadership* (Cheng, 2008b). Globalization in learning includes activities such as global networking and exploration through the support of IT in learning, international immersion and exchange programs, international partnership in various learning projects, video-conferencing for international interactions and sharing among students, and global issues in learning content. The implications for school leaders are to ensure global relevance in learning objectives and content, and achieve a wide range of advanced resources from different parts of the world for students' globalized learning. In such a context school leaders themselves need to have a global outlook and international communication skills in order to expand the scope of their leadership network and influence to a wide variety of stakeholders beyond their school sites and local communities to embrace a global agenda (Cheng, 2005a).

Localization in learning may cover a wide range of activities: (1) To ensure the aims, content and process of learning relevant to the local context so that students' learning and development can benefit socially and intellectually from local application; (2) To bring in local resources including physical, financial, cultural, social and intellectual assets to support students' learning activities; (3) To increase parental involvement, community partnership, and collaboration with various social agents or business sectors in creating opportunities for students' learning and teachers' teaching; and (4) To ensure the curriculum and students' learning meets the future needs and multiple developments of the local community (Cheng, 2005a). To realize successful localization

in learning, school leaders need to expand their leadership network and influence to key stakeholders and resource people in the local community.

Given the importance of human initiative and creativity to the developments of the new world, individualization inevitably becomes a key element in education reform for the future. The major implication for future school leadership is to enhance human initiative in learning including the motivation, effort and creativity of students. With the support of information technology and new approaches to learning, school leadership should facilitate individualization in learning through such measures as implementing individualized learning programs; designing and using individualized learning targets, methods, and progress schedules; encouraging students to be self-learning, self-actualizing, and self-initiating; meeting individual special needs; and developing each student's own potential including contextualized multiple intelligences (Cheng, 2005a). Given the limited resources for school education and the complexity and multiplicity in human nature and educational expectations, how school leaders can lead their schools to implement these measures successfully to meet the diverse needs of so many individuals and develop their CMI is often a core issue of future leadership.

Multi-level Learning Leadership / Sustainable Development Leadership

Numerous scholars advocate action learning as the medium for development of creativity and intelligence in a rapidly changing environment (Wald & Castleberry, 2000; West-Burnham & O'Sullivan, 1998; Argyris & Schön, 1996; Senge, 1990). Action learning in school is a form of learning which takes place at the individual level, group level or at organizational level. At the individual level, it may take the form of student action projects or teacher's learning from professional practices (Stevenson, 2002; Argyris, Putnam, & Smith, 1985). At the organizational level or group level, action learning may be a form of learning generated by daily or ad hoc activities or from short-term or long-term actions (or projects) of the school organization or group (Senge, 1990; Cousins, 1996).

In order to support students' continuous learning at the individual and group levels, it is also necessary to support teachers' professional learning at both individual and group levels, a process integral to organizational learning. This is a process of multi-level learning which not only sustains continuous student learning but benefits teacher learning, and wider school development (Cheng, 1996; Cheng & Cheung, 2003, 2004; Senge et al., 2000). It follows that school leadership has to operate at multiple levels. *Multi-level learning leadership* then characterizes the third wave in which school heads lead the action learning of their students, teachers and all other members at different levels. Within this model school leadership itself is also a process of action learning, in which a leader or a group of leaders accumulate action knowledge and wisdom from their practice and that of their colleagues. In particular, the development of multiple thinking and creativity in leadership would contribute to the successful leadership for multi-level learning (Cheng, 2010a).

As a new paradigm, the third-wave leadership also has its own limitations in conceptualization and practice. It may be "too" future looking in the SWOT analysis, strategic planning and action programmes, that may be too far away from the reality in

practice and result in serious difficulties and failure in implementation. The successful implementation of the third-wave leadership depends heavily not only on a paradigm shift in the mindset of school leaders themselves but also the echoing support from the system change culturally and technologically. This paradigm may ignore the existing market needs and stakeholders' expectations and experience strong resistance and difficulty in practice. In particular at the beginning of development, the future leadership may be considered as "not so technically efficient" or "not so market strategic".

CONCLUSIONS

The challenges from contextual changes have tremendously changed the nature and practice of education as well as its leadership in the Asia-Pacific in the last two decades. The new visions of education, serious marketization and competition, close interface with the community, diverse stakeholders' expectations, broadened external participation, enhanced multi-level developments, and continuing technological and cultural changes all demand education leaders to be more strategic and sensitive to the contextual changes. They are expected to perform new leadership with new thinking, international horizon, forward looking, innovative perspectives, strong social networks, and proactive action programmes.

