Developing Teacher Leadership: What Teacher Leaders Can Do

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The situation today

- More calls for teacher leadership

- Strong arguments for why we should have teacher leadership

- Better articulation of the teacher leadership we want

- More teachers want leadership opportunities

- Little understanding of *HOW* to develop the teacher leadership

Why development?

- Presumption of goodness

- The myth of the natural

- Teacher leadership is work redesign with systemic implications

- Teacher leaders say it is important

- To get the teacher leadership we want

Overview of today's talk

- Lessons from research

- Seven ways that teacher leaders might promote teacher leadership development

- Implications for the development and support of teacher leaders in this work

Literatures

- Research on teacher leadership

- Theory and research on work redesign

- Theory and research on leadership development

Lessons from the literatures

- Leadership development is a systemic, dynamic, and social process

- Get the vision right

- Context matters

- Leadership development of, by, and for the organization

- Leadership development is learning and individual and social-organizational change

- Leader and leadership development are not the same

Guiding questions

- The "vision" question

- The "target" question

- The "outcomes" question

- The "means" question

- The "antecedents and moderators" question

7 ways to promote teacher leadership development

1. Partner with principals

2. Shape and advocate a vision for teacher leadership

3. Design teacher leadership work

4. Scout out and engage prospective teacher leaders

5. Design, plan, and lead development activities

6. Identify and engage resources

7. Cultivate contexts

1. Partner with principals

- Advocacy of teacher leadership

- Joint planning and decision making

- Joint learning and problem solving

- Guiding implementation, monitoring, adapting of leadership development activities

- Mutual support and accountability

2. Shape and advocate vision

- The teacher leader<u>ship</u> we want

- The teacher lead<u>er</u> we want

- Why we want what we want

The teacher leadership we want

- Starting point: A vision of schools for the future and the leadership work that needs to be done

- Key qualities of future teacher leadership
  - Adaptive
  - Inquiry and learning-oriented
  - Collaborative
  - Prospective, inventive, improvement-oriented
  - Strategic
  - "Entrepreneurial" and advocacy-oriented
  - Facilitative of others' learning and leadership

- Nature of followership

The teacher leader we want

"Intrapersonal" capabilities

- Domain-level knowledge and expertise on problems, opportunities, and contexts

- Cognitive and meta-cognitive skills (analysis, problem solving)

- Ability and motivation to learn

- Moral orientations and ethical reasoning

- Self-awareness, self-understanding and self-regulation

- Emotional maturity

- Leader and leadership identity

The teacher leader we want (con'd)

"Interpersonal" capabilities

- Communication skills

- Credibility and trustworthiness

- Ability to build and maintain working relationships

- Ability to develop and manage collaborative processes

- Ability to encourage participation, build follower commitment

- Ability to field and develop ideas among others

- Ability to manage politics, stress and conflict

- Ability to develop learning and leadership among others

3. Design teacher leadership work

- Purposes and functions

- Structural elements

- Motivational elements

4. Scout out and engage prospective leaders

Capacities conducive to leadership development

- ◻ Potential for leadership work envisioned in context

- ◻ Readiness and ability to benefit from development activities

- ◻ Initial cognitive and psychological capabilities

- ◻ Social-relational skills and dispositions

5. Design, plan, and lead development activities

- Webs of mutually-reinforcing activities and experiences

- Equifinality

- Foundations: Adult learning and change, adult and career development, organization change

- Training vs. development

- External vs. job-embedded activities

Key qualities

- Challenge and stretch

- Instructive

- Opportunities for practice

- Assessment and feedback

- Relevant technical and social support

- Authenticity to the leadership work to be done

Some examples

- Classes and training programs

- 360-degree feedback

- Executive coaching and mentoring

- Networking

- "Stretch" job assignments

- Team development

- Action learning (action research)

- Development assessment centers

- On-boarding (strategic combinations of learning and socialization activities)

