Dear Colleagues and Friends,

We hope that you have had a productive beginning of the 2009-2010 academic year. Once again, our ELC newsletter staff has generated news that we hope will inform and inspire. In this issue of Organic Unity, we include thoughts and reflections from students, faculty and friends of the ELC department reflecting our theme “Leadership Connections: Theory and Practice.” As educational leaders in the academe, schools, and communities, we often use theory implicitly or explicitly as a foundation for our practice, to organize and structure what we do, to inspire ourselves, to sometimes question and, at other times, to give us direction. In this issue of Organic Unity, we feature different viewpoints of leadership practice, connecting leadership development to intentionality in mentoring, and a dialogue of leadership connections between ELC and UNCG’s Office of Leadership and Service Learning (OLSL) that includes student voices about putting into practice one’s leadership lessons. The viewpoints presented offer readers some unique ways of understanding the context of our practice and insights into how our academic and professional interests define our performance of leadership.

We will continue to focus on the core mission of the ELC department for subsequent newsletters, encompassing a range of perspectives and approaches to educational leadership. We welcome and encourage your thoughtful submissions. The deadline for spring edition submissions is January 22, 2010. Please send your submissions to Christine Nganga at cwnganga@uncg.edu. We also welcome your suggestions on colloquium topics for ELC sponsorship and your participation in the organization of the seminars. As you will see in this issue, our ELC scholarly colloquium series and seminars have been successfully attended by students and faculty. We appreciate your participation and continued involvement.

Sincerely,

Christine Nganga, Managing Editor with ELC Doctoral Students
Dr. Carol A. Mullen, Faculty Advisor & ELC Chair & Professor

ELC Statement of Purpose. Our purpose is to build a mutually enhancing learning community among Educational Leadership and Cultural Foundations Department (ELC), students, faculty, and the surrounding community. This will include sharing our stories of hope, compassion, transformation and work for social, economic and environmental justice.
CONGRATULATIONS TO GRADUATING DOCTORAL STUDENTS

Ann W. Davis, “Synching up with the iKid: Portrait of Seven High School Teacher Leaders Transforming the American High School Through a Digital Conversion of Teaching and Learning,” Dr. Reitzug, Chair.

Jacob Henry, “Refugee Transition into American Public Schools: An Emergent Study of Major Influences,” Dr. Lashley, Chair.


Pamela Hampton-Garland, "What Do You Want to Be When You Grow Up? The Impact of Cultural Capital on the Post-High School Aspirations of Six Rural Young Adults," Dr. Reitzug, Chair.

Jay Poole, “Shame on You, Shame in Me: The Impact of Degradation on Males Who Identify as Gay,” Dr. Shapiro, Chair.

Tema Okun, “The Emperor has no Clothes: Teaching about Race and Racism to People Who Don’t Want to Know,” Dr. Shapiro, Chair.

ELC ALUMNI AWARDS

Dr. Paula Myrick Short was awarded the UNCG School of Education 2009 Distinguished Career Award. She received her bachelor’s degree in elementary education from the UNCG School of Education in 1967. She also holds a master’s degree in middle grades education with a concentration in history and a Ph.D in administration from UNC-Chapel Hill. She is currently the Vice Chancellor for Academic Affairs for the Tennessee Board of Regents, which is the sixth largest higher education system in the U.S. with 182,000 students, six universities, 13 community colleges and 26 technology centers. Dr. Short is also a member of the UNCG-SOE Advisory Board.

Ted Burcaw was awarded the UNCG School of Education Early Career Award. He received his master’s degree in school administration from the UNCG School of Education. His bachelor’s degree is from Moravian College, and he also earned a Master of Divinity degree from Moravian Theological Seminary at Wake Forest University. He is the principal of Lafayette A. Cook Elementary School in the Winston-Salem/Forsyth County Schools. Cook Elementary is home to the elementary CREST and CHOICE elementary programs designed to serve the needs of children with emotional behavior issues that impede their learning.

Dr. Travis Reeves (Ed.D., 2006; Ed.S., 2004) also received the 2009 UNCG School of Education Early Career Award. The primary basis for this award is his outstanding work over the past two years as principal of Eastern Guilford High School. In 2006, Eastern Guilford High School experienced a devastating fire that completely destroyed the building. Dr. Reeves led the school during the difficult time of transition to temporary quarters and then into the new building. The rebuilt Eastern Guilford High School opened in April 2009.

