



CALGARY, CANADA

**Kappa Delta Pi – Mt Royal University Conference
18-20 July 2019**

**Meeting and presenting with international colleagues of the
International Study of Teacher Leadership (ISTL) project.**

What do the documents say they believe about these dimensions of teacher leadership?

ISTL 1 - Document analysis - Table 1

Education Programs	Accountability	Advocacy	Cultural Responsiveness	Collaboration	Openness to Change	Professionalism	Reflection
MRU B.Ed.	EDUC 2375: Effective Assessment This course is designed to assist students in developing an understanding of concepts and issues related to the differentiated assessment of learning. Participants will be required to develop competence in the construction of	EDUC 4201 <i>Integrating Ideas, Values and Praxis</i> : In this capstone course, participants will critically reflect upon significant issues and experiences gleaned from their education, general education, schooling and elective courses, field experiences and	EDUC 4351: <i>Indigenous Perspectives in Education</i> : This course is designed to prepare prospective teachers to engage with Indigenous perspectives, as well as ways of knowing and being. The course relates to the teaching and learning contexts.	One of three dept values: Community and Relationships We recognize that place and space are integral to building strong community relationships. We value connections with the community that foster	One of three dept values: Innovation and Engagement Recognizing that lifelong learning emerges from genuine student engagement, we value the creation of dynamic learning environments that address real world questions and	EDUC 1231: This course examines teaching and learning processes with reference to professional standards.	Professional Learning Plan: TCS contribute every semester to a PLP that requires reflection upon their own professional growth and goal-setting for future learning. Reflections are based upon TQS competencies; this is

