



## Teacher Leadership: The missing piece of educational change

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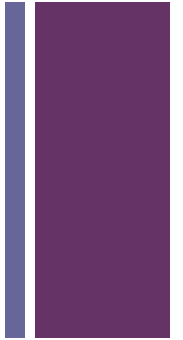
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## + Objective:

- 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.***

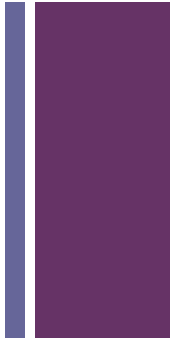


# + Why Teacher Leadership



- Teacher Leadership has been linked to school improvement (Harris and Mujis,2005)
- Teacher Leadership has also been linked to system change (Frost,2012)
- Teacher Leadership can facilitate school reform
- The complexity of school work calls for leadership of “multiple leaders”.

# + 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



# Era of Reform: Strategic Vision 2015- 2030



الفصل الرابع

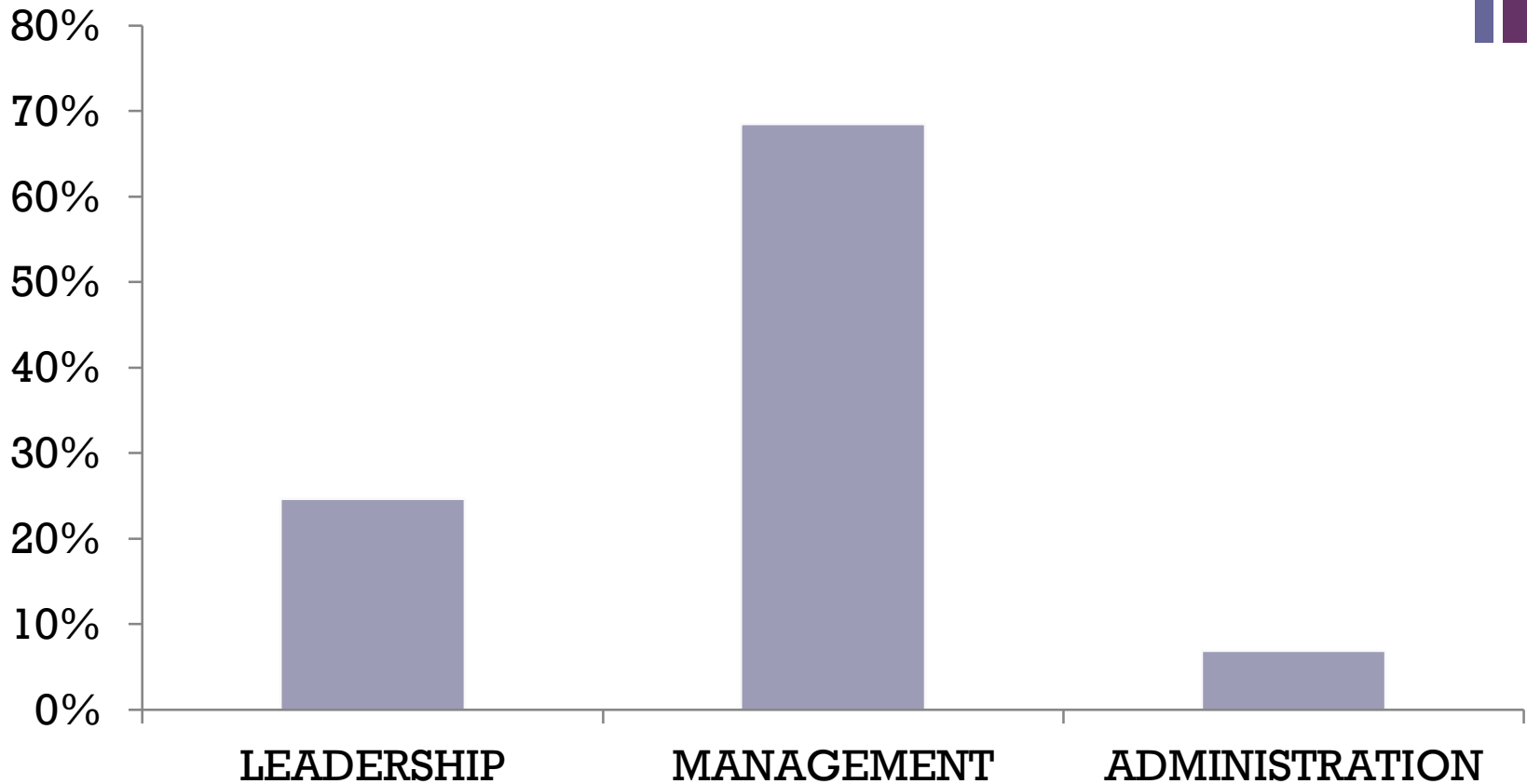
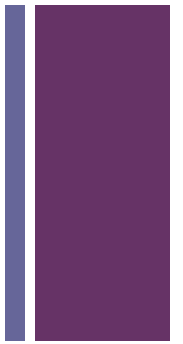
من أجل زيادة نأجمة وتديير جديد للتضبير