Dr. Donyell Roseboro (Ph.D., 2005), was awarded the 2009 School of Education Alumni Excellence Early Career Award. Dr. Roseboro is known for her passion for K-12 education and her commitment to transforming public schools, as well as her exceptional intellectual ability and compassion. Dr. Gause’s work with Dr. Roseboro on a study project yielded a phenomenal piece of scholarship worthy of conference presentation and journal publication. They have since engaged in various writing projects and multiple scholarly pursuits. Her gifted writing ability was also evident when she produced a high-quality, co-authored chapter for Dr. Mullen’s recent edited book, The Handbook of Leadership and Professional Learning Communities (Palgrave Macmillan, 2009).
ELC ALUMNI AWARDS (CONT).

Dr. Benita Capps Lawrence (B.S., 1990; Ed.D., 2002) received the 2009 School of Education Outstanding Achievement Award from the UNCG School of Education. She holds three degrees from the School of Education—a bachelor’s in elementary education masters in school administration, and doctorate in educational leadership. Since 2003 she has served as principal of Monticello-Brown Summit Elementary School. The primary basis for this award is her being selected as the 2009 Principal of the Year by the North Carolina Association of Educators.

FACULTY AWARDS AND ACHIEVEMENTS

- Congratulations to Drs. Camille Wilson Cooper and C. P. Gause, who received tenure and were promoted to Associate Professor.
- The school-wide Mentoring/Advising/Supervising (MAS) Award Committee, initiated and chaired by Dr. Carol Mullen, has awarded the MAS Distinction to Dr. Gause (Junior Faculty Member category) and to Dr. DiAnne Borders (Senior Faculty Member category).
- Dr. Gause received the National Faculty-Mentor Award presented by Minority Access, Inc. in Washington, D.C. in September, 2009. Minority Access Inc. is a national organization dedicated to eliminating health disparities among under-represented populations and to increase under-represented students entering the bio-medical and health professions. Dr. Gause has been saluted for his efforts in guiding, counseling and leading others in the area of diversity and leadership. The book, Integration Matters: Navigating Identity, Culture and Resistance by Dr. Gause received the 2009 American Educational Studies Association (AESA) Critics Choice Award. This ground breaking text offers insight to transforming schools for under-represented populations—particularly African-American and Latino males.
- Feminist Theories and Education Primer by Dr. Leila Villaverde received the 2009 American Educational Studies Association (AESA) Critics Choice Award. This book introduces the underscoring plural perspectives in feminist theories, covers a chronology of over five centuries (from the 1600s to 2000s) in feminist work and theorizing, while introducing contemporary discourses that challenge monolithic representations of feminism. The text is ideal for courses in feminist theory, feminism, women’s studies, gender studies, feminist research, feminist pedagogy, and cultural foundations.
- Dr. Reitzug was elected to the national post of Plenary Session Representative for the University Council for Educational Administration (UCEA). He attended the plenum session at the UCEA convention in November in Anaheim, California. ELC-SOE-UNCG received full institutional membership from UCEA in 2008. UCEA is the premier association in the field of educational leadership.

PUBLICATIONS NEWLY LAUCHED BY ELC FACULTY AND STUDENTS

Scholarly Books

Carol Mullen (Ed.), The Handbook of Leadership and Professional Learning Communities (Palgrave Macmillan, 2009). The authors, who are ELC faculty and students and nationwide contributors, discuss community building among different professional groups and within highly varied contexts replete with competing worldviews. Although school reform is in its infancy, the authors are hopeful that their living examples of democratic community will inspire collective learning and organizational change.

Svi Shapiro (Ed.), Education and Hope in Troubled Times: New Visions for Our Children’s Education (Routledge, 2009). In a time of unprecedented social and economic crisis this book represents a challenge to the orthodoxy that shapes our vision of educational purpose. It argues that now, more than ever, there is a moral imperative for educators to assume responsibility for helping to bring about a culture of peace and non-violence both in our nation and globally.
PUBLICATIONS CONT.

Referred Journal Articles


Carol Mullen (with two doctoral students), Mentoring doctoral students through scholastic engagement: Adult learning principles in action. *Journal of Further and Higher Education* (in press).


Invited Journal Articles


Book Chapters


**CONFERENCES AND PRESENTATIONS**

**South Atlantic Philosophy of Education Society (SAPES) conference in Chapel Hill, NC, September, 2009**

Hudak, G. Does Democracy have a 'blind spot'? Articulating Jonathan Lear's notion of Radical Hope and its moral implications for Democracy and Education.

