

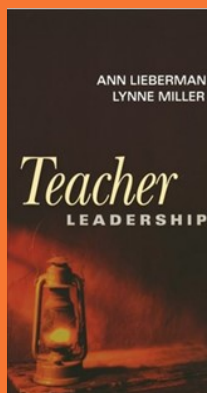
TEACHER LEADERSHIP

BY ANN LIEBERMAND & LYNNE MILLER

An Executive Book Summary by Kristin Harding

In this EBS:

- Aim of Teacher Leadership
- Summary
- About the Authors
- Main Chapter Points
- Chapter One
- Chapter Two
- Chapter Three
- Chapter Four
- Application to Theory and Practice
- Thought Provoking Questions
- Memorable Quotes
- Critical Summary
- References



Aim of Teacher Leadership

The authors' aim in producing this book was to:

- ⇒ “Set the context for the emergence of teacher leadership as an important way to deal with the impact of worldwide changes in schools.” (Lieberman & Miller, 2004, p.89);
- ⇒ Provide an outline of what teacher leadership is;
- ⇒ What benefits it can provide to the teaching community;
- ⇒ Outline some current programs enhancing teacher leadership; and
- ⇒ Showcase some profiles to provide clear examples of what teacher leader look like in the current teaching environment.

SUMMARY

“Teacher Leadership” outlines why teacher leadership is important, and what current teachers can do to enhance their roles in their communities.

The first chapter outlines 5 main points that go into why teacher leaders have become more prevalent in the school system and how they can affect their schools in positive ways.

The second chapter goes into detail about the different research that has been done to show how effective teacher leaders can be in schools.

The third chapter outlines how teacher leaders can expand the good they can do from the school level to the community level.

The fourth chapter goes into detail outlining the experiences that 4 different teacher leaders have had in their roles as teacher leaders in their lives.

Finally, the authors spoke about how teacher leadership helps make our schools good for everyone and provided examples of what it looks like when teachers lead.

ABOUT THE AUTHORS

Ann Lieberman

Ann Lieberman is emeritus professor at Teachers College, Columbia University, and a senior scholar at the Carnegie Foundation for the Advancement of Teaching. She is widely known for her work in the areas of teacher leadership and development, networks, and school improvement.

Her recent books include *Teachers Transforming Their World and Their Work* (with Lynne Miller) and *Inside the National Writing Project: Connecting Network Learning and Classroom Teaching* (with Diane Wood). Her many books and articles have helped to bring research to the field and also helped to popularize the perspective that learning in the field is another way of building knowledge about teaching and learning.

Ann's unique contribution is that she is able to go between school and university, embracing the dualities of education: theory and practice; process and content; intellectual and social-emotional learning; and policy and practice.



Lynne Miller

Lynne Miller is professor of educational leadership and co-executive director of the Southern Maine Partnership at the University of Southern Maine. Before moving to Maine, Lynne worked in Philadelphia as a high school English teacher and teacher-director of a public alternative school, in Boston as liaison to desegregation programs at Boston English High School, and in South Bend, Indiana, as both a high school assistant principal and associate super intendent for curriculum. An originating member of the National Commission on Teaching and America's Future, she continues to be involved in shaping teaching policy on the state and national levels. She has authored or coauthored numerous articles on teacher development, school reform, leadership, and teacher-constructed assessment and has collaborated with Ann Lieberman in writing or editing five books, the most recent of which is *Caught in the Action: What Matters in Professional Development*. Lynne views herself as "walking the fault line" between theory and practice. She is currently engaged in a large-scale high school transformation project in Maine and has particular responsibility for helping to develop pathways for underrepresented students who wish to attend college.



Source: "Teacher Leadership", 2004, p. xiv-xv

MAIN CHAPTER POINTS

Chapter 1

Why Teacher Leadership, and Why Now?

- ◆ Changes in the World
- ◆ The Challenge for Schools
- ◆ Why Teacher Leadership
- ◆ Transforming the Social Realities in Teaching
- ◆ How Teacher Leaders Can Make a Difference

Chapter 2

What Research Says About Teacher Leadership

- ◆ Individual Teacher Leader Roles and Organizational Realities
- ◆ Learning in Practice
- ◆ Teacher Leadership and Reshaping School Culture

Chapter 3

Learning To Lead in Communities of Practice

- ◆ The National Writing Project
- ◆ Leadership for Tomorrows Schools

Chapter 4

Portraits of Teacher Leaders in Practice

- ◆ Leading in California
 - ◆ Yvonne
 - ◆ Sarah
- ◆ Leading in Maine
 - ◆ Gerry
 - ◆ David

CHAPTER ONE

WHY TEACHER LEADERSHIP, AND WHY NOW?

