

International Study of Teacher Leadership (ISTL)

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

Presenters:

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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

N. Kahler-Viene

Examine key documents in each cultural context to provide contextualized descriptions of how the construct of teacher leadership is manifested and understood in the cultural setting.

Research Questions:

1. What documentary evidence emerges in exploration around teacher leadership?
2. How is the construct of teacher leadership understood and manifested in the Australian school context using a document analysis?

Survey

J. Conway, D. Andrews & D. Carter

Educational groups including teachers and principals, system leaders, and teacher educators surveyed. Participants include representatives of private school systems.

Research Questions:

1. What characteristics of teacher leadership are valued?
2. What aspects are important for developing teacher leadership skills and knowledge?
3. What agreement is held in regards to teacher leadership?

Interviews

Semi-structured

J. Conway, D. Andrews & K. Trimmer

Individual interviews with a sample of participants representing teachers, principals, and system leaders.

Interviews

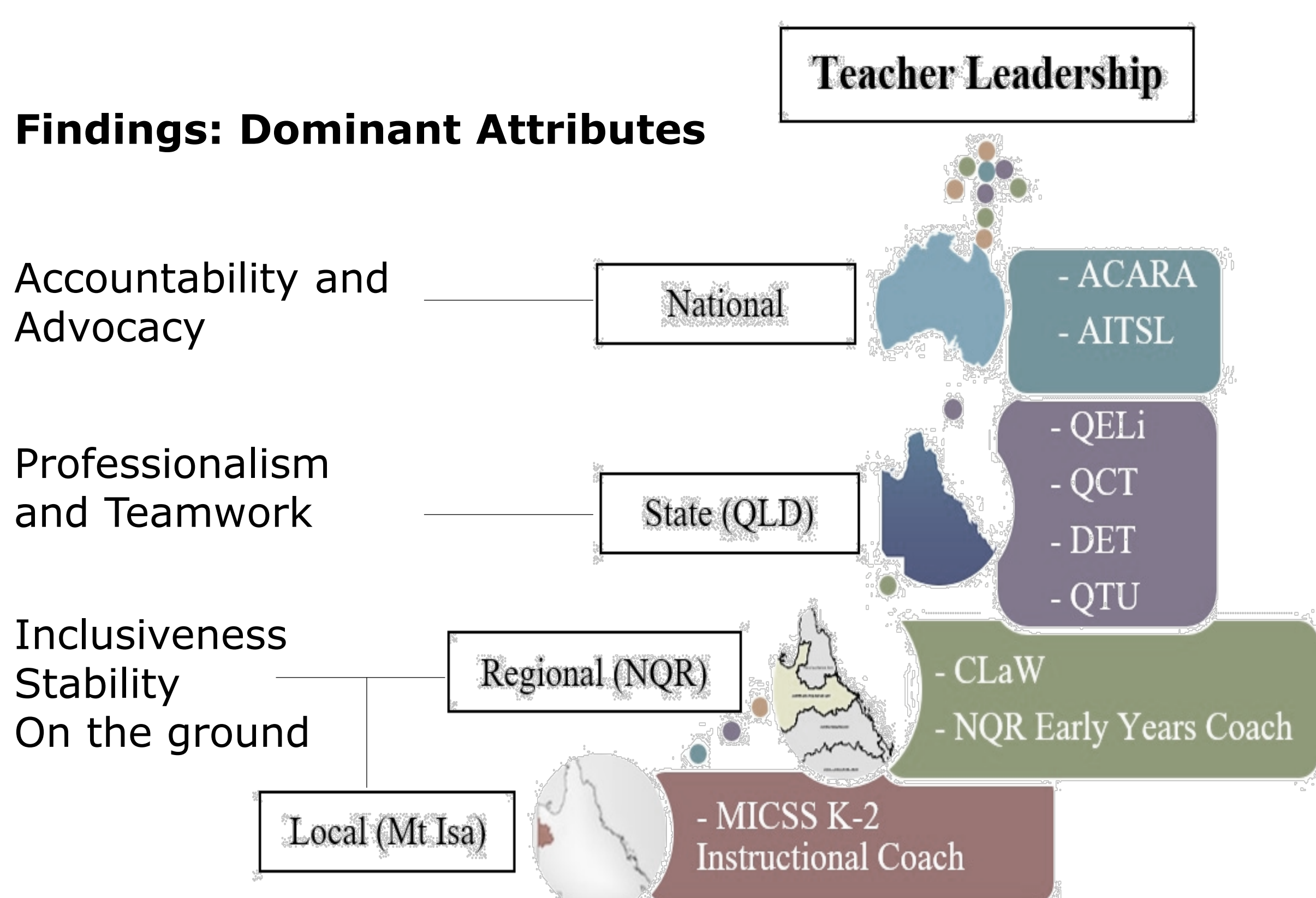
An informal interview of approximately 40 minutes

Overarching Interview Questions:

- What are your understandings of teacher leadership?
- What are the main areas where you see teacher leadership being important in your educational community?
- How do teachers learn to become teacher leaders?

Each interview transcribed – yet to be analyzed for emerging themes.

Document Analysis Findings across four administrative levels



Survey Findings

Emerging Themes from Q 1: Supportive Role

Examples	Number of occurrences N=81
Supporting novice teachers	74
Innovating in classrooms	74
Leading curriculum implementation	73
Helping colleagues to be innovative	73
Leading assessment practice	73
Liaising with the school administrative team	73
Promoting teaching team productivity	72
Demonstrating practical strategies for inclusion	72
Providing professional development	72

Emerging Themes from Q 2: Balance of Within and Outside School Personnel Support

Examples	Number of occurrences N=72
School leaders	71
Colleagues	71
Formal mentors	68
Informal mentors	68
System leaders	66
Professional development providers	63
Professional associations	62

Emerging Themes from Q 3: Demonstrated Professional and Pedagogical Skills and Knowledge

Examples	Number of occurrences 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	71
Instructional expertise is crucial to teacher leadership	70
Teacher leaders seek ongoing professional development	70
Curriculum knowledge is crucial to teacher leadership	67

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>