+ Drivers for change





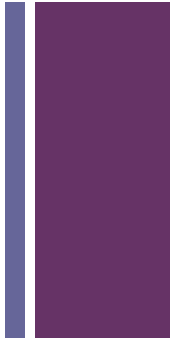
# Leadership vs. Management



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

## + 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)





# + School Leadership In Morocco : Manager (مدبر)

Management

« Autonomy »

Accountability

Leagues  
Tables

Teaching  
schools

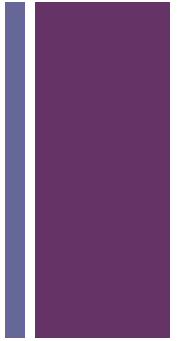


# School Leadership Globally : Distributed Leadership



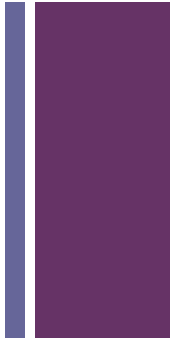
- Leadership is distributed (shared) between actors in the school including teachers and students
- Need for Teacher Leadership

# + 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)
- Teacher leadership is a ***PROCESS OF INFLUENCING*** colleagues to improve teaching and learning (York- Barr and Duke 2004 :287)

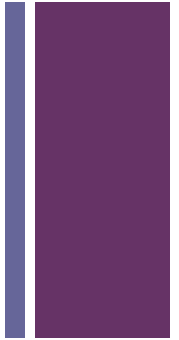
# + Assigned and Emergent



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



# Teacher Leadership in Morocco: Assigned Roles (Formal)



Teacher  
Coach / استاذ  
مرشد

Membership  
Management  
council

Subject  
coordinator

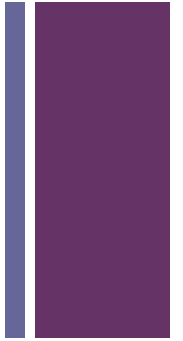
School Clubs

Teacher  
mentor أستاذ  
/ مصاحب



## However,....

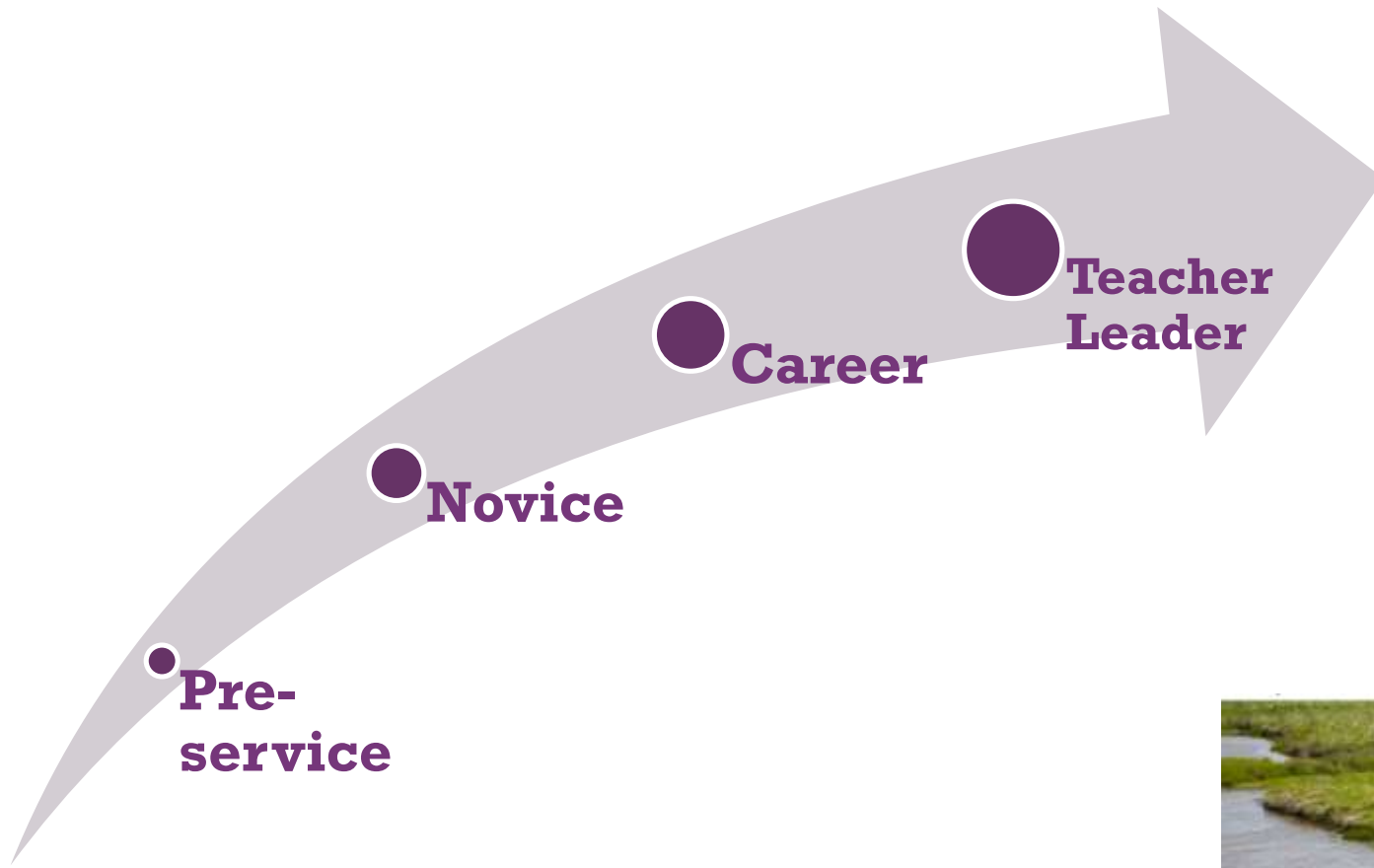
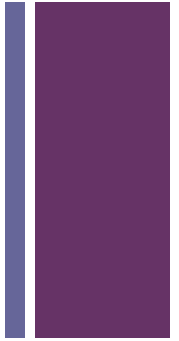
- Incentives /training
- Ambiguity of roles
- Issues of positional power : people might misuse power
- Recruitment
- Draining the classroom from talents
- Risk of creating a tow-tier system / « elitist organisation »



