

What is teacher leadership?

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SCEL

Scottish College for
Educational Leadership

What does teacher leadership mean to me in my professional context?

In what ways are we already leading practice?

In what ways will we further enhance our approaches to leading practice?

What is SCEL, where did we come from and what do we do?



Quality



Confidence



Creativity

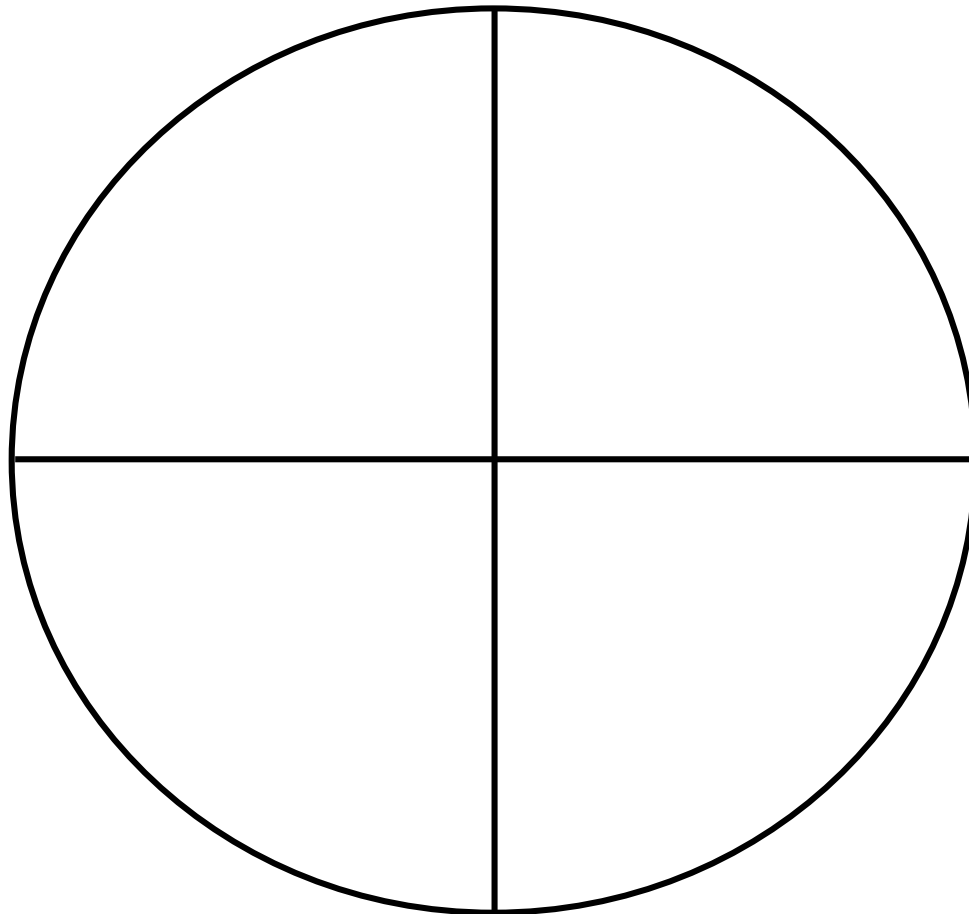


Courage



Equity

What are the past and current barriers to effective teacher leadership?



What, to you, is the purpose of education?

Teacher Leadership



successful learners

attributes

- enthusiasm and motivation for learning
- determination to reach high standards of achievement
- openness to new thinking and ideas

capabilities

- use literacy, communication and numeracy skills
- use technology for learning
- think creatively and independently
- learn independently and as part of a group
- make reasoned evaluations
- link and apply different kinds of learning in new situations.

confident individuals

attributes

- self-respect
- a sense of physical, mental and emotional well-being
- secure values and beliefs
- ambition

capabilities

- relate to others and manage themselves
- pursue a healthy and active lifestyle
- be self-aware
- develop and communicate their own beliefs and view of the world
- live as independently as they can
- assess risk and make informed decisions
- achieve success in different areas of activity.

responsible citizens

attributes

- respect for others
- commitment to participate responsibly in political, economic, social and cultural life

capabilities

- develop knowledge and understanding of the world and Scotland's place in it
- understand different beliefs and cultures
- make informed choices and decisions
- evaluate environmental, scientific and technological issues
- develop informed, ethical views of complex issues.

