



Teacher Leadership: The missing piece of educational change

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+ Objective:

- To argue that ***TEACHERS CAN LEAD CHANGE*** from their own classroom and ***CAN IMPACT*** their students, colleagues and their schools, communities
- To argue that ***TEACHER LEADERSHIP*** when enhanced can facilitate and ***SUSTAIN REFORM.***



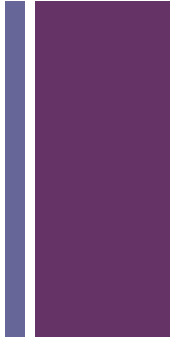
+ Why Teacher Leadership



- Teacher Leadership has been linked to school improvement (Harris and Mujis,2005)
- Teacher Leadership has also been linked to system change (Frost,2012)
- Complexity of school work \implies Need for shared leadership



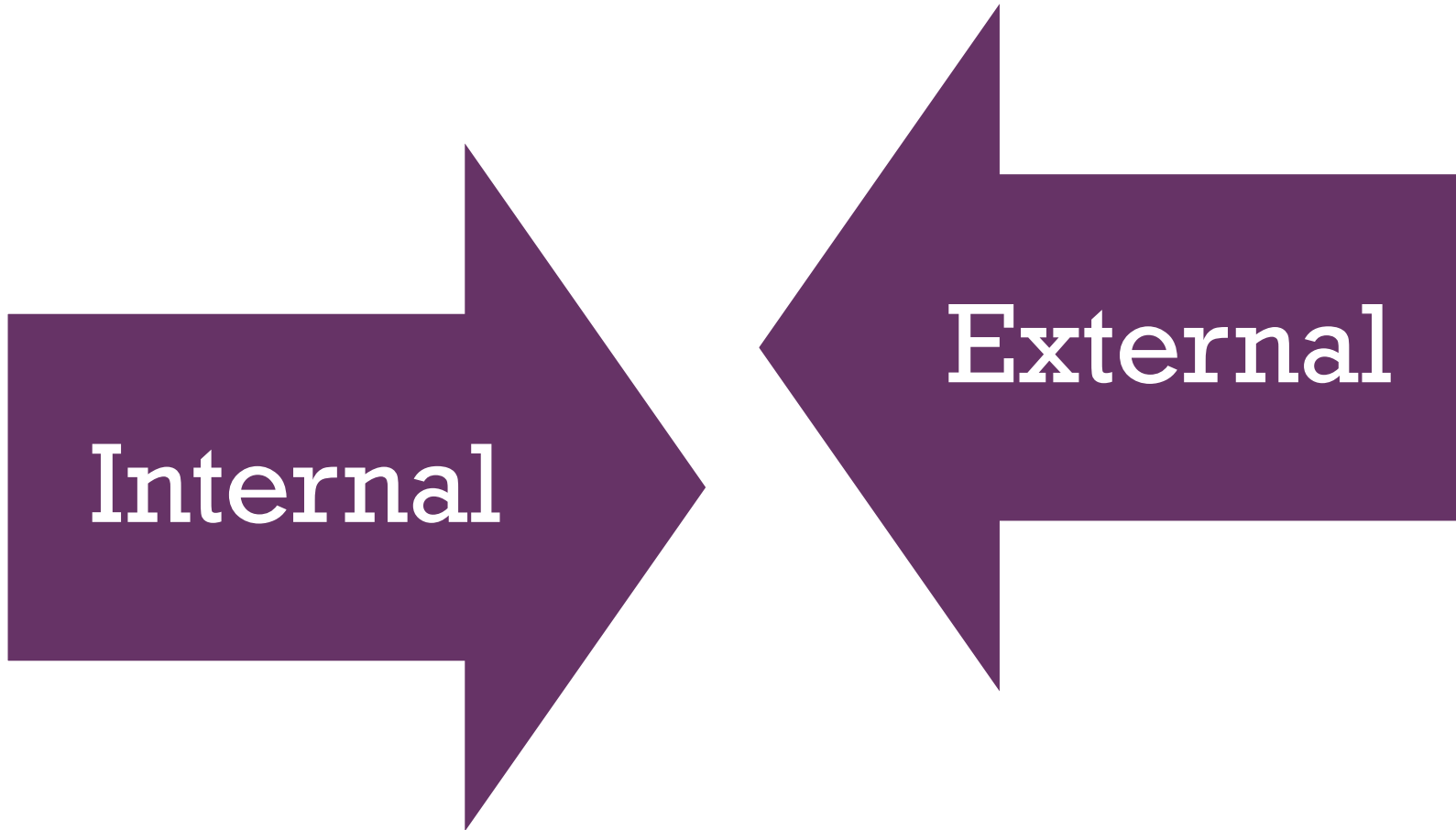
Era of Reform: Strategic Vision 2015- 2030