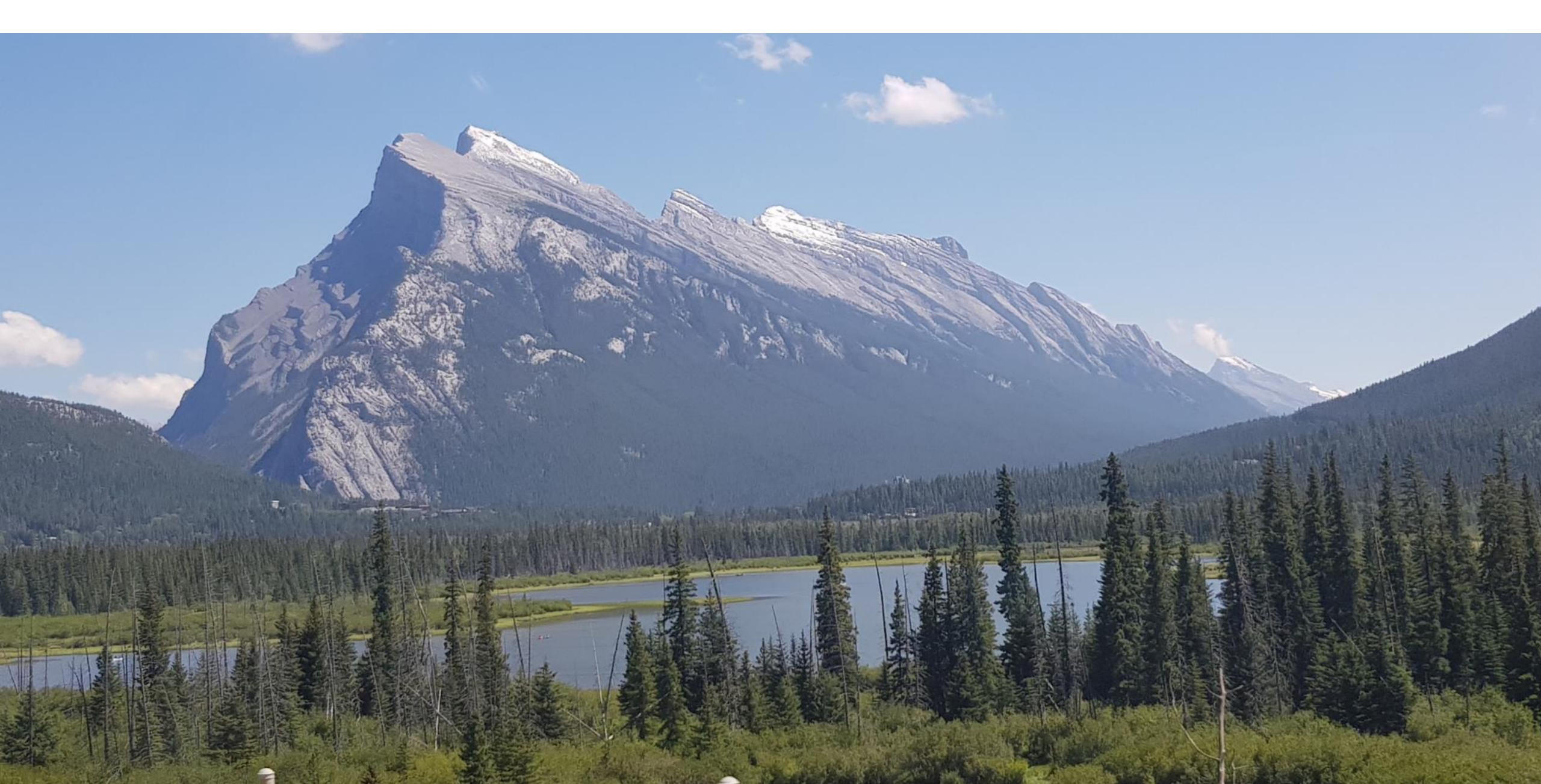






Host Professor Charlie Webber of Mt Royal University escorted research team members to appreciate the culture and environment of some of the highlights of Alberta.











MARRAKECH, MOROCCO

**International Congress for School Effectiveness and Improvement
(ICSEI)**

6-10 January 2020

**Meeting and presenting with international colleagues of the
International Study of Teacher Leadership (ISTL) project.**



UNDER THE HIGH PATRONAGE OF HIS MAJESTY KING MOHAMMED VI
Kingdom of Morocco

 **ICSEI**
International Congress for
School Effectiveness and Improvement


Ministry of National Education, Vocational Training
High Education and Scientific Research


المركز المغربي للتربية المدنية
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33rd Edition **INTERNATIONAL CONGRESS**
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International Study of Teacher Leadership (ISTL) Overview: Cross-Cultural Preliminary Findings

Presenters:

Joan Conway (University of Southern Queensland)
Dorothy Andrews (University of Southern Queensland)



Focus of the Study

This is a cross cultural study of teacher leadership (International Study of Teacher Leadership) where images and understandings of teacher leadership are being explored and conceptualized by a large international team of 20 university researchers from 10 countries – Australia, Canada, China, Colombia, Mexico, Romania, South Africa, Spain, Tanzania, Turkey. The impetus for this study emerged as a result of discussions at a conference where some of the current team members expressed interest in exploring perspectives of teacher leadership within and across different contexts. This sparked the formation of a collaborative research project and the formation of the ISTL research.

Research Questions

Primary research question

How is teacher leadership conceptualized and enacted and what are the implications for educational stakeholders?

Secondary research questions

How do school-based educators conceptualize teacher leadership?
What are the values, beliefs, and assumptions underpinning teacher leadership discourses?
How is teacher leadership enacted?
How prepared are classroom teachers to serve as teacher leaders?

Research Team

Location	Organization	Name
Australia	University of Southern Queensland	Dorothy Andrews
Australia	University of Southern Queensland	Joan Conway
Canada	University of Southern Ontario	Charles F. Bevilacqua
Canada	Mount Royal University	Joan Conway
China	Guangxi Normal University	Juan Wang
Colombia	Universidad del Cauca	Carolina Prieto-Rivera
Romania	Abdus Salam University	Emilia Gheorghiu
Spain	Universidad de Sevilla	Emilia Gheorghiu
South Africa	Agri Kham University Institute for Professional Development, East Africa	Karubala University
Tanzania	Dakota State University	Dakota State University

Location	Organization	Name
Australia	University of Southern Queensland	Dorothy Andrews
Australia	University of Southern Queensland	Joan Conway
Canada	University of Southern Ontario	Charles F. Bevilacqua
Canada	Mount Royal University	Joan Conway
China	Guangxi Normal University	Juan Wang
Colombia	Universidad del Cauca	Carolina Prieto-Rivera
Romania	Abdus Salam University	Emilia Gheorghiu
Spain	Universidad de Sevilla	Emilia Gheorghiu
South Africa	Agri Kham University Institute for Professional Development, East Africa	Karubala University
Tanzania	Dakota State University	Dakota State University

Publications
Conway, J. (2018). A proposed design for researching teacher leadership: Discussion starter. 1st International Conference on Culture and Symbolic Education hosted by Faculty of Education, Guangxi Normal University, Guilin, China, 26-27 May.