effective contributors

attributes

- an enterprising attitude
- resilience
- self-reliance

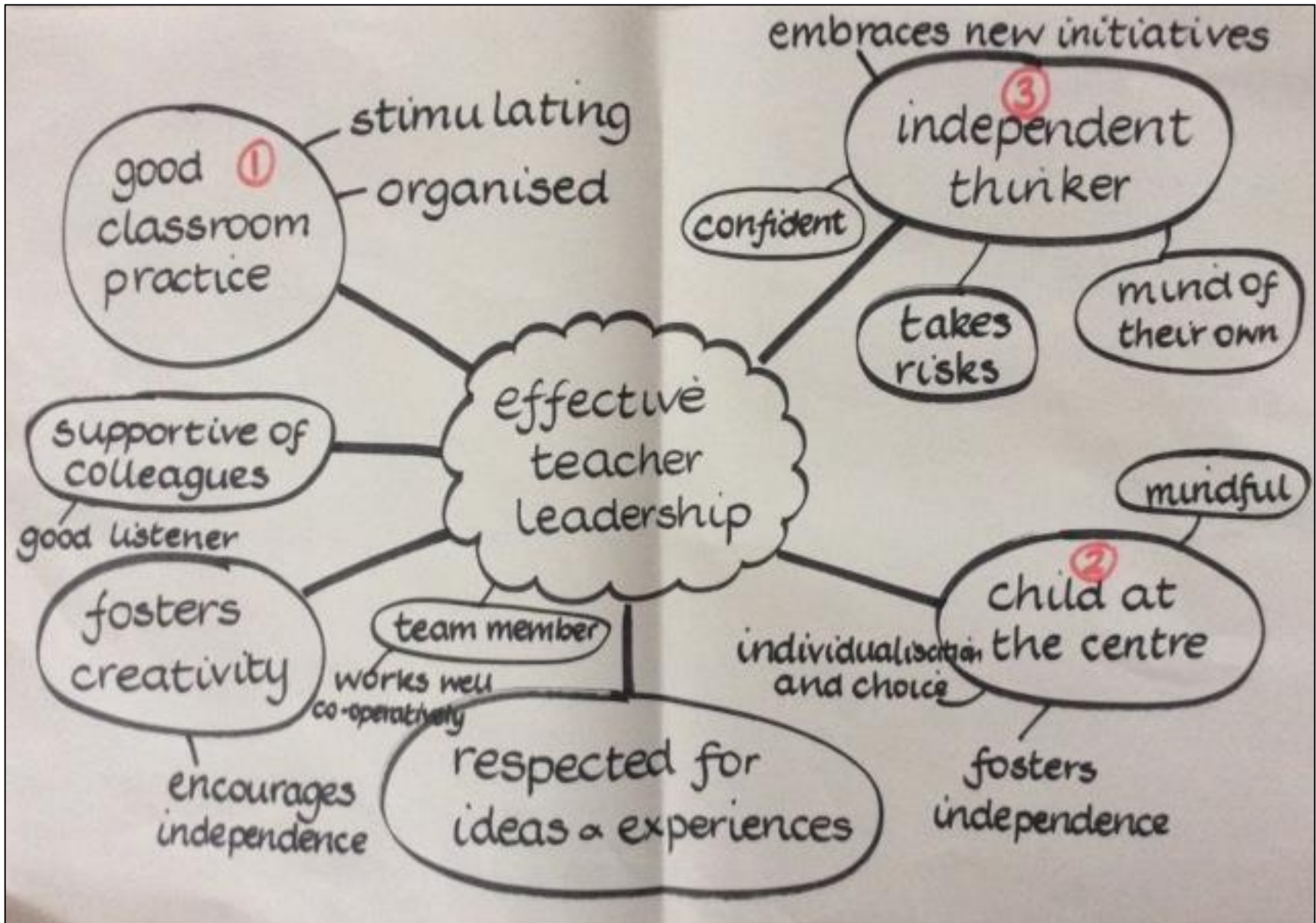
capabilities

- communicate in different ways and in different settings
- work in partnership and in teams
- take the initiative and lead
- apply critical thinking in new contexts
- create and develop
- solve problems

What does ‘teacher leadership’ look like?