UNCG students and faculty panel discussion, Forget your perfect offering: Democracy as a space of judgment in times of radical uncertainty.

**American Educational Studies Association (AESA) Conference, Pittsburgh, PA, November, 2009**

Bettez, S. (chair and discussant). The Value of Historically Black Colleges and Universities (HBCUs) and the Survival of African Americans in Education as Students and Potential Educators.

Bettez, S. The Constraints of “Freedom”: Experiences of Refugees from Iraq and Burma.


Martin, T. Lives in Fragments: Approaching a Moral Response to the AIDS Crisis in Africa.

**University Council for Educational Administration (UCEA) Conference, Anaheim, CA, November, 2009**

English, F. W. & Mullen, C. A. Exploring the career trajectories of educational practitioners.


Mullen, C. A. (chair/key presenter). Building collaborative communities in schools for strengthening leadership and enhancing learning: A multi-site partnership project.


**ELC NEWS BY DR. CAROL MULLEN**

**Building a Global Community**

Dr. Shapiro spent the spring semester on research assignment as a visiting scholar at the University of Cape Town School of Education, South Africa. While in South Africa, he wrote a book tentatively titled *Teaching Peace: Educating for a World Beyond Violence*. He also spoke to a regional in-service meeting of teachers and participated in a university colloquium on Liberatory Education, Schooling and the Arts. While in Cape Town, he met with Nobel Prize recipient Archbishop Desmond Tutu to discuss education and peace.

In the photo are Archbishop Desmond Tutu (left), Dr. Shapiro (right) and his wife, Dr. Sherri Shapiro (middle).
Program Revisioning

The ELC Master of School Administration (MSA) degree program has been “revisioned” according to the standards of the NC Department of Public Instruction and State Board of Education. The proposal was submitted for review on June 30, 2009 to the NC State Board of Education. ELC has conducted a thorough review of the NC Standards for School Executives; literature on 21st Century knowledge and skills; the Educational Leadership Constituency Council (ELCC) Standards; and its own Statement of Commitments to develop its proposed MSA program. Thanks to Dr. Lashley and Dr. Misti Williams, ELC’s revisioning coordinators, and the educational leadership faculty team.

New Program Development

In spring 2009 the General Administration approved the proposal for a new distance education degree program for the Ed.D in Educational Leadership in the Alamance-Burlington School System (ABSS), which started in fall 2009. In 2008, under the leadership of Dr. Craig Peck, the Post Masters Certificate in School Administration (PMC) coordinator, ELC developed and implemented the PMC certification program. This 24 to 27 credit program provides an alternative route to North Carolina principal licensure for students who have a master’s degree and 3 years of professional educational experience. Students complete four to five courses and a full-year, school based internship.

In 2008, ELC was awarded a North Carolina General Assembly grant to develop an online Post Masters Certificate in Urban School Leadership. Seven ELC faculty are busy developing this fully Web-based program that will allow students to fulfill requirements for North Carolina state principal licensure.

Leadership Activities in the Community and State

Dr. Larry Coble is the new Executive Director of the Piedmont Triad Education Consortium (PTEC), with partnership oversight of 15 school districts in the State, and he will remain affiliated with UNCG as a visiting professor in ELC. Practitioner leaders and university leaders share a great excitement in future possibilities for collaboration. Superintendent Donald Andrews stated, “We are extremely pleased to have Dr. Coble as the Executive Director of the Piedmont Triad Education Consortium. We believe Dr. Coble will continue the tradition of excellence that has been set. He has tremendous background as a superintendent. He understands public education and he will move us strategically forward with a vision to meet the needs of all children in our 15 school districts.” Dr. Coble sponsored successful, well attended instructional leadership and superintendent seminars for partnership groups during the summer of 2009.

Dr. Williams (pictured) graduated from Leadership Greensboro, a leadership development program of the Greensboro Chamber of Commerce. She has worked with other graduates on valuable community projects and also learned ways of providing servant leadership in the community. The mission of the Leadership Greensboro program is to prepare and nurture a diverse group of citizens to assume responsible leadership roles that will strengthen and truly transform the community.

ELC faculty co-planned, with the Teacher’s Academy, the 2009 School of Education’s Summer Leadership Symposium that was well attended by ELC faculty and students alike.