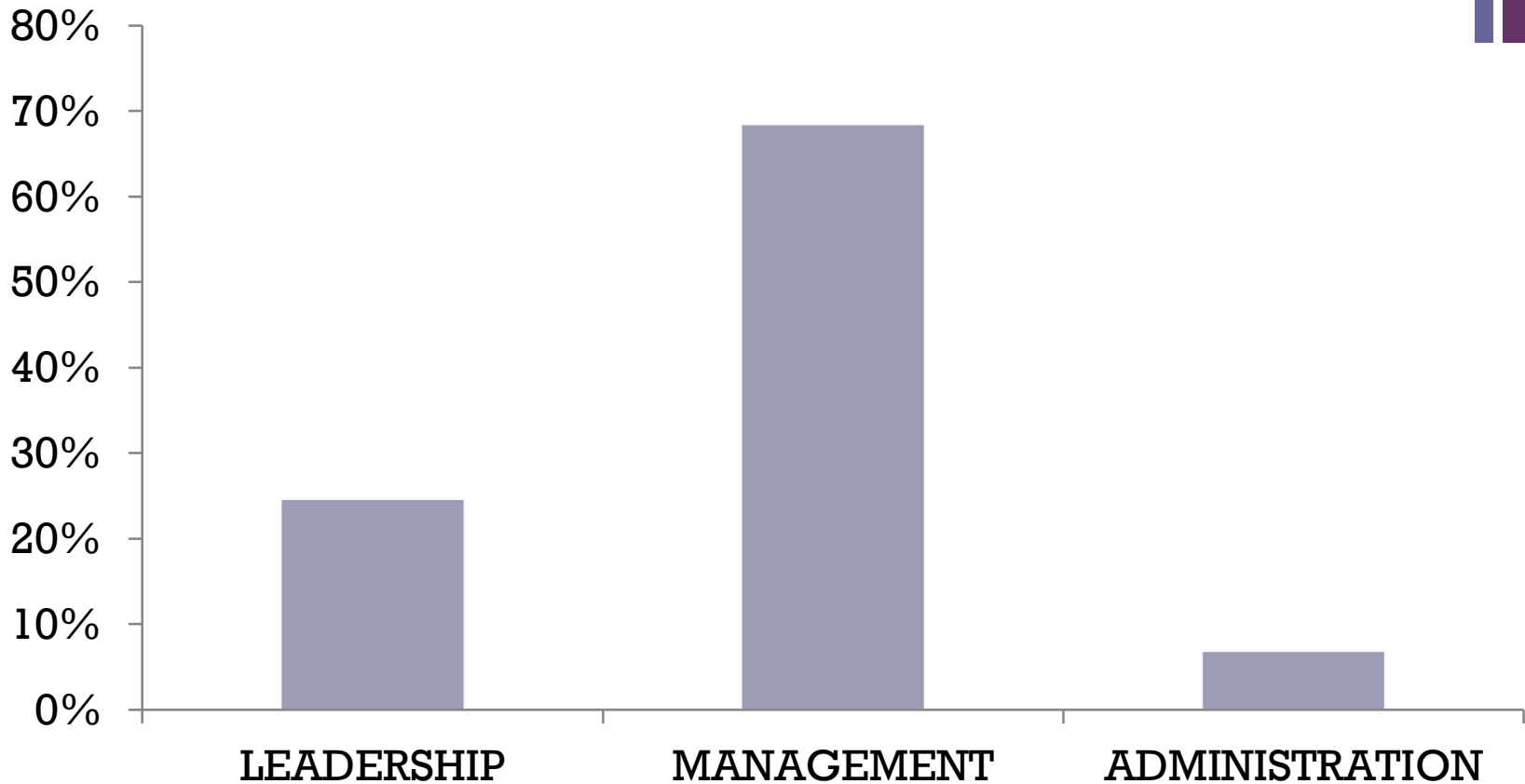
الفصل الرابع

من أجل زيادة ناجمة وتغيير جديد للتغيير

+ Drivers for change



+ Leadership vs. Management



Vision Stratégique : Pour une école de l'équité de la qualité et de La promotion



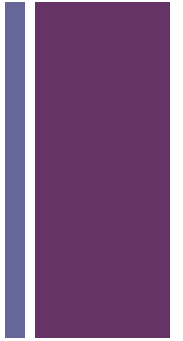
Leadership Vs Management

Management Produces Order and Consistency	Leadership Produces Change and movement
Planning and Budgeting -Establish Agendas -Set timetables -Allocate Resources	Establishing Direction -Create a vision -Clarify big picture -Set strategies
Organizing and Staffing -Provide structures -Make Job Placements -Establish rules and procedures	Aligning People -Communicate goals -Seek commitment -Build teams and coalitions
Controlling and Problem solving -Develop incentives -Generative creative solutions - Take corrective action	Motivating and Inspiring -Inspire and energize -Empower - Meeting needs

Adapted from *A force for Change: How Leadership Differs From Management* (pp.3-8).by J.P.Kotter,1999,New York : Free Press (cited in Northouse,P.G.(2010). *Leadership Theory and Practice*. 5th ed.SAGE publications.London

+ Leaders Vs. managers

- Bennis (1989) “Managers do things right and leaders do the right thing “
- According to Kotter (1990):