What are the attributes of a teacher who inspires you?

Teacher Leadership



Exploring Teacher Leadership



The following provides a definition of teacher leadership which has been developed by the Scottish College for Educational Leadership in partnership with a range of stakeholders. When discussing teacher leadership we are using the word 'teacher' in its widest possible sense and we explicitly include early years practitioners in this definition.

Teachers demonstrate leadership through their passion for caring for all children and young people. Through informed and innovative practice, close scrutiny of pupils' learning needs and high expectations they play a fundamental role in improving outcomes for children and young people. Teachers develop leadership through effective communication and collaboration with colleagues. Teachers as leaders demonstrate integrity, have a positive impact on their school community and model career-long professional learning.

Skills, qualities and professional actions demonstrated by teachers as leaders can be identified under four main areas:

- Values and commitment
- Learning and teaching
- High expectations and ambition
- Communication and collaboration

From the SCEL Framework
scelframework.com

<https://vimeo.com/209221910>



How do your ideas compare to ours?

What can we agree about 'teacher leadership'?

1. Icebreaker

What are the past barriers to effective teacher leadership?

2. Co-initiating

Uncovering the common intent: What's the purpose of education?

3. Co-sensing

What does effective teacher leadership look like?

4. Personal Reflection

What matters most to me in education?
What is my role in furthering effective teacher leadership?