Dr. Glenn Hudak is member of the first nation summit on “Youth Culture, Popular Culture, and Sexuality Education,” funded by the Ford Foundation, Miami University, Oxford, OH. The members will be researching Youth Culture and Sexuality.
ELC Student Advising Guide for Doctoral Students

Dr. Cooper and her ELC committee, with input from the entire ELC faculty, completed the *ELC Student Advising Guide for Doctoral Students*. Check it out at [http://www.uncg.edu/elc/deptforms.html](http://www.uncg.edu/elc/deptforms.html). It is a wonderful resource that provides tools for enabling students to successfully complete their doctoral studies and dissertation. In this guide you will find guidelines and tips pertaining to your success in your doctoral studies such as, the advisor-advisee relationship and dissertation development stages. These stages include how you go about choosing a dissertation topic, choosing your dissertation committee, and details about your comprehensive examinations and proposal. A highlight of this guidebook is the importance of keeping a journal throughout your doctoral studies. A journal helps students to take note of their development of thoughts and ideas concerning possible dissertation topics as they go along their coursework. Journaling also helps students gain clarity concerning themes that are a core interest that shape the dissertation topic of interest.

**ELC SCHOLARLY COLOQUIUM TALKS IN FALL 2009**

The ELC department launched its colloquium series this year with a round table discussion organized by Dr. Silvia Bettez, entitled “Developing a Social Justice Research Agenda in the Social and Cultural Foundations of Education.” Dr. Kathy Hytten, the speaker is currently President of the American Educational Studies Association (AESA), and Department Chair of Educational Administration & Higher Education at Southern Illinois University. She also explored ways of making connections between critical theory and cultural studies to social justice work. For doctoral students who are planning on becoming future faculty members, it was also a time to learn tips on publishing and developing a language to discuss issues of privilege, both in the classroom and in academic writing. For one to become successful in writing for publication, it is important to identify an audience for your writing, and situate one’s research within the current academic conversation in your discipline. Learning the different writing styles that academic journals adhere to, helps to avoid multiple disappointments when journal editors turn down an article. These are some of the tips we learned from Dr. Hytten.

Dr. Shirley R. Steinberg from McGill University, Canada spoke to ELC students and faculty on “Making Sure We Publish, Not Perish.” She is Director of the Paulo and Nita Freire International Project for Critical Pedagogy. This seminar was organized by Dr. Leila Villaverde, her colleague and former student. A prolific writer, Dr. Steinberg offered practical information to doctoral students on getting one’s work published. Study groups where students can bounce off ideas to one another, edit each other’s work, and offer collegial support, is a starting point for doctoral students to create and nurture a writing environment. She offered ideas about publishing articles and guidelines for turning a dissertation into a book. Some noteworthy points involved how to write and submit a prospectus to a publisher, identifying an audience for your book, and using language that is accessible to the target audience. A message of hers was that many professional opportunities stem from one’s publications, such as desirable employment. Dr. Steinberg illustrated the links between scholarly writing and building a successful career in the academe through her own experiences as an author, collaborator, and journal editor.

Dr. Fenwick W. English, R. Wendell Eaves Sr. Distinguished Professor of Educational Leadership at the University of North Carolina at Chapel Hill presented to ELC students and faculty on “Restoring Human Agency to Educational Administration.” Dr. English has written over 26 books and 100 journal articles. He recently served as editor of the *SAGE Library of Educational Thought and Practice for Educational Leadership* (2009) in four volumes; *SAGE Handbook of Educational Leadership* (2005) and the *SAGE General Editor of the Encyclopedia of Educational Leadership and Administration* (2006). Dr. English is a passionate pedagogue and radical thinker, which was evident in his presentation as he challenged us to evaluate where the field of educational leadership is at the moment and what we as scholars and practitioners envision for the future. This presentation was organized by Dr. Mullen.
Dr. George Noblit and Marta Sanchez, also from UNC-CH gave a presentation on publication and review for the Urban Review Journal. Dr. Noblit is the Joseph R. Neikirk Distinguished Professor of Sociology of Education. His research interests include race and education, qualitative methods, sociology of knowledge, school reform, arts and education. Marta, a doctoral student, is currently researching on immigrant fathers from México who live and work in North Carolina and whose children and spouses remain in México. Dr. Mullen, assisted by Christine Nganga organized this presentation.

