

Guidelines for Action

EDUCATIONAL leadership requires decisive and affirmative action. We can afford neither the luxury of a studied delay nor the consequences of precipitous response. The new voices from the street, from industrial complexes, from government, from scholars, from learners and from the teachers will not be muted. What shall we do? I suggest that we should:

1. Seek out those curriculum developments and centers that we believe are sound and cooperate with them—including commercial, research and university consortia
2. Become more aggressive as spokesmen for good teaching-learning situations and procedures, for individualizing instruction by whatever means—including administrative, technological or para-professional
3. Support teacher-education institutions, many of which are at their lowest ebb in personnel, status and voice in determining program or emphasis. Insist that college classroom experience is not enough, that teaching is more than knowing
4. Recognize that education is big business, is public; that business is in it; that education is a social force as well as an institutional responsibility; that forces outside the school may be pervasive ones for the foreseeable future
5. Organize to operate in a political arena, study legislative proposals, be willing to review what the states, USOE, or the OEO is proposing; and to act
6. Open our eyes and ears to the voices from the streets, the ghettos, the disadvantaged, the less-than-bright; know the currents of change and their likely impact upon the local or national scene
7. Be flexible with our ideas, our curriculum, our policies and procedures; build in procedures for change; include teachers and lay citizens in our planning of strategies and processes
8. Revise our understanding of the role of the school and the professional, knowing that the lay citizen has ideas, insights, experiences; that he has his children in his schools; maintain an open school, an open classroom and a joint enterprise
9. Recognize our unique responsibility for ideas; for leadership; that we must stand for the best that we know, not for the most easily managed or cheaply financed
10. Help sustain humane values in an increasingly numerical, automated environment; promote a learning society in which individuals count; see education as a process and a possibility; promote valuing as well as achievement.

These are difficult tasks. Nevertheless, those tasks to which we address ourselves and which we affect significantly will determine our role in the school and our role in society.

—From *“Challenges for Supervisors”* by LESLEE J. BISHOP in *The Supervisor: Agent for Change in Teaching, to be published by ASCD in November 1966.*

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