6. Identify and engage resources

- Ideas and practices

- Theory and research

- Intellectual guides and critical friends

- Fiscal and material resources

- Social and political capital

7. Cultivate contexts

- Mission, vision, core values of school

- Structures and processes

- Reward and accountability systems

- Social relationships

- Climate and culture

- Organizational politics

- System of leadership and followership

- External contexts—community, district, state, professional

Engaging the work

- Development of teacher leaders for leadership development

- Internal support

- External support

What NNSTOY might do

A seedbed of support

- Catalyst

- Intellectual guide

- Conduit to research and examples of practice

- Sponsor of development activities

- Create networks and bridges
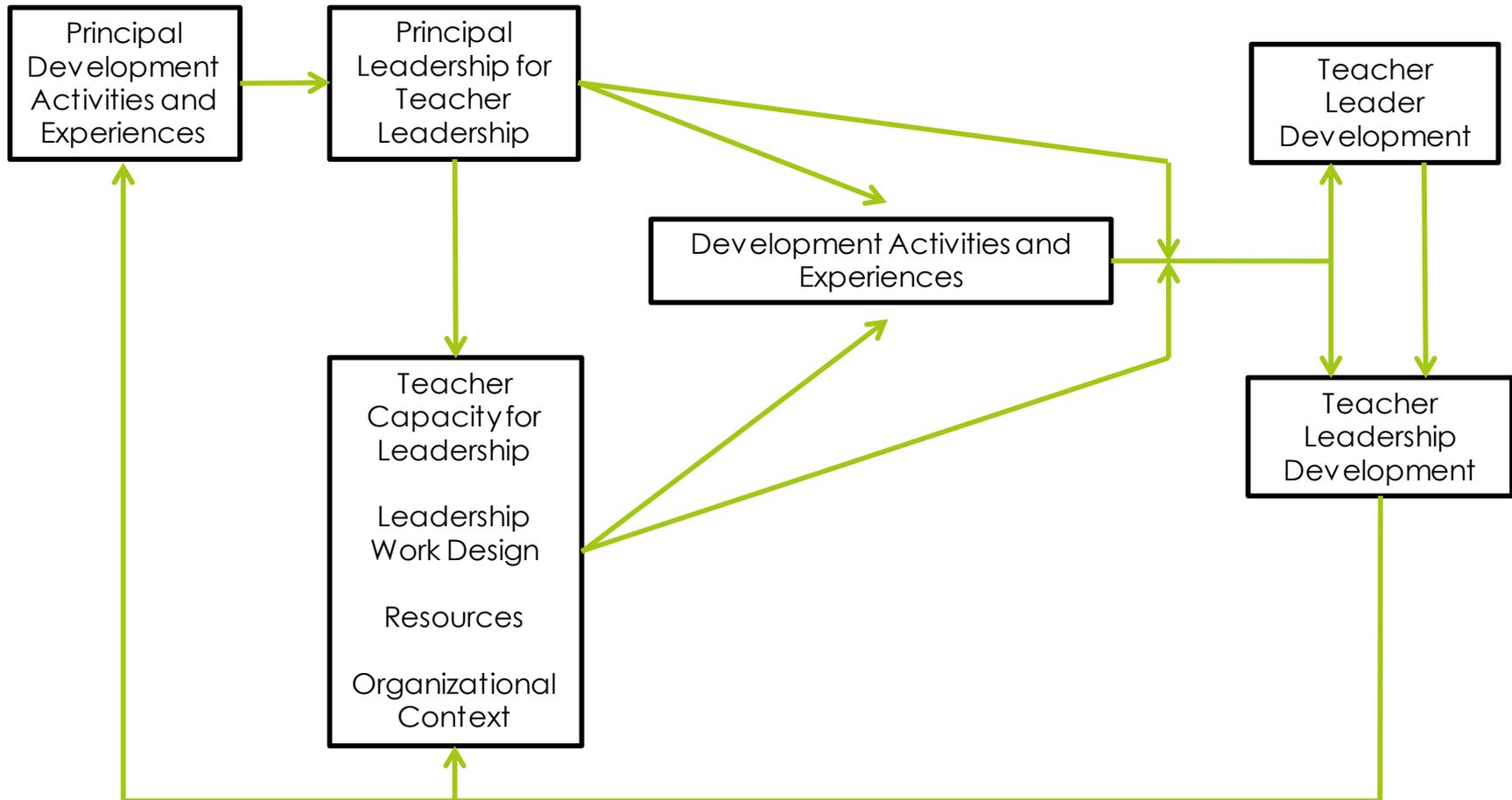
- Convene

- Be a political lubricant

In closing…

- ❑ Comments and discussion

- ❑ Questions and answers

- ❑ Benedictions and farewells

- ❑ FOLLOW-UP: Mark Smylie, smylie@uic.edu
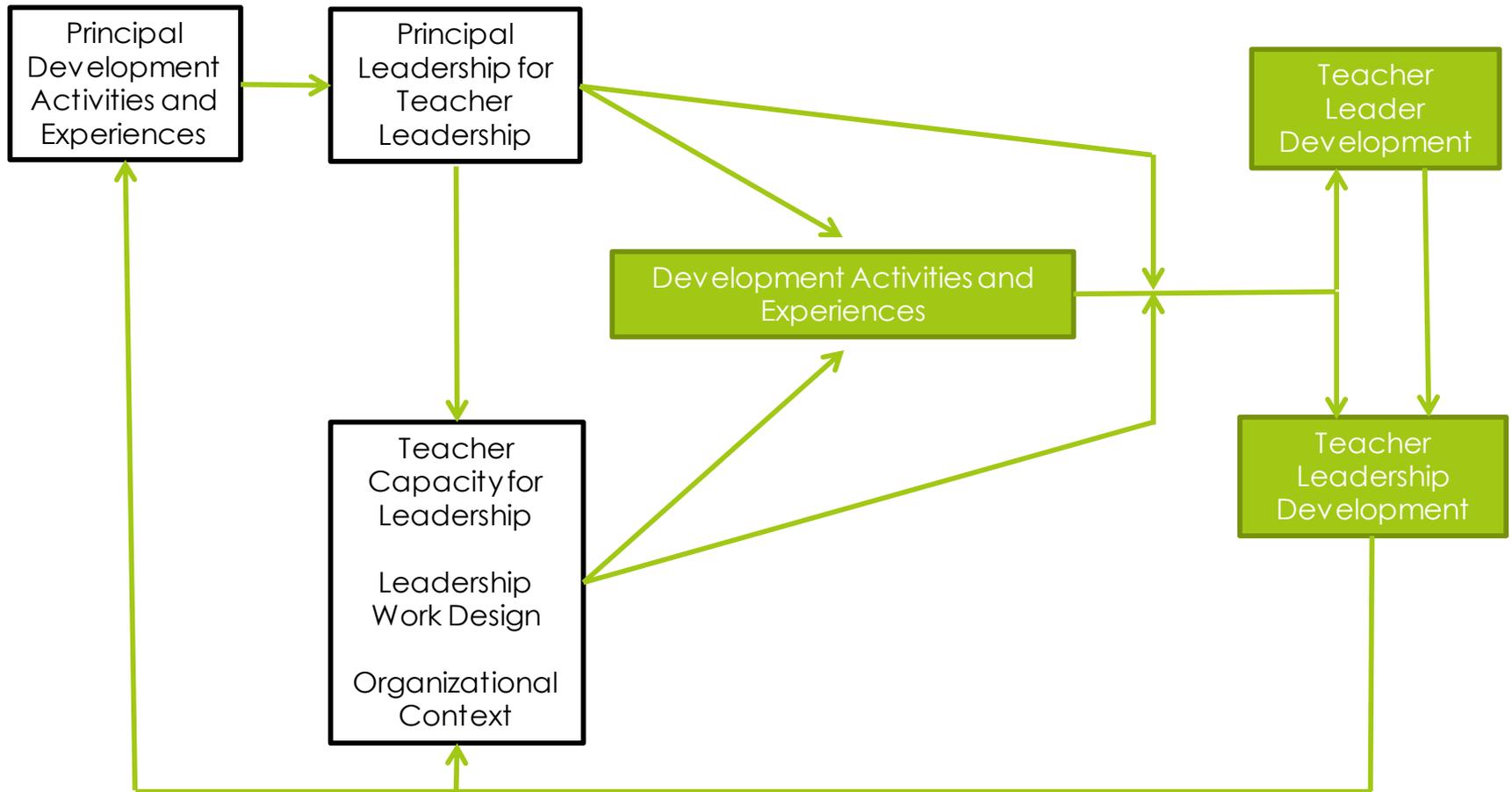
Lessons from the literatures (con'd)