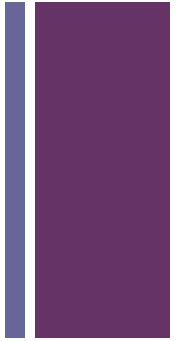


# Teacher Leadership in Morocco:

Prospects for Re-professionalisation Through *CAREER PATHS*



## + However , ....



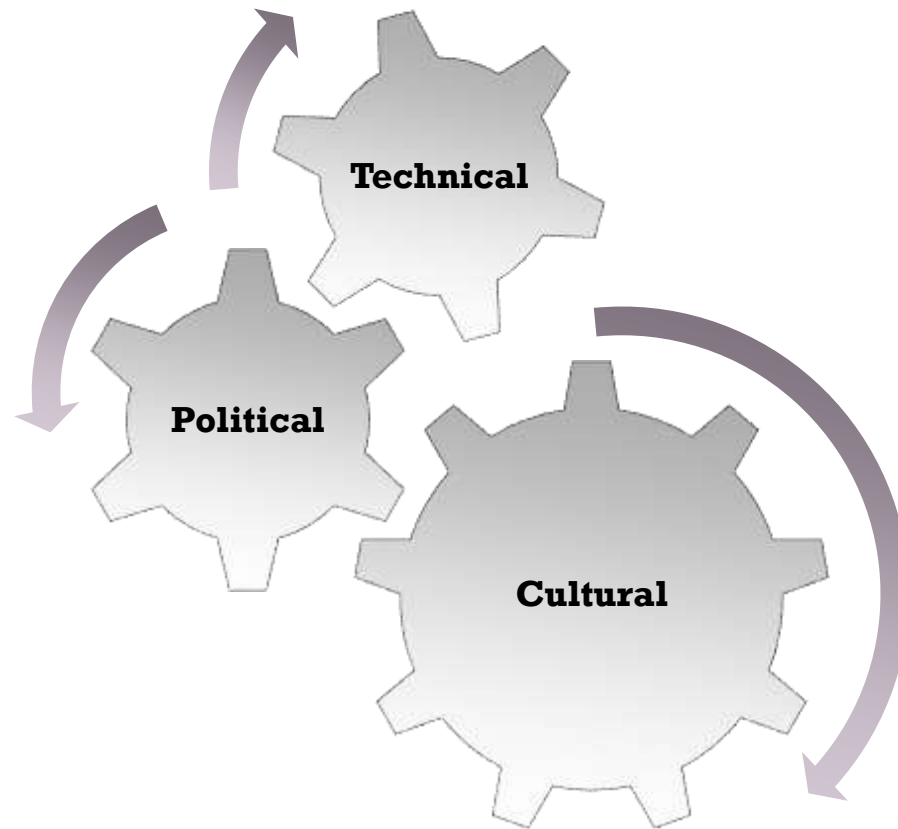
- Attrition / Job security
- Egalitarian norms