”Management without leadership can be stifling and bureaucratic. However, leadership without management can be meaningless and misdirected change for change sake .” cited in, Gronn (2010)



+ Teacher Leadership In Morocco :



- Teacher are still viewed as implementers of reform rather than change agents.
- Teacher Leadership though existent, is non-recognised
- There are however, slight changes in understanding of school leadership

+ School Leadership In Morocco : Manager (مدبر)

Management

« Autonomy »

Accountability

Leagues
Tables

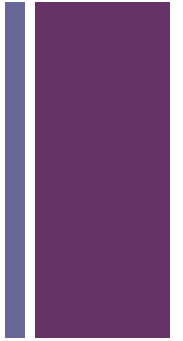
Teaching
schools

+ Conceptualising Teacher Leadership



- Leadership as ***INFLUENCE*** (Yukl,2010)
- ““Teachers who are leaders ***LEAD WITHIN AND BEYOND THE CLASSROOM***, identify with and contribute to a community of teacher learners and leaders , and influence others towards ***IMPROVED EDUCATIONAL PRACTICE***” (Katzenmeyer & Moller, 2001 :5)

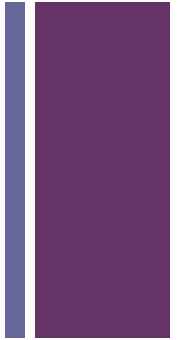
+ Assigned and Emergent



■ **Formal and informal** (Leithwood et al., 1999)



Teacher Leadership in Morocco: Assigned Roles (Formal)



Teacher
Coach / استاذ
مرشد

Membership
Management
council

Subject
coordinator

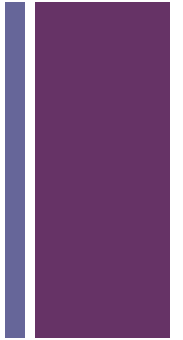
School Clubs

Teacher
mentor أستاذ
/ مصاحب



However,....