Lastly, doctoral students and faculty gathered at Dr. Mullen’s house for a fireside chat with Dr. David Purple. The presentation entitled “The Dissertation Process, My Evolving Story of Working with Doctoral Students.” was both moving and inspiring for students and faculty. Dr. Purpel joined the UNCG School of Education in 1972, coming from Harvard University where he taught from 1961-1972. He served as Chair of the UNCG Department of Curriculum and Educational Foundations from 1983-1991 and was key to developing the Ph.D program in cultural foundations in the ELC department. The department is grateful for the positive impact and his mark that we continue to feel today.

SYNCHING UP WITH THE IKID:
A SYNOPSIS OF ANN W. DAVIS’ DISSERTATION

Dr. Ann Davis, Educational Leadership Consultant and Support Coach, received a Bachelor of Science degree from Wingate College, a Master of School Administration from UNC-Charlotte as a North Carolina Principal Fellow (Class 2) and a Doctorate in Educational Leadership from UNCG. She currently works for the NCSU Friday Institute as a Support Coach in the NC Learning Technology Readiness Initiative (NCLTRI) funded by the Golden LEAF Foundation and is a consultant on the NC 1:1 Learning Technology Feasibility Study. She is also an adjunct professor at UNCG, where she serves as the University Supervisor for future school executives and is also a Principal Support Coach for beginning principals. Her background includes Mathematics Teacher, Assistant Principal, Principal, Department of Public Instruction High School Turnaround Portfolio Manager, Central Office Executive and 1:1 Project Manager. In 2006, Ann was named North Carolina’s High School Principal of the Year by the National Association of Secondary School Principals (NASSP).

Ann’s philosophy exemplifies her leadership stance:

I believe in leading by example in order to create a pathway for excellence. Leadership requires responsibility, responsiveness, integrity and the realization that knowledge is power. I lead to serve, to give, to achieve, and to establish a family environment with pride, where work is done together as a cohesive community.

In response to what led to Dr. Davis’ choice of dissertation topic, she remarked;

My passion and burden to help and mentor led me to working with a school system striving to reform teaching and learning – to engage students and recharge teaching through a digital conversion of teaching and learning. I began my dissertation research eager to tell the teacher’s stories in hopes that other districts would learn from their experiences. As a practitioner, it was important for me to create a usable “how-to” manual of what works and does not work in order to inform the literature. I saw and still see technology as the avenue to making learning relevant for today’s students”.

The purpose of her qualitative study; Synching up with the iKid was to focus on the journey of seven high school teacher leaders striving to “sync up” with their students by implementing a one-to-one, mobile computing, teaching and learning, reform initiative. This case study served to give voice to the challenges, successes, and lessons learned during the first year of implementation (Cont. on page 12).
Mentoring in higher education is an important component that aids doctoral students to successfully complete their studies. To meet this need, the Holmes Partnership, a consortium of universities, public school districts, teachers associations, local and national organizations established the Holmes Scholars Program in 1991. The program is designed to provide support and mentoring for talented doctoral students who are underrepresented in leadership positions in professional development schools and institutions of higher education.

As a Homes Scholar, I met Dr. Lora Bailey, a Holmes Scholars mentor, at the annual Holmes Partnership Conference in Florida this past spring. Recently, we also had a conversation about her career and her passion for mentoring doctoral students.

Dr. Bailey is Professor and Dean at the School of Education, Brenau University in Gainesville, Georgia. Her path to becoming an educator and eventually joining higher education could be regarded as an “uncommon path.” With a business and finance background, Dr. Bailey initially made her career as a middle level manager at General Motors before making the shift to the field of education. After completing a masters in early childhood education, she began teaching in Montgomery County Schools system in Montgomery, Alabama. In 2002, Dr. Bailey completed her doctoral studies at Auburn University, and has since held faculty positions at Auburn where she graduated, at the University of South Carolina, University of Louisville, and her latest appointment early this year as Professor and Dean of School of Education at Brenau University in Gainesville, Georgia. Her career in education has culminated in rising from assistant professor to deanship within seven years.

When I met Dr. Bailey, it was not just her successful career in higher education that struck me, but also her passion to develop doctoral students as scholars and researchers in education. While completing her doctoral studies at the University of Alabama, Dr. Bailey was a Holmes scholar. As one who experienced the benefits of mentoring in the Holmes Scholars Program, it is evident that she wants to offer similar mentoring opportunities to doctoral students. In the faculty positions she has held in various universities, she has served as a Holmes Scholars mentor. To that end, she has served as a Holmes Scholars mentor in previous faculty positions held in various universities. At Auburn University Dr. Bailey served as a Holmes Scholars’ director for three years.