"Leader" development vs. "leadership" development

- ◻ The intrapersonal and the interpersonal

- ◻ Change in leader competency does not mean change in social practice of leadership
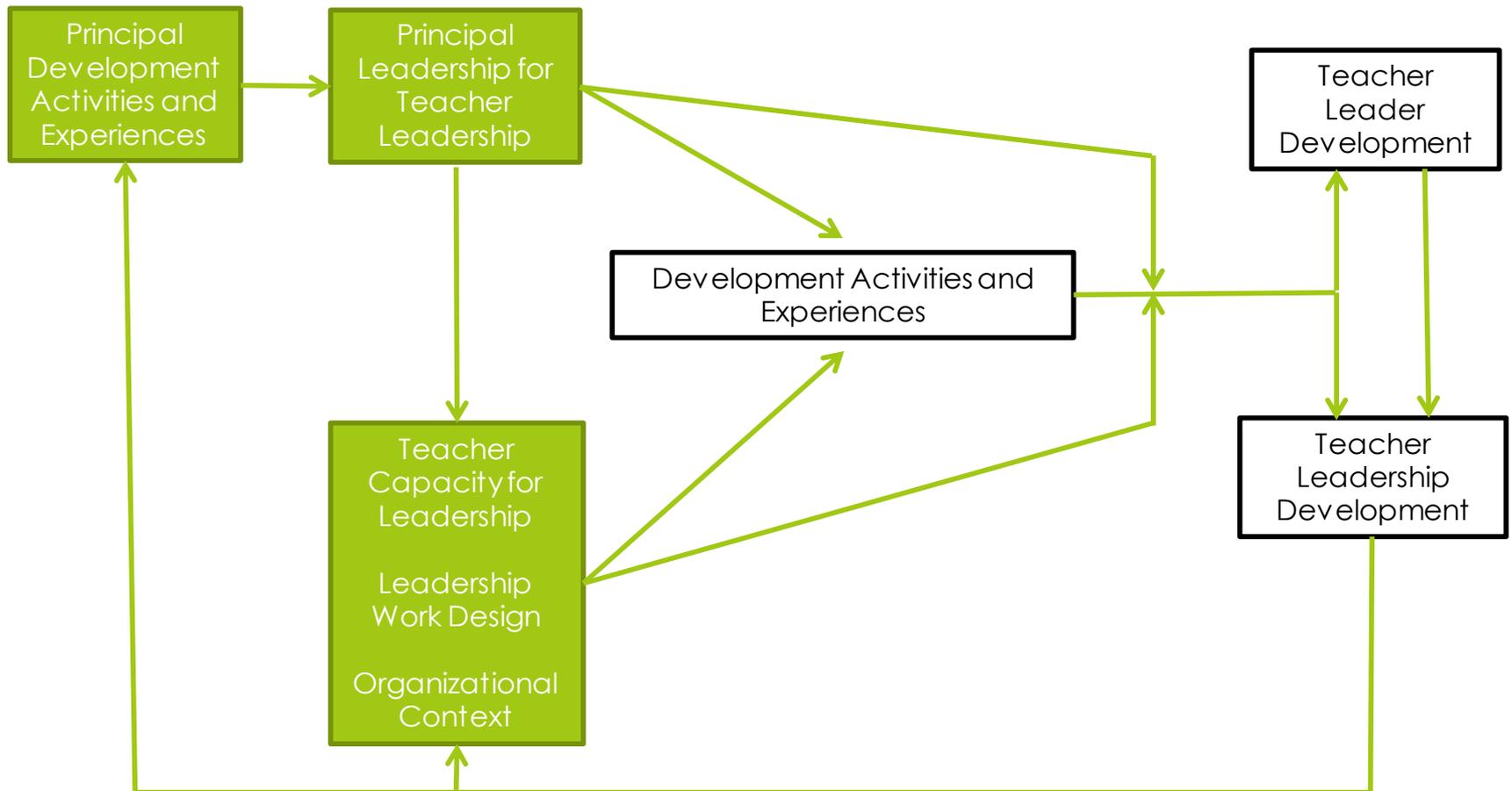
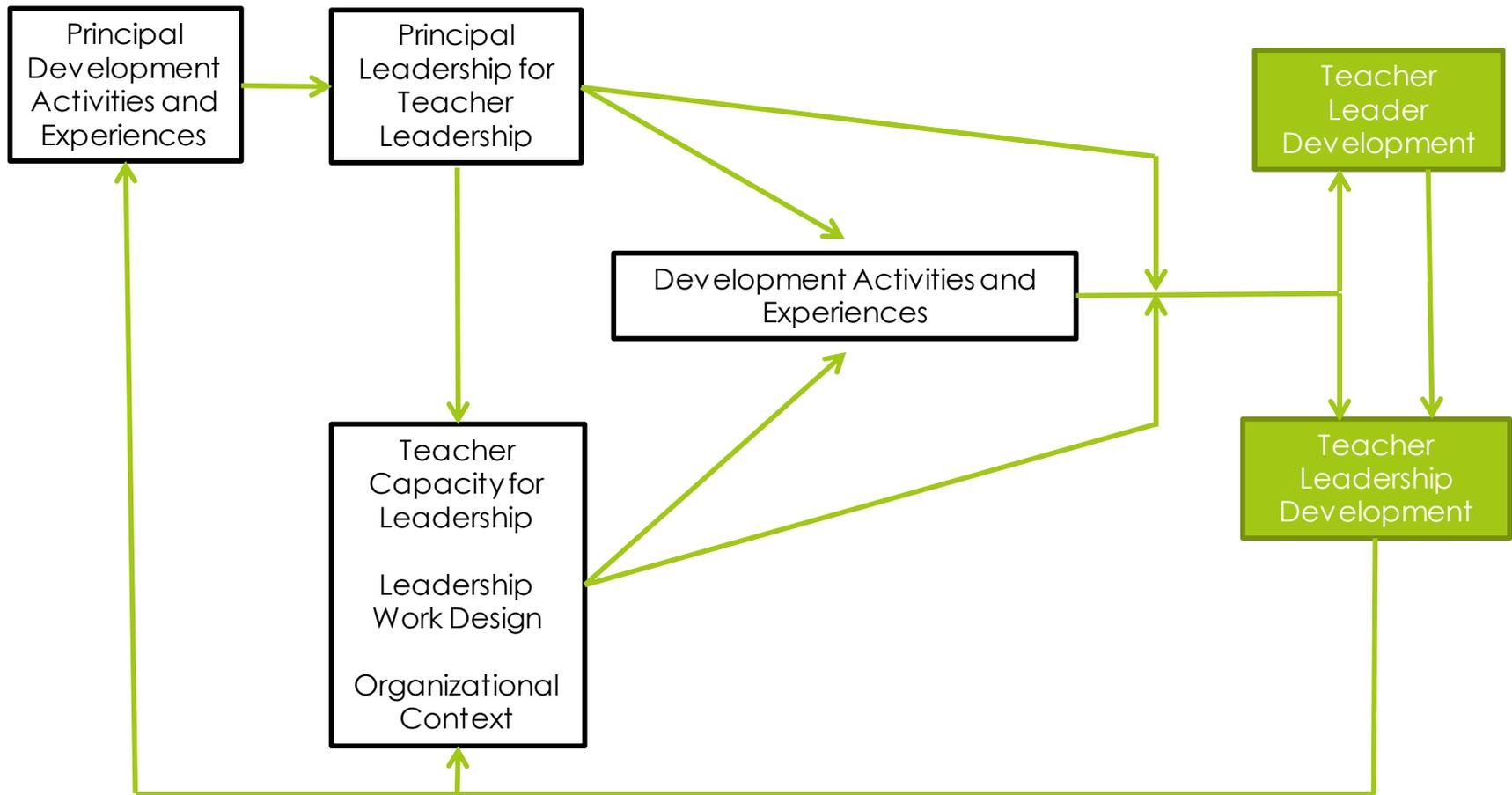- ◻ Both are necessary