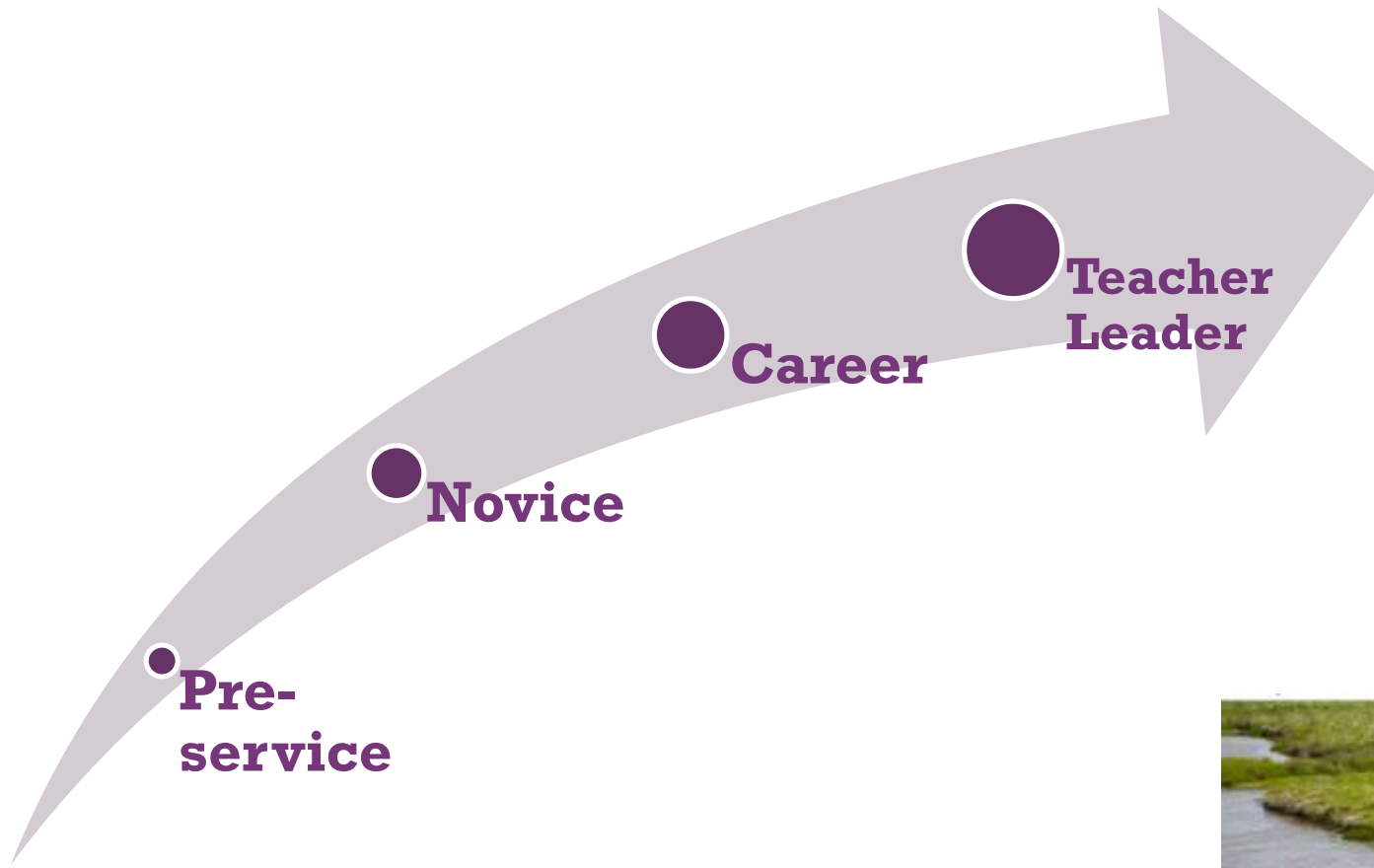
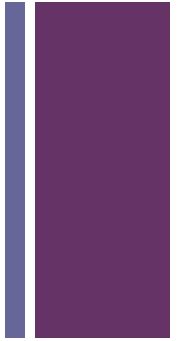
- Incentives /training
- Ambiguity of roles
- Issues of positional power : people might misuse power
- Recruitment
- Draining the classroom from talents
- Risk of creating a tow-tier system / « elitist organisation »





Teacher Leadership in Morocco:

Prospects for Re-professionalisation Through *CAREER PATHS*



+ However ,

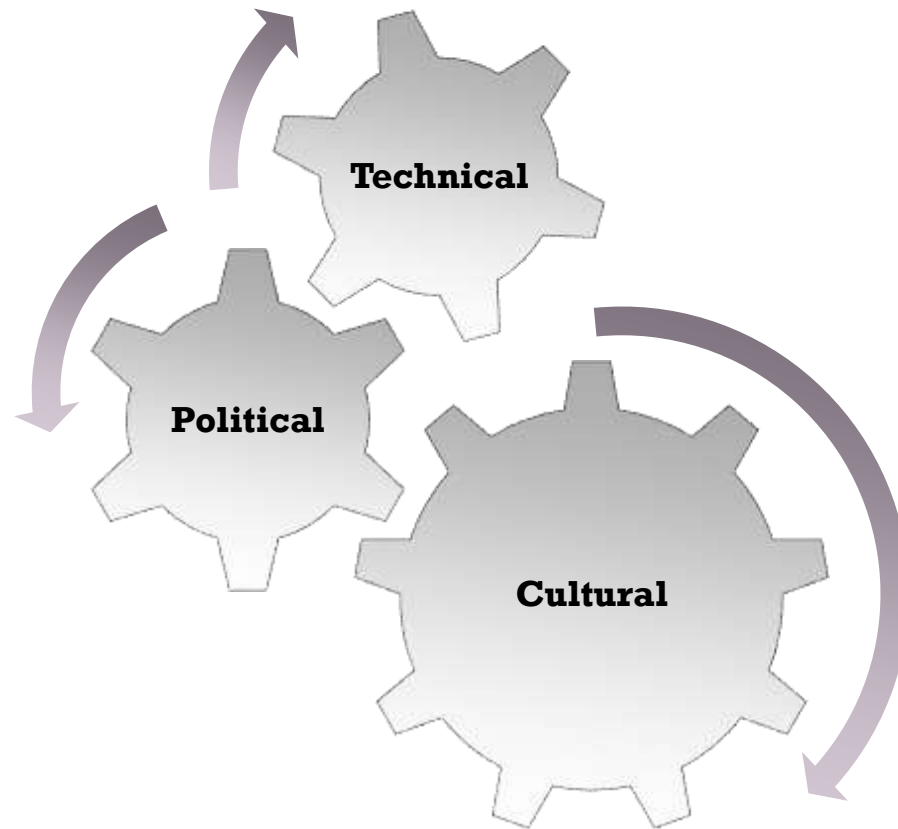


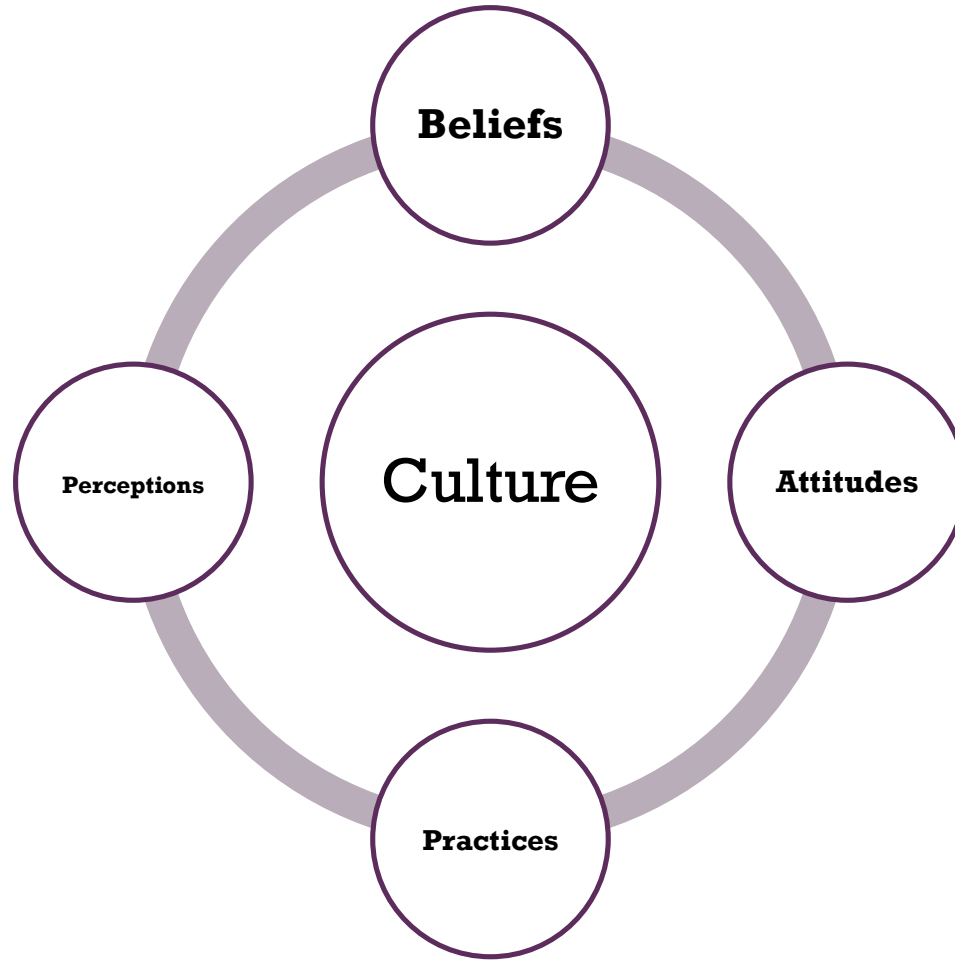
- Egalitarian norms
- Focus on promotion
- Extrinsic rewards / Transparency
- Classroom loss of best practitioners
- What about teachers who are not interested in a position

+ However, ...understanding change



+ Understanding Change: Need for Culture Change





+ Guskey Model (Gusky, 1986)