Along with other Holmes Scholars, I had the opportunity to listen to Dr. Bailey, give a presentation on Navigating Higher Education. Among other practical tools she offered us concerning the process, two that stuck out for me were; the importance of joining and staying actively involved in professional organizations in ones’ field and secondly, the value of seeking a good mentor. Being a part of professional organizations helps one gain a better understanding of what is current in the research and maintain networks with other peers. For successful completion of doctoral work, mentoring is crucial. During a recent conversation with Dr. Bailey, she affirmed this view when I asked her for some key factors that ensure one’s success in the academe. She remarked, “Seek out a mentor who has accomplished what you want to accomplish; be serious about accomplishing your goals and take down the wall of defense, that is, be willing and open to receiving constructive feedback from your mentor.”

When I asked about her successful path to becoming an educator and administrator, as well as her fast rise to deanship, she remarked, “It really was not exactly planned. However, I was looking for a university that offered best practices for children, and one that was also a good fit for my family--my husband and children. I also felt like I had sufficient leadership skills and therefore did not shy away from leadership opportunities,” she said, enthusiastically. Additionally, she pointed out that she wanted to serve in a university that cared deeply for minority students. “Advocacy is an important part of my mentoring process,” she added.

Another important lesson I also learned from her was that although the successful completion of one’s doctoral studies requires dedication and hard work, building substantive-collaborative relationships that support what you do also plays a major role in helping one complete the process. Dr. Bailey is definitely an active proponent of building and maintaining such relationships with doctoral students and faculty across the nation.
A Dialogue of Leadership Connections: Educational Leadership and Cultural Foundations (ELC) department and Office of Leadership and Service Learning (OLSL)

Since 2005, OLSL has sponsored 17 week-long service trips to the Gulf Coast to help with rebuilding efforts in the wake of Hurricane Katrina. Cathy Hamilton is the Director of OLSL and has participated on several of the trips. In addition, one of our ELC faculty members, Dr. Reitzug, has also participated on 9 of these trips. Christine Nganga asked them to share some leadership lessons that have emerged as a result of these relief trips.

Q. How did these service trips get started?

Dr. Hamilton: Following the hurricane, we had been asked by the Chancellor’s office to help coordinate efforts by the many people who wanted to respond to the disaster. In addition to coordinated fundraising through activities and dinners, we determined that there would be much interest in a trip to the Gulf Coast region and invited staff, students and faculty to come together in our first of now 17 disaster relief trips.

Dr. Reitzug: I was watching the news coverage about Hurricane Katrina on TV and the internet and became increasingly outraged by the slow governmental response to the tragedy. I was very frustrated and wondered what I could do in response to the devastation in people’s lives. I decided to organize a UNCG trip for the next break period to help in whatever ways possible. Shortly afterwards I attended an OLSL Katrina meeting and discovered they were organizing a trip, so I signed up. My participation really had nothing to do initially with leadership—just with my moral outrage and my desire to respond as a human being.

Q. What have you learned about leadership from these trips?

Dr. Hamilton: Our office responded to the initial Katrina disaster at first as an organizing entity for coordinating UNCG service efforts. We didn’t immediately see the connection to powerful and unique opportunities for student leadership development. These trips are now almost entirely planned and led by students. As adults we are there merely to provide support to the students in their efforts and to help them maximize their leadership development. Our office has intentionally shifted in our programming and preparation for these trips to incorporate systematic and skill-building leadership development for the student trip leaders. Additionally, through the transformational experiences that occur on the trip, student leadership often emerges from unexpected sources.

Dr. Reitzug: Yes, I agree. As I think about the trips, everyone serves in a leadership capacity in some way. Often they don’t even realize that they are serving in a leadership capacity because their leadership occurs as part of the ordinary things that happen during a day. Students who have just “come along for the ride” become engaged in leadership acts, both large and small. The lesson from the trips is that all of us have the ability to be leaders.