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Overall Research Design

(Creswell, J. W. & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.)



Case Study Design

(Creswell, J. W. & Plano Clark, V. L. (2011). Designing and conducting mixed methods research (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.)



International Study of Teacher Leadership (ISTL) Exploring Cross-cultural Perspectives of Teacher Leadership among ISTL Researchers: A Phenomenographic Study

Presenters:

Janet Okoko (University of Saskatchewan)
Catherine Arden (University of Southern Queensland)



Focus of the Study

The purpose of this study is to provide a 'touchstone' for the larger ISTL project by illuminating the diverse conceptions and experiences of teacher leadership among the membership of the ISTL research team representing 10 countries. Using a phenomenographic approach, we set out to explore, capture, map and share these diverse perspectives and consider how the findings might inform our work as a research team.

Research Questions

1. What are the qualitatively different ways that ISTL researchers experience teacher leadership?
2. How might we draw on insights gained from this study to inform our work as a research team?

Referential and structural components of awareness

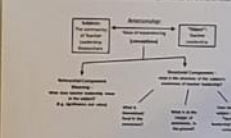


Figure 1: Analytical Framework

Research Design

Through phenomenographic interviews with 12 members of the ISTL team, the co-researchers explored the relationship between the subjects (ISTL researchers) and the interest (teacher leadership) (see Figure 1).

Data collection

- STEP 1: Pre-interview mind mapping activity does "teacher leadership" mean to you? Mind maps served as stimulus material for interviews.
- STEP 2: Participants talked through their mind maps with researchers in an individual 45 minute one-on-one interview. Researchers probed understandings and experiences of teacher leadership.

Data analysis

Interview artifacts (mind maps, recordings and researchers' annotations) were subject to iterative phenomenographic analysis to discover diverse conceptions of teacher leadership evident in the data, identify dimensions of variation and derive categories of description (Table 1) in the outcome space (Figure 2).

Figure 2: Expanding awareness of teacher leadership across three dimensions

Table 1: Categories of Description

1. Leaving a legacy (the organizational conception)
2. A teacher's choice (the informal conception)
3. Giving to try new approaches (the pedagogical conception)
4. Working with and for others (the collaborative-making conception)
5. Doing things for the right reasons (the ideal conception)
6. A life's work (the educational conception)
7. Reaching out, changing lives (the social pedagogical conception)
8. Disrupting the status quo: a vision for the profession (the political conception)
9. An exciting new idea, trying to make it real for our context (the academic conception)

Outcome Space



Publications
Okoko, J. (2018). Exploring cross-cultural perspectives of teacher leadership among the members of the ISTL research team: A phenomenographic study. In Y. Kordak, S. Fiol and K. Bevilacqua (Eds.), National Congress on Educational Administration (EAKGA), held 2-4 May, Crimea, Izmir, Turkey, pp. 709-718.

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International Study of Teacher Leadership (ISTL)
**Growing Teacher Leaders: A review of research by one
 Australian Research and Development team**
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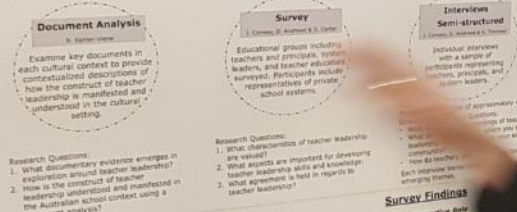
Joan Conway (University of Southern Queensland)



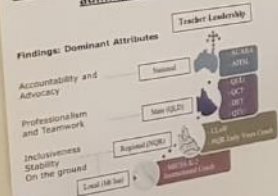
Emerging Designs – Historical Perspective

The Leadership Research Institute (LRI/USO) team's early field-based research (Cronher & Andrews, 2000, 2002) reported outcomes from a principal improvement project that established the importance of teacher leaders *sustaining* beyond the classroom *vision, vision* as a principle of enhancing student learning outcomes. Further research focusing on sustaining the role of teacher leaders included Lewis & Colwell (2006), establishing the importance of the engagement of teachers in building Professional Learning Communities; their role in knowledge creation and capacity building; and the importance of teacher leaders in building Professional Learning Communities. The role of teacher leaders in building Professional Learning Communities and the System need to be in Davidson (2010) and Petersen (2017) found that teacher leaders in schools to thrive. Such findings were also reported by Garmory (2019) in International Schools, Dew and Andrews (2010) in Singapore, Bauman (2014) in Canada, and Pineda Biez, Bauman, and Andrews (2019) in a cross-cultural study.