A model of teacher leadership development

Core elements

Principal Development Activities and Experiences	Principal Leadership for Teacher Leadership		Teacher Leader Development

Development Activities and Experiences

Teacher Capacity for Leadership

Leadership Work Design

Organizational Context
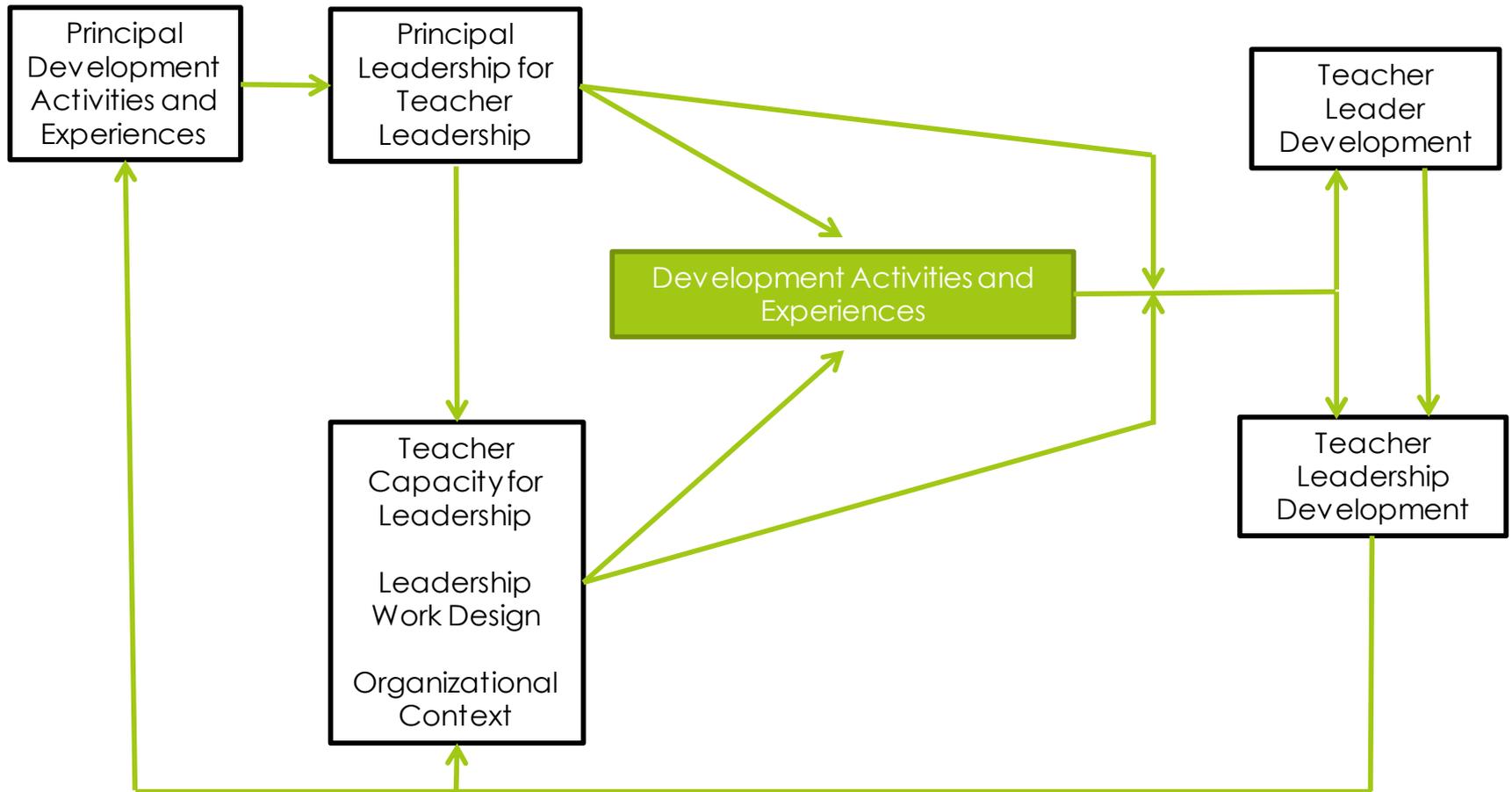
Teacher Leadership Development