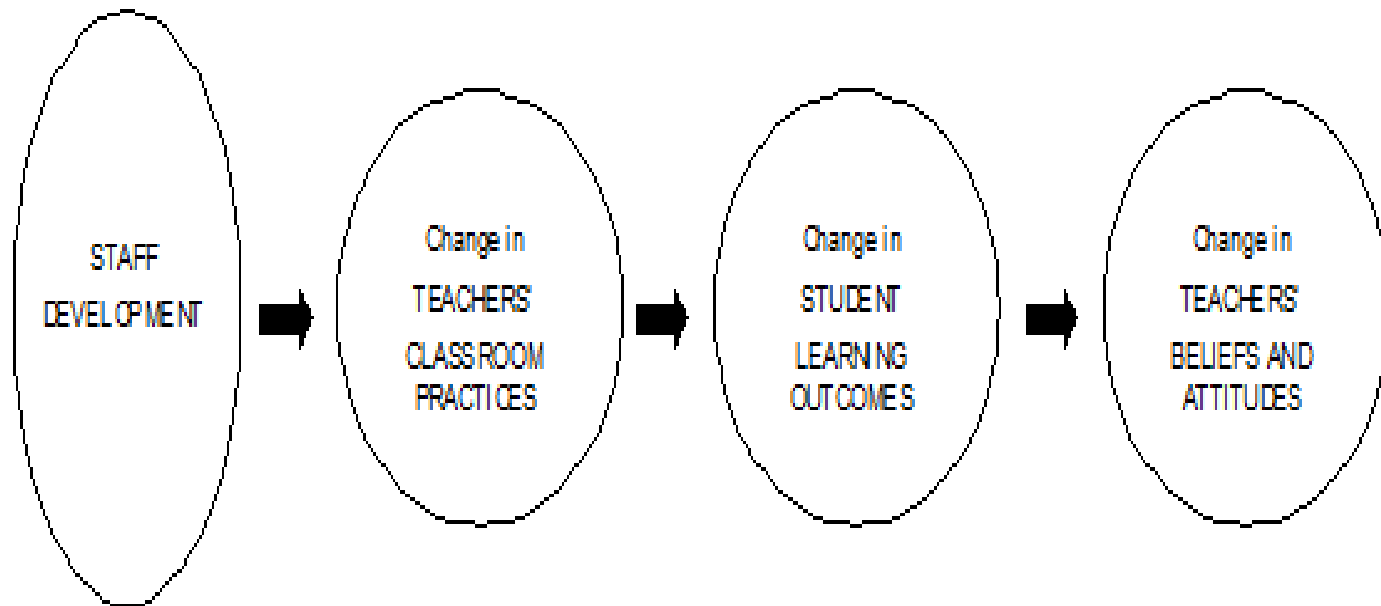


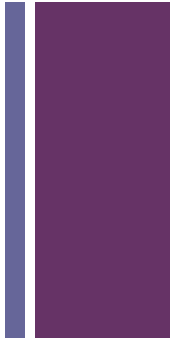
Figure 1: A Model of the process of Teacher Change (Guskey, 1986)

+ Educational Change

- Change is **COMPLEX** it is not an event (Fullan, 2001)
- It is a cyclical and involves a lot « **RECURRING** » (Fullan , 2001: 8)
- « Reform is not just putting into place the latest policy. It means changing the cultures of the classroom » (Fullan,2001 : 5)

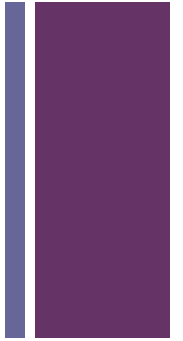


Teacher Leadership : Alternative Model



- Criticism of CPD which is disconnected and fragmented.
- Movement towards focus on alternative Models that are teacher-led, school-based , sustained over time and involve a lot of inquiry ,reflection and self-evaluation
- Need for a « learning culture » (Fullan,2001: 6)

+ This study :



- 1-How do Teachers and teacher leaders perceive « teacher leadership » ?**
- 2- How is teacher leadership practiced in the Moroccan Secondary School ?**
- 3- How do teachers leaders learn to lead ?**
- 4- How can ELT Supervisors help support the emergence of teacher leadership in Moroccan Schools?**
- 5 .What conditions favour or hinder the emergence of teacher leadership ?**