- Focus on promotion
- Extrinsic rewards / Transparency
- Classroom loss of best practitioners
- What about teachers who are not interested in a position

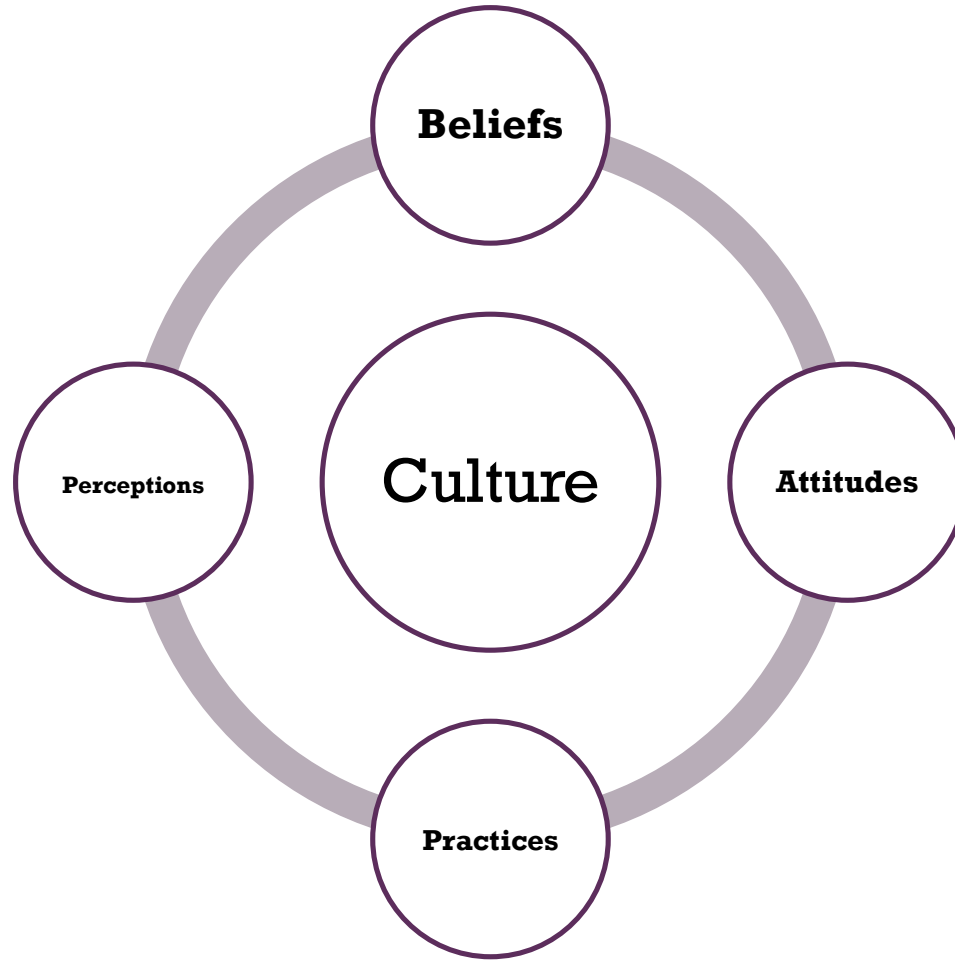
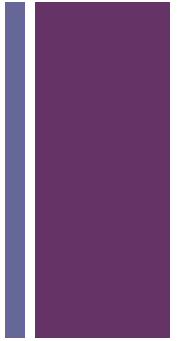