Changes in the World

There are many challenges that are changing the way that schools operate. To keep the education relevant, the schools need to adapt to the changing circumstances that exist in the global workforce. As technology becomes more prevalent in the workforce, schools need to adapt their styles of teaching to incorporate technology. As online learning becomes more established schools must keep up. As the responsibility of Government has decreased in scope and influence, public schools must figure out how to serve the public. Over time, there will be an increase in different cultures and backgrounds and the need for more teachers.

“Dramatic shifts in the economy, government and public life, and demographics require cosmopolitan responses on the part of educators if public schools are to survive and endure.” (p. 2)

“In order to educate the workforce and citizenry of the future, they have to keep pace with marketplace demands as well as with technology and its effects on the way people communicate.” (p. 3)

“Schools will enroll proportionally more students who live in poverty, who come from diverse countries and ethnic groups, who represent different language and cultural backgrounds, and who enter with unequal social capital.” (p. 5)

The Challenge for Schools

Diverse challenges make things difficult on schools as they need to meet the changing economic needs, reduced government role in solving local problems, and shifting demographics of the learners in the schools. There are two conflicting policies that have been developed to respond to these changing times. Schools are held accountable to have their learners meet externally set standards of achievement and a policy stance that encourages teachers to draw upon their personal skills and knowledge to ensure learners meet their curriculum goals.

“The major challenge for schools is this: ensuring that all students attain the skills, knowledge, and disposition they will need to be successful in the world that awaits them.” (p. 6)

Why Teacher Leadership

The authors posed a set of propositions in 1992 and 1999 where they noted several alarming trends with teachers. The trends were:

- * Teacher isolation was the norm, teachers rarely shared techniques with colleagues.
- * The responsibility for feedback was on students, leaving no space for public discussion about teaching.
- * Competing policy directives would make teachers create personal goals for the learners.
- * Controlling student behavior was an acceptable proxy for student learning.
- * Teaching had no space for professional growth.
- * Teaching was viewed as a set of skills, behaviors, and techniques for the teacher to hone.

“We believed then, as we do now, that these realities keep schools from embracing the policies, beliefs, and practices that are necessary to meet the challenges of an ever-changing world.” (p.10)

Transforming the Social Realities of Teaching

From individualism to professional community: Teachers need to view their workplace as more than just their own classroom to encourage collaboration.

From teaching at the center to learning at the center: By working together with other teachers and focusing on encouraging learning, teachers can pick up techniques to help reach more students.

From technical and managed work to inquiry and leadership: Teachers can shake off the mantle of being a managed worker and focus more on being leaders with a focus on inquiry into learning and teaching.

“They come to view themselves and are viewed by others as intellectuals engaged in inquiry about teaching and learning.” (p. 11)

How Teacher Leaders Can Make a Difference

In order to make a difference, we need to advocate for new forms of accountability and assessment; we need Innovators in the reconstruction of norms of achievement and expectations for students; and we need stewards for an invigorated profession.

“...accountability schemes must involve teachers committed to taking responsibility for their own and their students’ continual learning.” (p. 12)

“Teacher leaders can work to support the profession and redefine it as an intellectual and collaborative enterprise.” (p. 13)

CHAPTER TWO

WHAT RESEARCH SAYS ABOUT TEACHER LEADERSHIP

Individual Teacher Leader Roles and Organizational Realities

In this section the authors focus on the varied roles that Teacher Leaders can take, the difficulties that Teacher Leaders can face trying to accomplish changes in their schools (often of a bureaucratic or hierarchal nature), and the difficulties in balancing the leadership roles with their classroom roles.

“...skills included building trust and rapport, making an organizational diagnosis, using resources, managing the work, and building skill and confidence in others.” (p.16)

Learning in Practice

In this section the authors focus on how teachers adapt to their new roles as teacher leaders, and how they learn what their new roles are.

“The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought.” (p. 21).