Case Study Design: A Queensland, Australian Perspective



Document Analysis Findings across four administrative levels



Publications

Conway, J. M., & Andrews, D. (2011). Leadership in Diverse Learning Communities. *Journal of Leadership in Education*, 23(1), 1-10. Online: <https://doi.org/10.1002/1365-1829.1100>

UNIVERSITY OF SOUTHERN
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Supported by the University of



Presenters:
Jodi Nickel (Mount Royal University)
Charlie Webber (Mount Royal University)



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graph TD
    A[335 direct quotations] --> B[Coding]
    B --> C[148 descriptive data points]
    C --> D[Sorting and categorizing]
    D --> E[6 broad themes]
  
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Reading for attributes of Teacher Leadership

335 direct quotations







Coding

148 descriptive data points

Sorting and categorizing

6 broad themes




Explore representations of teacher leadership in key stakeholder documents, including provincial curricula, government support documents, school board goals, PD consortia, teachers' association, preservice curricula, and others

	Themes	Description	Inhibitors
	Foundational Understandings	Moral, legal, and professional dimensions to guide ethical action Knowledge, skills, and values to guide teaching	Conflicting professional and community expectations
	Student Diversity	Provide teachers with the knowledge, skills, and resources to meet needs of all students	Competing values on diversity
	21st Century Competencies	Competency-based education equipping learners for an uncertain future	Limited resilience to change and ambiguity
	Innovative Curriculum & Student Engagement	Assessment-informed instruction to foster students' curiosity and engagement	Teacher competence in curricular design and assessment
	Community Engagement	Collaboration with community agencies to meet student needs and create authentic learning opportunities	Student exploitation in service learning initiatives
	Reflection & Professional Learning	Feedback and evaluation contributes to personal reflection and ongoing professional learning	Colleague resistance to initiatives

Next steps: Interviews and case studies to discern relevance of inhibiting factors and strategies to address



International Study of Teacher Leadership (ISTL)
A Preliminary Cross-Case Document Analysis from
Colombia, Mexico and Spain

Clelia Pineda-Báez (Universidad de La Sabana)  La Sabana
Cecilia Fierro Evans (Universidad Iberoamericana León) 
Gloria Gratacós (Villanueva Centro Universitario)  VILLANUEVA
CENTRO UNIVERSITARIO



Introduction

Teacher leadership strongly influences the pedagogy used in schools, students' learning opportunities, and in general, the quality of education (Bolívar, 2010; Coggins & McGovern, 2014; Leithwood, Harris, & Strauss, 2010; Leithwood, Patten, & Jantzi, 2010). Although the literature on the topic is abundant in Western societies, the scarcity of information in Hispanic contexts is notable (Pineda-Báez, Bauman, & Andrews, 2019). This cross-case analysis seeks to understand how teacher leadership is conceptualized and enacted in three different Hispanic countries (Colombia, Mexico and Spain) that share cultural similarities.

Methodology

Document analyses have focused on key documents in each country: National policies for teacher education programs, education models and manuals for teachers' performance and evaluation, among others. Content analysis has been used to show frequency counts of the word 'leadership' and to examine the meanings assigned to this term. A priori categories have been applied to the document analyses: Accountability, advocacy, cultural responsiveness, inclusiveness, openness to change, professionalism, reflection, risk-taking, shared vision, stability and teamwork (Webber, 2018).

Findings		
Key aspects	Findings	Implications
Recurrent themes in the three contexts	<ul style="list-style-type: none"> The word 'leadership' is almost non-existent in the documents Teacher leadership remains within the classroom; Understood as pedagogical leadership and professional competences Leadership associated with the roles performed by principals and coordinators 	<ul style="list-style-type: none"> Engagement of teachers in school transformation Effects on the organizational capacity of the school Reflection on the role of policies to promote collegial work and collaboration Development of teachers' agency
The emphasis is on	<ul style="list-style-type: none"> Leadership connected to policy makers Implicit professionalism 	<ul style="list-style-type: none"> Maintaining hierarchical structures does not facilitate team work Teachers not viewing themselves as leaders Ethical/moral dimension of teaching is important and teachers need recognition
What is missing?	<ul style="list-style-type: none"> From the teacher dimensions: Stability Teachers as members of learning communities Teachers mobilizing others 	<ul style="list-style-type: none"> The continuity of projects/short term initiatives Teachers' opportunities to participate actively in learning communities/professional ladder Teachers working with others vs fragmentation