Antecedents and moderators

The development we want

Activities and experiences

Activities and experiences

- Mutually reinforcing webs
  - Focused on teacher leader and leadership desired
  - Aligned with local persons, contexts, and situations (i.e., initial capacity, work design, organizational context)
  - External and job-embedded
  - Individual and collective
  - Equifinality

- Consistent with understanding of adult learning, change

- Cognizant of adult and career development

Training vs. development

- Traditional training
    - Reactive: focus on current "known" and "closed" problems
    - Provides individuals with "proven" solutions
    - Builds particular competencies to implement those solutions

- Development
    - Proactive: focus on future "unknown" and "open" problems
    - Builds orientations and capabilities to identify and understand new problems and opportunities, envision efficaciouis strategies, create, improvise, transform

- Need both—challenge is to link them effectively

Key qualities

- Challenge and stretch

- Instructive

- Opportunities for practice

- Assessment and feedback

- Relevant support

- Authenticity to the leadership work to be done

Examples

- Classes, training programs

- 360-degree feedback

- Executive coaching and mentoring

- Networking

- "Stretch" job assignments, new responsibilities

- Team development

- Action learning (akin to action research)

- Development assessment centers

- On-boarding (strategic combinations)

Capacity, design, and context
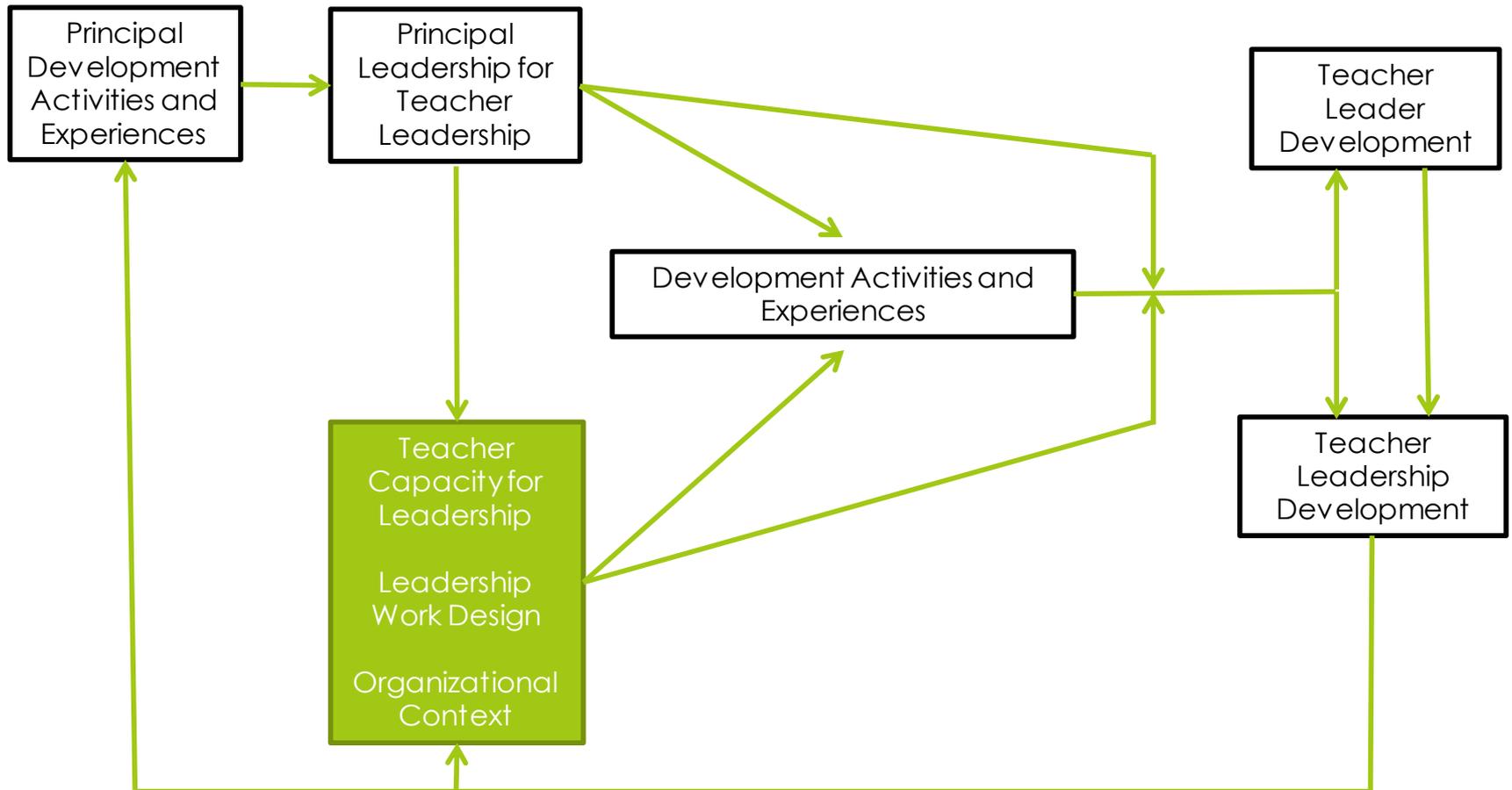
Initial teacher capacity

- Potential for leadership work envisioned in context

- Developmental readiness and ability to benefit from development activities

- Initial cognitive and psychological capabilities, orientations and dispositions
  - Substantive knowledge and expertise
  - Cognitive and metacognitive skills
  - Learning goal orientation
  - Self-awareness and self-regulation
  - Self-efficacy
  - Leadership identity

- Social-relational skills and dispositions

Leadership work design

- Purposes and functions

- Structural elements
  - Role (single, multiple-hybrid)
  - Tasks and responsibilities
  - Relationships to leaders' other tasks and responsibilities
  - Relationships to others' tasks and responsibilities
  - Complexity and load
  - Level of job specification and flexibility
  - Authority and autonomy

- Motivational elements
  - Meaningfulness
  - Task variety
  - Feedback

Organizational context

- Organizational mission, vision, and core values

- Work structures and processes

- Reward and accountability systems

- Social relationships and followership

- Climate and culture

- Organizational politics

- Resources (general and for leadership development)