Q. What else have you learned about leadership?

Dr. Reitzug: Yes, that have been thinking a lot about the “magic” of these trips—the incredible sense of community that develops among the trip participants in a very brief period of time. Interestingly, very few trip participants go on only one trip. They come back time after time to recapture that magic, with some students having been on half dozen or more trips. How and why does that sense of community develop when we so rarely feel that in our work organizations or other groups to which we belong? I think it has something to do with the “moral purpose” that underlies the trips—what some have called having a “purpose beyond one’s self.” On these trips, everyone is engaged in very demanding physical work, often in hot, humid weather and atrociously filthy conditions—4 years of post-Katina mold, cockroaches, rotting wood, etc. But no one EVER complains. I think it’s because everyone is working not for themselves, but in service to others. In doing so, we feed ourselves, us as well. It provides a deep sense of satisfaction that we often don’t get in our daily lives. Students and I have often expressed that we receive much more from these trips than we are able to give. I see a parallel in all of this to what I believe is happening in K-12 schools.
A dialogue of leadership connections cont.

**Dr. Reitzug:** I think that in many cases educators have lost their sense of moral purpose. It’s become much more about high test scores than about teaching kids to create a better society. As a result, educators don’t get the type of “feeding of their own souls” that we receive from these trips. People will work incredibly hard for a cause they believe in and that is greater than themselves. Students on these trips pay their own expenses. They pay for the privilege of working their behinds off in deplorable conditions. And they keep coming back to repeat the experience. What would need to happen in schools to create that type of commitment?

**Dr. Hamilton:** Yes, perhaps that is what is most exciting to watch is the way in which students jump on this newfound sense of efficacy, that what they do, the decisions that they make, all of it really makes a difference. Students rarely use the language of leadership, but might instead talk of “caring for the group.” As students grow in their understanding of their roles as leaders, we see a clear progression from “me” to “we.” Critical to their growth is moving beyond “ownership” of the trip as a student leader to creating community and shared leadership.

The trips have become opportunities for students to practice problem solving and to become more “authentic”—self aware in their relationships as either leaders or good followers, depending on the situation. Our assumption is that good leadership occurs in service to others. It is based on leadership for the common (public) good and is intended to effect positive change in society. We’ve also attempted to be much more intentional about the reflection component of the trips. We’ve seen increased effectiveness with our student trip leaders come with increased depth of reflection on what and why they are giving so much of their time and energy to these trips. It’s pretty amazing to see their commitment to the desire to create significant experiences for their peers.

**Q. What about the relationship between ELC and OLSL—what’s the current status and what are future plans?**

**Dr. Hamilton:** Both of us work in units within UNCG that have the word “leadership” in the title. This word itself carries a lot of baggage and assumptions made by many people. We both know much about leadership theory because of our discipline and our research. Each of us acts on that knowledge within our different units through our programming. When these trips began, service was the formal connection and leadership emerged. Rick’s leadership role with the trips has always remained intentionally informal; OLSL began to formalize the student leadership training and role. The leadership connections between the two departments have remained informal, although we have discussed what that might look like if we were to build structural connections. The idea of a Senior Scholar working with OLSL would allow us to share the expertise and interest of an academic discipline with our knowledge of student development and programming that allows for students to take the lead. Both of the departments work in schools, are interested in community engagement, have student development and the intersection of education and society as part of our mission.
SYNCHING UP WITH THE IKID CONT.

The goal was to encapsulate the framework of change as well as their perceptions of how teaching and learning were affected in their classrooms and building in order to better inform practitioners in the field contemplating a digital reform strategy. Six core components were identified by the teachers as necessary to successfully implement a one-to-one mobile computing initiative: Focused Committed Leadership, Community Involvement, High Quality On-going Professional Development, Curriculum and Instruction, Infrastructure and Software Tools, and Understanding the Change Process. The study found that broad leadership skills are required to implement such an extensive plan and that collaborative professional development with persistent commitment and vision are needed to overcome the teachers’ sense of urgency, yet fear of failure, when striving to transform instructional methodology.

There is a need for educators to eliminate the disconnect between real world 21st century living, and the current assembly-line Industrial Age high school learning environment. Her study seeks to find a seamless avenue in an attempt to narrow or close the disconnect that currently exists. What better way to begin this process than to study the impact of a 1:1 technological transformation with a group of teachers who create, develop, implement and assess what it takes to put 21st tools and pedagogy into the hands of our most precious resource, our students. This study has the potential to inform school leaders as they develop new practices, attitudes, and skills to effect change in the ways schools and districts implement curriculum and instruction.

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