Publications

Publications

Pierró Evans, C., & Fortuño, B. (2019). *Teacher as a pedagogical leader: The case of Mexico*. 14th International Congress on Educational Administration, May 2-4, 2019, Istanbul, Turkey. <https://www.pegam.net/dosyalar/dokuman/5102019141350egvC4%81t1m2%20kongrem.pdf>

Gratados, G., Ladron de Guevara, B., & Rodriguez, I. (2019). *A study of teacher leadership in current policy and institutional documents in Spain*. 14th International Congress on Educational Administration, May 2-4, 2019, Istanbul, Turkey. <https://www.pegam.net/dosyalar/dokuman/5102019141350egvC4%81t1m2%20kongrem.pdf>

Pineda-Báez, C., Bauman, C., & Andrews, D. (2019). *Empowering teacher leadership: A cross-country study*. International Journal of Leadership in Education, 1-26. DOI: 10.1080/10601862.2019.1613604

Tintiri, M. (2019). *Exploring conceptualizations of teacher leadership in Latin America: The Colombian case*. 14th International Congress on Educational Administration, May 2-4, Ceyme, Izmir, Turkey. <https://www.pegam.net/dosyalar/dokuman/5102019141350egvC4%81t1m2%20kongrem.pdf>

Tintiri, M., Gratados, G., & Ceyme, I. (2019). *Teacher leadership in current policy and institutional documents in the literature*. 14th International Congress on Educational Administration, May 2-4, Ceyme, Izmir, Turkey. <https://www.pegam.net/dosyalar/dokuman/5102019141350egvC4%81t1m2%20kongrem.pdf>



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January 2020

International Study of Teacher Leadership (ISTL)

A Document Analysis from South Africa

Presenters:

Molly van Niekerk (North-West University)

Corné (CP) van der Vyver (North-West University)



Background and Problem

Pre 1994 South African education had a history of bureaucratic and centralized control with less involvement of teachers, under the Apartheid regime. The South African education terrain remains one of diversity, complexity and controversy, where inequality remains a key feature of education and learners still experience vastly different realities. Post 1994 there were attempts to change and democratize education and advance the shift from centralized decision making to a school based system of management and leadership. Unfortunately, the influential position of classroom educators as teacher leaders is not completely acknowledged in the SA education setting. Despite policies and official documents creating the opportunity for teacher leadership to develop in schools, it does not illuminate clearly what it encapsulates. Teacher leadership remains an under researched concept in South-Africa.

Research Question:

How is teacher leadership (TL) conceptualized and rationalized in South Africa?

Theoretical Framework

"Teacher leadership implies a form of leadership beyond headship or formal position, taking up informal leadership roles both in the classroom and beyond" (Grant, 2005: 45). Attributes (Webber 2018), Accountability; Advocacy; Cultural responsiveness; Inclusiveness; Openness to change; Shared vision; Professionalism; Reflection; Risk-taking; Stability; and Teamwork.

Research Methodology

Qualitative approach in the form of an analysis of official documentation and publications in South Africa. The analysis was in the form of a content analysis, which included a priori as well as open coding.

Documentation used in analysis	
National	Policies Laws Guidelines Plans Frameworks Published articles Thesis Dissertations
Scholarly (Teacher leadership)	

Results & Findings

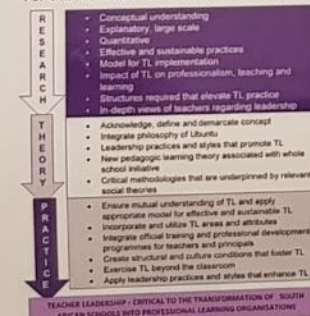
Conceptualization of TL:

- Attributes are embedded in and shaped by cultural context
- Cultural responsiveness encapsulates all other attributes
- Some attributes correlate with Webber (2018), however there are other emerging attributes
- Teacher leadership manifests in different leadership areas



Rationalization of TL:

For the realization of Teacher leadership in South Africa



Publications

Van der Vyver, C. P., & Van Niekerk, M. P. (2019). Teacher Leadership in South Africa: Understanding the Concept and Examining Its Potential Value For the Educational Context. Paper presented at the 14th International Congress on Educational Administration, 2-4 May 2019, Çeşme, Izmir, Turkey. <http://eyk14.eyveder.org.tr/en/general-information/proceedings/>

Van Niekerk, M., & Van der Vyver, C. P. (2019, July). A rationale for teacher leadership research in South Africa. Presentation to the 2019 International Research Conference: Developing Educators for Leadership in Schools, organized by Kappa Delta Pi, the Canadian Association for Teacher Education, the World Federation of Associations of Teacher Education, and Mount Royal University, Calgary, Canada.



