

# Teacher Leadership: What do we know so far?

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# WHY TEACHER LEADERSHIP? AND WHY NOW?

- \* **CHANGES IN THE WORLD**
- \* **CHALLENGES FOR SCHOOLS**
- \* **TEACHER LEADERS CAN MAKE THE DIFFERENCE**



# GLOBALIZATION: CHALLENGES FOR SCHOOLS

- Teaching to learning
- Passive to active involvement
- Rote to teaching for understanding
- Solo artisans to members of a professional community
- Anecdotes to evidence
- Aligning policies with practices



# Learning in Practice

- Schon' s reflective practice
- Making the private public
- Making implicit-explicit
- Wenger' s “communities of practice”
- Learning as *social participation*
- Learning as discovering *meaning*
- Learning as *identity*



# Learning to Lead in a Network

## The Social Practices of the NWP

- Approaching each colleague as a potentially valuable contributor
- Honoring teacher knowledge.
- Creating public forums for teacher sharing, dialog, and critique.
- Turning ownership over to learners



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## Social Practices (Cont' d)

- Situating human learning in practice and relationships.
- Providing multiple entry points in the the learning community.
- Guiding reflection on teaching through reflection on learning.
- Sharing leadership.



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# Social Practices (Cont' d)

- Promoting a stance of inquiry.
- Reconceptualizing professional identity and linking it to professional community.



# Learning to Lead through Teacher Scholarship



Yvonne's website



Joan's website



Sarah's website





# Learning from Teacher Consultants: Vignettes on Leadership

- Learning Leadership: Acquiring an identity
- Learning to handle conflict: Making it productive
- Learning to develop collaboration and community
- Learning from practice: Reflecting on old and new knowledge.



# Learning from Mentors as Teacher Leaders

- Building a new identity
- Developing trusting relationships
- Accelerating teacher development
- Mentoring in challenging contexts
- Learning leadership skills



# Learning from the Teacher Learning and Leadership Program (TLLP)

- Promoting trust and cooperation between government and unions
- Teachers teaching teachers
- Growing teacher leaders
- Building community rather than compliance
- Joining practice, research and enabling policy



## TLLP STUDY RESULTS

- Teacher led, self directed unique & vital.
- Knowledge exchange clearly advanced as 85% worked with another person or team.
- Huge benefits in teacher learning, leadership, spreading practices, small budgets.
- Teachers felt professionally valued.



# Teachers who lead:

- Become inquirers into their own practice
- Provide leadership through their example of becoming lifelong learners
- Take risks by expanding their own comfort zones.
- Inspire their peers through a continual struggle to improve their practice.



# Teachers who lead (Cont' d)

- Work hard expanding their own knowledge base.
- Organize novice and veteran teachers into communities of support
- Care about the content and character of colleagueship as well as the content of the curriculum
- Understand that learning the culture is a critical part of leadership





# Teachers who lead (Cont' d)

- Go public with their understandings of students; strategies for student learning and the organization of curriculum.
- Pursue working with their peers despite sometimes negative responses.
- Lead in different ways - both formally and informally





# TEACHER LEADERSHIP IS:

- A way of organizing learning.
- A way of understanding the connections between knowledge and practice.
- A way of combining the explicit and tacit ways of knowing.
- A way of learning the skills, abilities and capacities for developing and nurturing community among peers.
- A way of negotiating the tensions between privacy and a new view of community.