The three-wave models of leadership in fact represent a set of different paradigms that can be employed in conceptualization of the nature and practice of leadership for learning and other educational practice in facing the increasing impacts and complexities of contextual changes and educational reforms. Table 1 has summarized the major characteristics of three paradigms of leadership that present a new research typology for conceptualizing, investigating and analyzing the paradigmatic diversities in leadership for learning. The implications for research on leadership locally and internationally are fruitful and innovative, as explained below:

Single Paradigm Research: The rationale of research may be based on one single paradigm with focus on investigating the related factors and characteristics of leadership for learning in terms of leadership context, leadership purpose, leadership practice, leadership impacts, or/and leadership development. In the past three decades, numerous studies of leadership in education were mainly based on the first wave paradigm with focus on internal leadership. Even though the development of second wave leadership in education has attracted much more attention in the last decade, the research in this area is still underdeveloped not only in the Asia-Pacific but also in other parts of the world. More research on the second wave leadership should be encouraged. Given the importance of students' self-initiative and capacity for future sustainability, life learning and multiple developments in an era of globalization and transformation, I believe, the third wave paradigm that provides a completely new direction for conceptualizing leadership will become a major international trend of research, development and practice of school leadership for new learning in the coming ten years.

Multiple Paradigms Research: In ongoing educational reforms internationally, the practice and development of leadership for learning in reality may be diverse, involving more than one paradigm. It would be interesting to apply two or three paradigms to investigate the fundamental differences in school leadership and compare the major

leadership characteristics between school leaders whose schools are in different stages or contexts of educational reform or development. The comparative studies of school leadership locally, regionally, and internationally across the three paradigms may provide a much broader and deeper perspective to understand the dynamics and related key features of leadership for students' learning. Also, the research involving a full range of the key concepts of internal leadership, interface leadership and future leadership may yield a more comprehensive picture to understand the complexities of educational reform and leadership and the findings may be more sophisticated and powerful to inform leadership practice and policy formulation for the new paradigm of learning. Up to now, investigation of school leadership by multiple paradigms is a completely new area yet to be explored in research.

Paradigm Shift Research: The paradigm shift of school leadership from one wave to another wave involves not only the technical or operational changes but also the ideological and cultural changes at both individual and system levels. It is quite complicated and not automatic. How can school leaders change their original patterns of thinking and practice from the first or second wave paradigm towards the third wave paradigm for new learning? What are the major conditions or driving forces for such kind of paradigm shift possible and successful? Why? What are the major characteristics and best practices of paradigm shift process in leadership locally and internationally? In addition to paradigm shift in leadership, how can school leaders facilitate paradigm shift in learning, teaching and management among students, teachers and stakeholders successfully towards the third wave? What are the major problems in the process of leading paradigm shift in education in schools? What are the major conceptual and operational differences between the transformational leadership and paradigm shift leadership in research (Leithwood & Tomlinson & Gene, 1996)? All these or similar questions are in fact proposing an unexplored new area for paradigm shift research in coming years.

In practice, school leaders need to face up to the contextual challenges and develop appropriate positioning and strategy for their schools to be effective in achieving school aims, competitive in surviving a market environment, and sustainable in pursuing the future for their students, teachers, schools and the community. In different contexts and stages of school life cycle, school leaders may adopt different paradigms to conceptualize their leadership for learning in different ways such as internal leadership, interface leadership, future leadership or a combination of them. To different paradigms, leadership for learning is characterized by different assumptions of education environment, nature of learning, types of reforms and movements, school positioning, conception of effectiveness, nature of competition and demand for sustainability. Correspondingly, the key features of school strategy, leadership role, leadership concepts, strategic concerns, relevance to students' sustainable learning and multiple developments, and potential limitations are completely different across these three paradigms.

Although internal leadership, interface leadership, and future leadership for learning are based on different paradigms and they have their own features and limitations, all of them have their key contributions to leadership functions in a complicated changing education environment. To a great extent, they are supplementary to each other, taking internal improvement, interface satisfaction and accountability, and future relevance

into consideration in leadership practice. To different leaders and different schools, the emphasis on these three types of leadership may be different. If a school pursues not only internal effectiveness and interface effectiveness but also future effectiveness in student learning and other educational practice, the leadership of this school should also include the key elements of internal leadership, interface leadership and future leadership as a whole. It may be considered as *Total Leadership for Learning*.

From the trends of three wave reforms in the last two decades, the ongoing efforts in development of leadership in education should shift their focus from mainly internal or interface leadership towards the third wave future leadership. It is hoped that the typology of 3-wave paradigms can provide a new comprehensive framework for educators, leaders, researchers, and policy-makers in the Asia-Pacific and beyond to study, develop and practice leadership for new learning and paradigm shift in education.

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