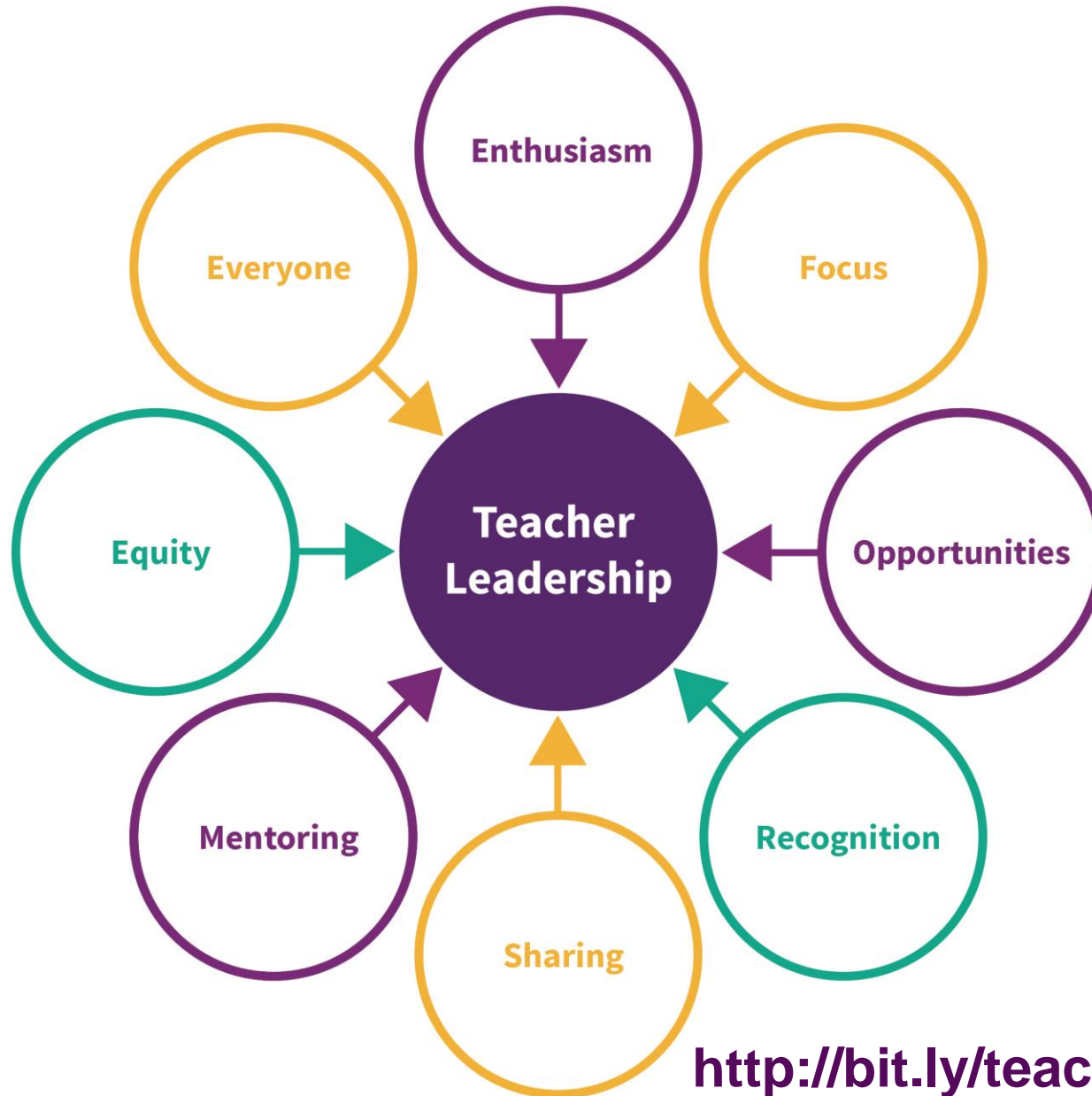
Developing Teacher Leadership

6. Co-evolving

Using the web to develop support for teacher leadership together.

5. Co-creating

What could effective teacher leadership look like in the emerging future?



“teacher leadership is the ownership and collective responsibility for student and professional learning within a school.”

Ryan et al., 2016

“Enabling teachers as developers and mobilizers of actionable knowledge is powerful for sharing and spreading improvements in practices.”

Lieberman et al., 2016



Think of an enquiry approach you have taken in your school in the past.

Where would it sit in this matrix?

Reading	A quick scour of the web and whatever books you happen have to hand in your context.	Searching for, and reading, a selection of academic literature using MyGTCS and Google Scholar.	Engaging with a wide range of academic literature from a variety of sources.	Critically engaging with a wide range of academic literature.
Collaborating	Carrying out an enquiry and discussing what you're doing with colleagues.	Carrying out an enquiry whilst liaising with colleagues who are contributing but not enquiring.	Working as a collaborative group who are supporting each other through a similar process, but enquiring into different aspects of practice.	Carrying out a collaborative enquiry where all members of the team are enquiring into the same aspect of practice.
Evidencing	Evidence of impact will primarily be informed by teacher judgement.	Teacher judgement augmented by naturally occurring evidence such as pupils' work.	Approaches to gathering evidence of impact have been informed by literature.	A detailed plan to gather and analyse a triangulated range of valid evidence approaches which are informed by literature.
Sharing	Feeding back on the learning to colleagues in your context.	Sharing your learning to your whole school or cluster.	Sharing your learning beyond your school or cluster, for example to your local authority or through TeachMeet or Pedagogoo.org.	Outcomes and learning shared nationally and/or formally in writing through online outlets and at events such as the Scottish Learning Festival.

PREPARING

What's your 'itch'?

How does it fit in?

What's already known?

How will you tackle it?

How will you know what happened?

What's your question?

What's the plan?

INTERVENING

What's the situation now?

Initiate the approach.

What's happened so far?

SENSE-
MAKING

What have you learned?

How will you share?

“What do we want to be
different for our young
people?”

Step 3

Develop a deeper understanding of the importance of reflection to effective self-evaluation

scelframework.com

1 2 3 4 5 6

[Back to learning activities](#)

Step 3 : Develop a deeper understanding of the importance of reflection to effective self-evaluation

Background

The information that you have gathered from a variety of sources can be used to help you engage in deep and meaningful reflection. As a middle leader, it is important that you understand the value of effective reflection and that you also inspire and facilitate quality reflection within your team.

The article below provides a theoretical background to the importance of meaningful reflection. Although written with initial teacher education in mind, it offers valuable insights that can inform your personal self-reflection and assist you in supporting effective self-reflection within your team. By reading this article, you will become aware of the potential of deep and meaningful reflection to generate personal and professional growth. You may be interested in trying some of the proposed models.

③ [Levels in reflection: core reflection as a means to enhance professional growth](#) 

Reflective questions

② How might you use some of the insights gained from reading this article to support your personal self-reflection?

Save

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<http://bit.ly/teachleadreport>