Reflective practice is something that Teacher Leaders do. Reflective practice is where people develop their own theories and practices based off of their own work experiences.

Teacher Leadership and Reshaping School Culture

This section focuses on Teacher Leadership roles, the changing conditions for teaching and learning, and the development of a new view for the Teaching profession.

“The shifting conception of teacher leadership is represented in research that documents three promising new roles: teacher as researcher, teacher as scholar, and teacher as mentor.” (p. 29)

CHAPTER THREE

LEARNING TO LEAD IN COMMUNITIES OF PRACTICE

This chapter focuses on two communities that develop teacher leadership. “The first is the National Writing Project, a thirty-year-old national network that develops teachers of writing who are also teachers of teachers and school leaders. The second is Leadership for Tomorrow’s Schools, a regional collaborative that grows teacher leaders for its schools and districts.” (p. 33)

The National Writing Project

In the National Writing Project (NWP) teacher consultants learn to lead literacy efforts in their classrooms and in the school. When teachers begin with the NWP they attend a five week meeting called “The Summer Invitational”. On the first day, the director introduces the concepts of authorship and audience. From the second day forward the leader will share a log they kept from the previous day’s activities, and then moving forward each teacher will take turns serving as the official logger of the day’s events. By the end of the Summer Invitational the fellows have “have deepened their ability to communicate in writing, to talk about learning and teaching, and to invest in ideas and unpack theories. These are skills that not only promote better writing and writing instruction but also are foundational to becoming effective teacher leaders.” (pp. 37) When teachers graduate from the summer institute they become “teacher consultants”. The teacher consultants then have many opportunities for leadership such as directing in-services in districts and schools, engaging in activities at a national level such as grant applications (the NWP may call on teacher consultants from across sites to collaboratively craft grant proposals), and the teacher consultants will play a substantial role in future summer institutes to model good teaching and good leading in literacy development.

The NWP is successful because of several of its social practices, notably:

- *Approaching each colleague as a potentially valuable contributor.
- *Honoring teacher knowledge.
- *Creating public forums for teacher sharing dialogue, and critique.
- *Turning ownership of learning over to learners.
- *Situating human learning in practice and relationships.
- *Providing multiple entry points into the learning community.
- *Guiding reflection on teaching through reflection on learning.
- *Sharing leadership.
- *Promoting a stance of inquiry
- *Reconceptualizing professional identity and linking it to professional community.

Leadership for Tomorrow’s Schools

Leadership for Tomorrow’s Schools (LTS) is another organization that shows how teachers learn and practice new roles through organized communities. The LTS “involves participants in two communities simultaneously: a two-year cohort group that crosses district and school boundaries and an ongoing leadership community that is located within the sending district. This second community is where participants practice and perform their leadership work.” (pp. 43). The LTS believes that in order to build new leadership, both groups need to draw from their individual strengths, acknowledge their weaknesses, and work together to complement each other.

In the LTS model participants in the first year focus on “How do we know when effective teaching and learning occur”. The second year of LTS focuses on the question “What kind of leadership is necessary to create and sustain an organizational culture and enabling structures that promote learning?”

There are six main social practices that form the foundation for learning in LTS:

- * Having legitimate access to a community of school leaders.
- * Engaging in the practice of leadership, first in peripheral ways and ultimately as full participants.
- * Performing the practice of leadership.
- * Fostering identity as leaders and the motivation to lead.
- * Helping district leadership to change.
- * Participating in the reproduction of the community of school leaders.

CHAPTER FOUR

PORTRAITS OF TEACHER LEADERS IN PRACTICE

Profiles of Teacher Leaders

Yvonne Divans Hutchinson

- ◆ Active member of the NWP since 1978.
- ◆ Part of a literacy group of teachers and coordinates literacy development.
- ◆ Resource teacher in her district.
- ◆ Curriculum coordinator.
- ◆ Literacy Coach.
- ◆ Co-chair of the English Department.
- ◆ Recently served as a National Board of Professional Teaching Standards scholar.
- ◆ Instructor at the University of California.
- ◆ Currently teaches English at King/Drew Magnet School for Medicine and Science.
- ◆ Influenced mainly by Martin Luther King and Alice Walker.
- ◆ Has a website called "A Friend of Their Minds: Capitalizing on the Oral Tradition of My African American Students" where she reflects on her beliefs in humanity and her love of literature.