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January 2020

International Study of Teacher Leadership (ISTL)

Growing Teacher Leaders: A review of research by one Australian Research and Development team

Presenters:

Dorothy Andrews (University of Southern Queensland)

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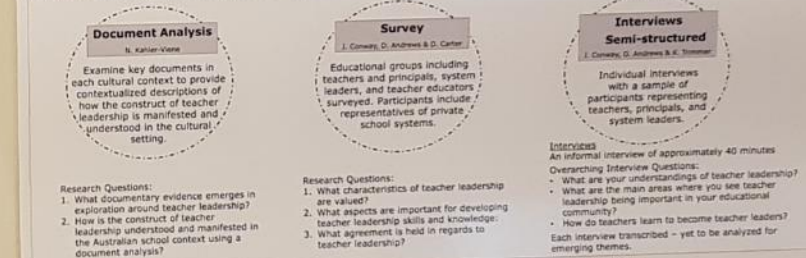
Emerging Designs – Historical Perspective

The Leadership Research International (LRI/USQ) team's early field-based research (Crowther & Andrews, 2000, 2002) reported outcomes from a school improvement project (IDEAS) which established the importance of teacher leaders influencing beyond the classroom working closely with principals to enhance student learning outcomes.

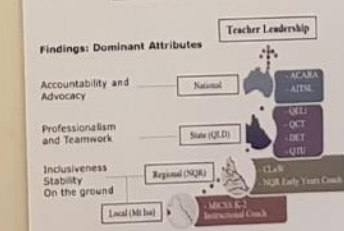
Further research focusing on sustaining the role of teacher leaders included Lewis (2003) and Conway (2008), establishing the importance of the engagement of teachers in building Professional Learning Communities: their role in knowledge creation and capacity building.

Dawson (2010) and Petersen (2017) found once a teacher leader emerged, processes and actions by both the Principal and the System need to be in place to provide safe places for teacher leaders to thrive. Such findings were also reported by Carmody (2010) in International Schools, Chew and Andrews (2010) in Singapore, Bauman (2014) in Canada, and Pineda Báez, Bauman, and Andrews (2019) in a cross-cultural study.

Case Study Design: A Queensland, Australian Perspective



Document Analysis Findings across four administrative levels



Survey Findings

Emerging Themes from Q1: Supportive Role	
Examples	Number of responses (n=82)
Supporting novice teachers	74
Overseeing in class	74
Leading curriculum implementation	72
Leading assessment practices	72
Learning with the school administrative team	72
Providing teaching team productivity	72
Developing practical strategies for inclusion	72
Providing professional development	72
Emerging Themes from Q2: Balance of Within and Outside School Personnel Support	
Examples	Number of responses (n=72)
School leaders	72
Colleagues	68
Formal mentors	68
Informal mentors	68
System leaders	68
Professional development providers	68
Professional associations	68
Emerging Themes from Q3: Demonstrated Professional and Pedagogical Skills and Knowledge	
Examples	Number of responses (n=72)
Teacher leaders should have excellent classroom management skills	72
Teacher leaders must be able to handle conflict	72
Teacher leaders should be accountable	72
Teachers must have a strong work ethic	72
Assessment expertise is crucial to teacher leadership	72
Instructional expertise is crucial to teacher leadership	72
Teacher leaders seek ongoing professional development	72
Structuring knowledge, skills and abilities to teacher leadership	72

Publications

Conway, J. M., & Andrews, D. (2016). Leading with Moral Purpose: Teacher leadership in action. In G. Johnson, & N. Dempster (Eds.). *Leadership in Diverse Learning Contexts* (pp. 175-200). Dordrecht, The Netherlands: Springer.

Pineda- Báez, C., Bauman, C., & Andrews, D. (2019). Empowering teacher leadership: A cross-country study. *International Journal of Leadership in Education*. Online: <https://doi.org/10.1080/13603124.2018.1543804>



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January 2020



Marrakech ICSEI organising committee provided delegates opportunities to visit schools and local cultural sites.