- External environments—community, district and state

Principal leadership
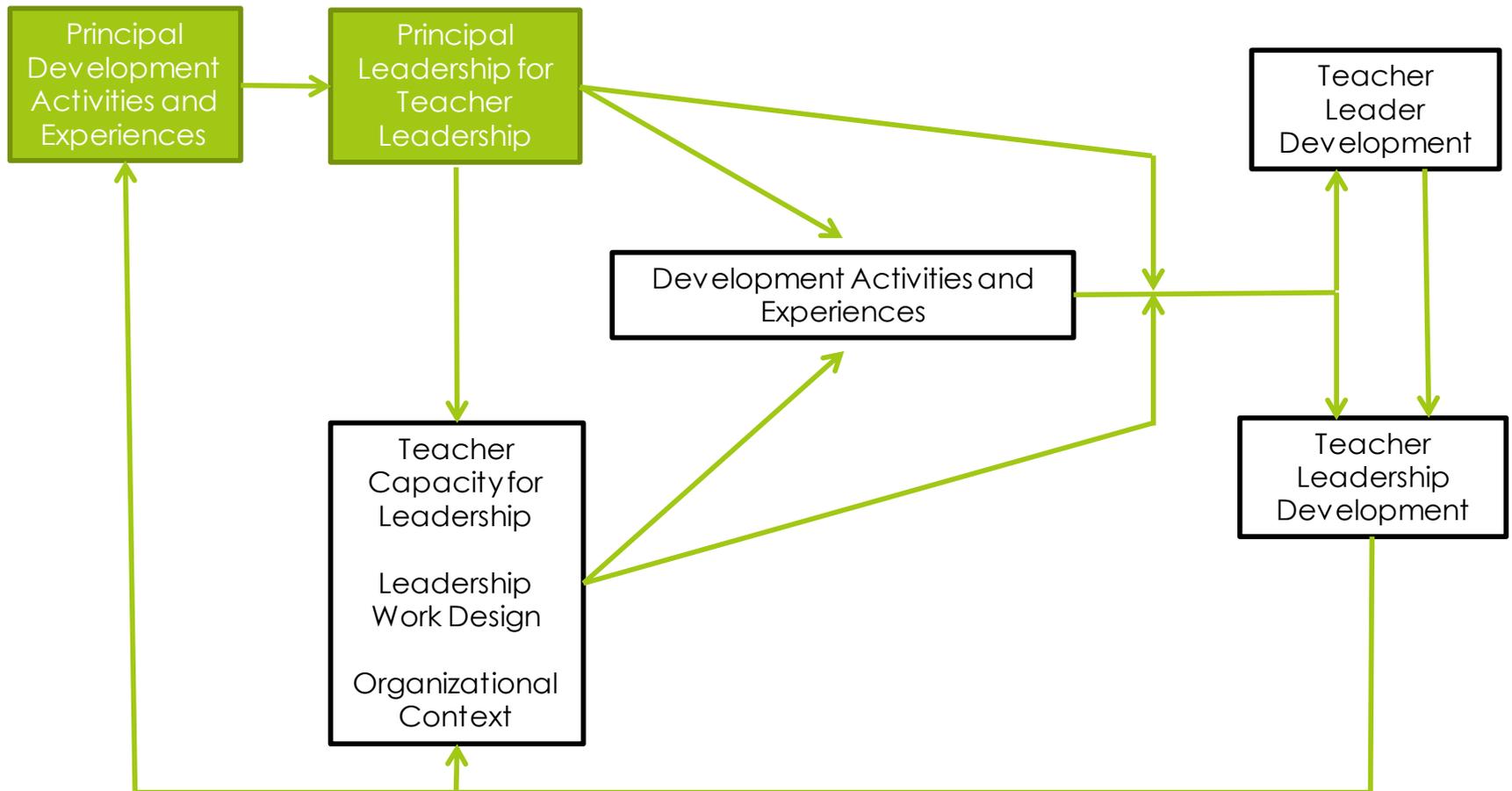
Principal leadership

Types of principal influence on teacher leadership development

- Catalyst, support, constraint

- Identification and selection of prospective teacher leaders

- Design of work

- Development of school organizational context

- Create, lead, manage teacher leadership development activities and experiences

- Direct source of learning and support for teacher leaders

Principal development

- Teacher leadership redefines administrative leadership and recalibrates working and authority relationships

- Teacher leadership requires principal development for
  - Redefined work and relationships
  - Supporting development of teacher leaders and leadership
  - Supporting practice of teacher leadership
  - Fostering a new system of school organizational leadership

- Lessons for development of teacher leaders and leadership apply to principals and principal leadership

General implications

- Think systems

- Get the vision of teacher leadership right

- Focus on teacher leadership not just on the teacher leader

- Leadership is required for teacher leadership development

- Investments of resources will be necessary

- Focus on core competencies and anchor on key qualities

- Get comfortable with "equifinality"

- Primary responsibility resides with schools and school districts

- Others will need to help

What teacher leaders can do

- Work with principals and other administrative leaders

- Design teacher leadership work

- Scout and engage prospective teacher leaders

- Cultivate organizational soil

- Develop followership

- Secure intellectual and material resources

- Plan and lead activities and experiences

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Insights from research (con'd)

- Leadership development as adult learning and change
  - Readiness, ability and motivation to learn
  - Nature and quality of learning experiences
  - Context of learning and change

- Adult development and career development
  - Life stage
  - Career stage in interaction with life stage

What state education agencies and higher education can do

- Articulate aims, directions and expectations

- Provide support to schools and districts

- Exert press and promote accountability

- Promote policy coherence

Caveats

- Focus on teacher leadership for school improvement

- Important but not considered today
  - How teacher leadership work is established and designed
  - How teachers are identified and engaged in leadership
  - The hos of planning, implementing, monitoring, evaluating, continuously improving development efforts and outcomes

What school districts can do