"In all of these roles, Yvonne holds fast to a set of principles she learned as a young woman growing up in the segregated South in the 1940's" (p. 56)

"Yvonne's leadership is tightly coupled with her commitment to her students' learning, participation, and overall development." (pp. 59)

"In all of her Leadership work, Yvonne shows rather than tells, respects rather than prescribes, and engages in authentic conversation rather than lectures." (p. 63)

Sarah Capitelli

- ◆ In her 5th year of teaching at Melrose Elementary School.
- ◆ Her leadership emerged from her concern for the ELL's that she taught and from her interest in teacher research.
- ◆ Sarah is a Carnegie Scholar.
- ◆ Sarah successfully made a case for dismantling the practice of ability grouping of classes by language learning and replaced it with merged level classes. She did this by compiling research and convincing her coworkers to try it over a 1 year pilot. After the year her studies showed the students grouped together performed better than the students separated by language ability.

"Sarah's leadership beliefs were shaped by an inquiry process that she initially learned in her master's classes in college. She had the opportunity to extend her research into her school and then to refine it during her tenure as a Carnegie scholar." (p.67)

- ◆ Sarah likes to use video in her classes to help her refine her skills and enhance the techniques to help her students read, speak, and write in English.
- ◆ Sarah also has her own website "<http://kml.carnegiefoundation.org/gallery/scapitelli/index.html>". She uses to demonstrate problems, questions of pedagogy, and strategies to other teachers.

"Leading for Sarah is informal, collegial, and focused on inquiry. She clearly demonstrates to others what inquiry can yield when teachers make it a part of their teaching, personal growth, and continual professional learning." (p. 70)

Profiles of Teacher Leaders Continued

Gerry Crocker

- ◆ Teaching and leading in Maine for 20 years.
- ◆ She has been a high school science teacher, school librarian and media specialist, curriculum and assessment coordinator, a lead teacher in dismantling ability grouping at one high school, founding faculty member of another school.
- ◆ Created the information literacy center at one of her schools to help teachers include literacy and computer literacy in their skill sets.
- ◆ Teacher educator and content lead in the Maine Learning Technology Initiative.
- ◆ Coach to 4 schools in the Great Maine Schools Project.

“For Gerry, heterogeneity in classrooms, the absence of tracking and ability grouping, is the hallmark of a respectful high school.” (p. 73)

- ◆ Gerry values collaboration, teaming, honesty, and commitment to all students futures.
- ◆ When the state began to plan to implement a laptop initiative, the state went to Gerry for advice and leadership.

David Galin

- ◆ 15 years in public education.
- ◆ Primarily elementary and middle school, focusing on science and math.
- ◆ Facilitates certification by the National Board of Professional Teaching Standards.
- ◆ Works closely with school administrators to create and maintain conditions that support teacher leadership and student success.
- ◆ Was a coordinator of teaching and learning for Leadership for Tomorrows schools.

“...In charge of all curriculum and assessment development to bring the district in line with statutory requirements.” (p. 85)

“By inviting, mediating, and guiding teacher involvement, he has made difficult work easier to understand and manage.” (p. 86)

“Leaders have to be grounded in practice; you have to come back to it. It’s a lens you have to look through – staying current with realities of classroom teaching” (p.87)

“Leadership is about letting go of your authority and letting others in, letting them lead the work. That is the sticking point. That’s where you watch people fall out. But for teachers to grow, they have to be able to lead, and you have to not only let it happen, you have to encourage it and fight to maintain it – even when it is easier for you to do things yourself” (p. 88)

APPLICATION TO THEORY AND PRACTICE

In order to keep passion, commitment, and optimism to the teaching field we need to continue to increase the number of teachers who lead.

Lieberman and Miller (2004) state that Teachers who lead:

- ⇒ Develop strong commitments to their students through their life experiences and their own teaching.
- ⇒ Become inquirers into their own practice, helping them to become articulate about learning and teaching.
- ⇒ Provide leadership through their example of becoming lifelong learners themselves.
- ⇒ Take risks by expanding their own comfort zones and modeling experimentation.
- ⇒ Inspire their peers through their commitment to continual struggle to improve their practice.
- ⇒ Work hard at expanding their circle of friends and their own knowledge base.
- ⇒ Organize novice and veteran teachers into communities of support.
- ⇒ Care about the content and character of collegueship as well as the content of the subject matter
- ⇒ Learn to lead through collegueship and humility.
- ⇒ Create incentives for themselves and others to understand that learning to teach is a lifetime affair within a community of learners.
- ⇒ Understand that sensitivity to context and culture is a critical part of leadership.
- ⇒ Find a variety of opportunities to lead and keep learning.
- ⇒ Go public with their understandings about students, strategies for learning, and the organization of the curriculum.
- ⇒ Pursue improvement despite negative responses to change.