Spheres of Teacher Leadership

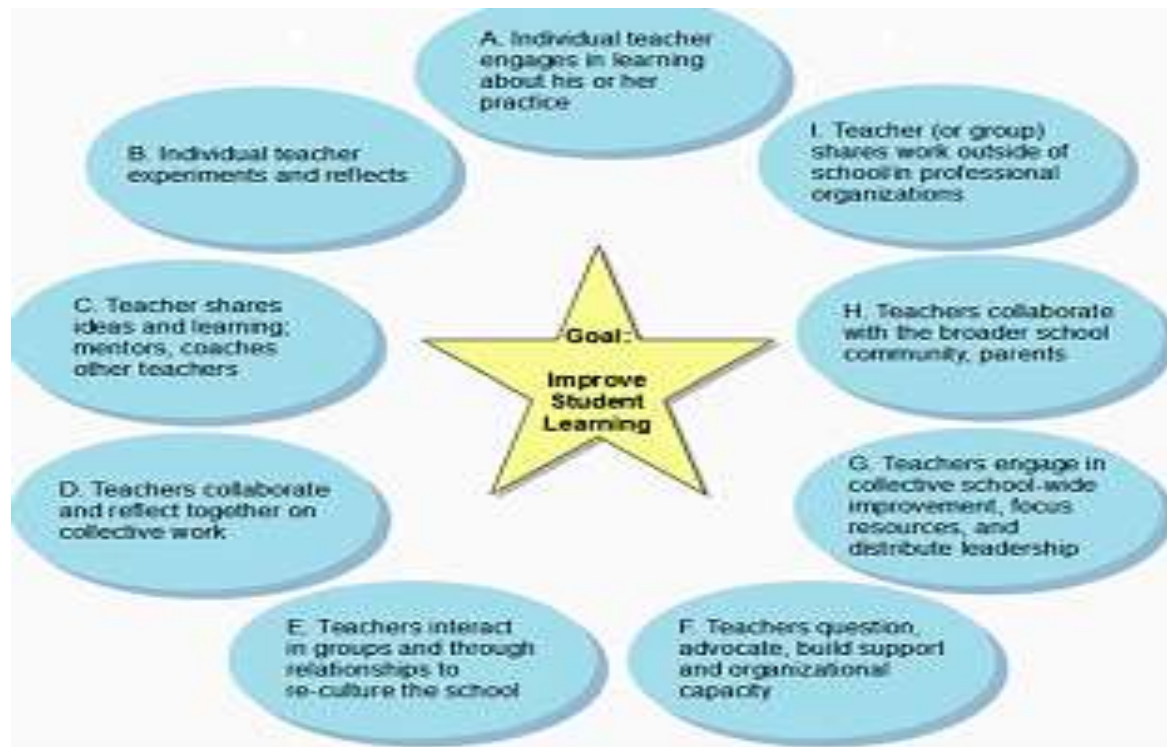


Figure 1. Spheres of Teacher Leadership Action for Learning (Fairman & Mackenzie, 2012)



Teacher Leadership in Morocco



- Teacher Leadership is first self –initiated but can be supported by colleagues and supervisors
- Teacher Leadership emerges from interactions of leaders within a situation
- Teacher leadership can be developed through reflective practice, collaboration , interaction and a supportive culture
- Teacher leadership in Morocco is « non-formal » ,« multi-dimensional »
- ELT supervisors can play an crucial role in enhancing teacher leadership

+ Teacher Leadership in Morocco



■ Navigating Challenges :

1- personal

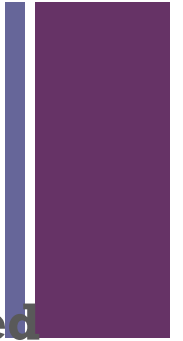
2- Professional

3-organizational

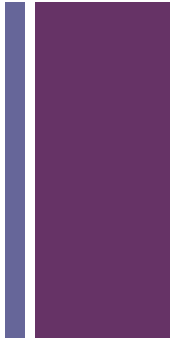


Teacher Leadership practice: Opportunities for

- Opportunities for Reflection and Inquiry / classroom based and evidence based research / Leadership
- Spaces for Networking and collaboration
- Sense of belonging / Community
- Professional Knowledge creation
- Increased teacher ***EXPERTISE***
- ***Increased teacher efficacy***
- ***BOTTOM-UP POLICY MAKING***



+ Evidence from research :

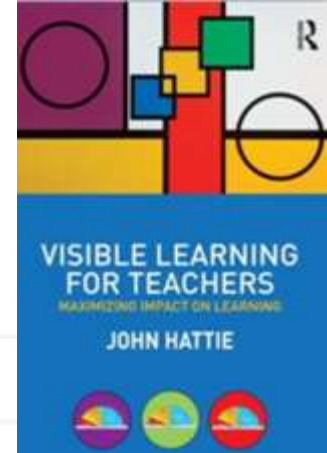


Teachers: Biggest Impact





Effect size of influence on achievement



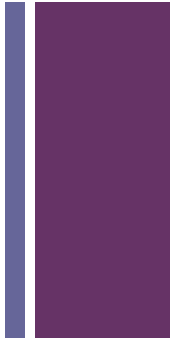
● Hattie (2015) N=195 ● Hattie (2011) N=150 ● Hattie (2009) N=138

Teacher estimates of achievement
Collective teacher efficacy





Impact of Teacher Leadership



- « Affecting the classroom is not easy... but these programs have transformed teachers and teachers have transformed their classrooms and we have a new culture beginning ... but we need new (educators) to join association (s) to keep it going »

Hassim,M.(2017) Mate 9th Teacher Education Seminar, Rabat .

+ Conclusion

In every school there is a sleeping giant that awaits for an opportunity to lead innovative practices for a better teaching and learning

(Katzenmeyer & Moller, 2001:5)

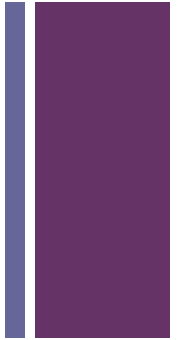




■ Thank you 😊



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