(pp. 90-91)

These 14 examples of how teachers can be leaders relate back to the different leadership approaches, as explained in Northouse's (2019) book *Leadership: Theory and Practice*. Schools with teachers who may have different leadership approaches may be what is needed to meet a schools needs. From the Trait Approach, to Path Goal Theory, Situational Approach and Servant Leadership, these types of leadership approaches connect with Lieberman and Millers examples of what Teacher Leaders do.

Some examples include:

- Pursue improvement despite negative responses to change = Adaptive Leadership
- Inspire their peers through their commitment to continual struggle to improve their practice = Servant Leadership
- Organize novice and veteran teachers into communities of support = Behaviour Approach

"...our study of teacher leadership imbues us with hope; it helps us envision a future in which teachers lead toward more democratic and enlightened schooling." (p. 92)

THOUGHT PROVOKING QUESTIONS

After reading this book, there are some questions that have come to mind.

1. Would this be a book that should be recommended to all teachers as they begin their teaching journey? Or are there specific teachers in certain roles that should read it?

2. What are some of the teacher leadership programs available in Canada? Are there any similar to “The National Writing Project” or “Leadership for Tomorrow’s Schools”?

3. What type of Leadership Style would the following teachers fit with:
 - a. Yvonne
 - b. Sarah
 - c. Gerry
 - d. David

4. Is teacher leadership something that should be discussed in a professional development meeting? Should teachers figure out what type of leader they are and/or what type of leader they want to be?

5. With the direction of teacher leadership, what changes do you see in the current school systems? What is working and what needs to change?

MEMORIBLE QUOTES

“The concept of learning in practice is now viewed as foundational to teacher leadership; it rests on the idea that learning is more social, collaborative, and context-dependent than was previously thought.” (p. 21)

“When teachers view their work as taking place both within and beyond their own classroom, they participate in an authentic professional community.” (p. 11)

“...ensuring that all students attain the skills, knowledge, and disposition they will need to be successful in the world that awaits them.” (p.6)

“Teacher leadership is one powerful way to make our schools work for everyone in them—the students and their teachers.” (p. 90)

CRITICAL SUMMARY

“Teacher Leadership” is an excellent resource for teachers who are looking to improve their own teaching portfolio of skills or to take on a bigger role in their schools or their community. It does a good job breaking down specific information into what Teacher Leadership is, why things are changing in the teaching profession, and some ideas as to what a teacher or school could do to improve and stay current with shifting times.

It goes into some detail regarding different challenges that can be faced as a teacher leader sets out, and also gives ideas on what to do to overcome some of those challenges.

While the 2 main organizations focused on (National Writing Project or NWP and Leadership for Tomorrows Schools or LTS) are excellent organizations, they are both located to either coast (NWP in California, LTS in Maine). The authors could have chosen at least one Nationally spread organization as a focal point so that teacher leaders reading this book would have access to a resource that’s applicable to them.

The same can be said for the 4 teacher leaders profiled in the last chapter of the book. While the 4 examples have diverse teacher leader roles in their communities and have very interesting dynamic approaches to teacher leadership, they are still 2 people from California, and 2 people from Maine.

Overall the book is very well done and is something every aspiring teacher leader should read. It is a quick read, but still gives a great amount of information that can be used to improve leadership.

REFERENCES

Ann Lieberman [Online Image]. Retrieved from <https://edpolicy.stanford.edu/node/173>

Lieberman, A., & Miller, L. (2004). *Teacher Leadership*. San Francisco, CA: Jossey-Bass.

Lynne Miller [Online Image]. Retrieved from <https://scholars.org/scholar/lynne-miller>

Northouse, P.G. (2019). *Leadership: Theory and Practice* (8th ed.). Thousand Oaks, CA: Sage