+ However, ...understanding change



# + Understanding Change: Need for Culture Change







# Guskey Model (Gusky, 1986)

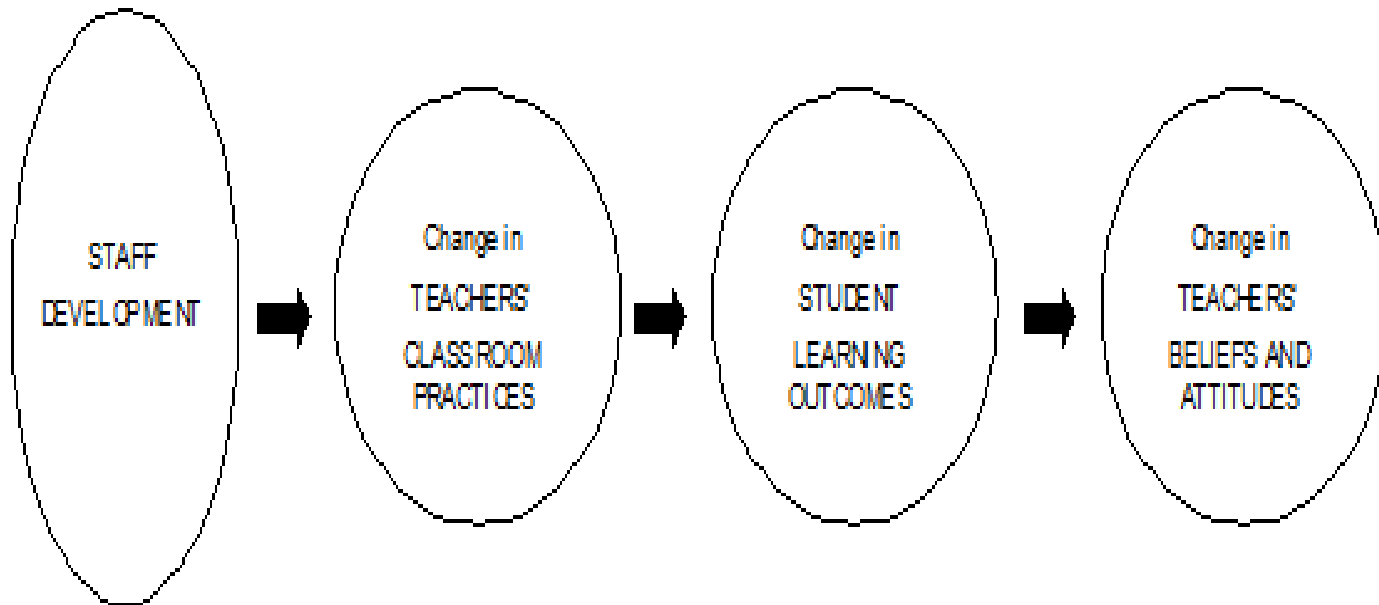
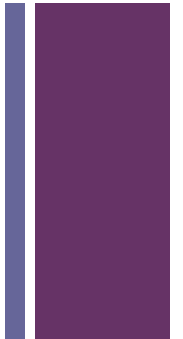


Figure 1: A Model of the process of Teacher Change (Guskey, 1986)

# + 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

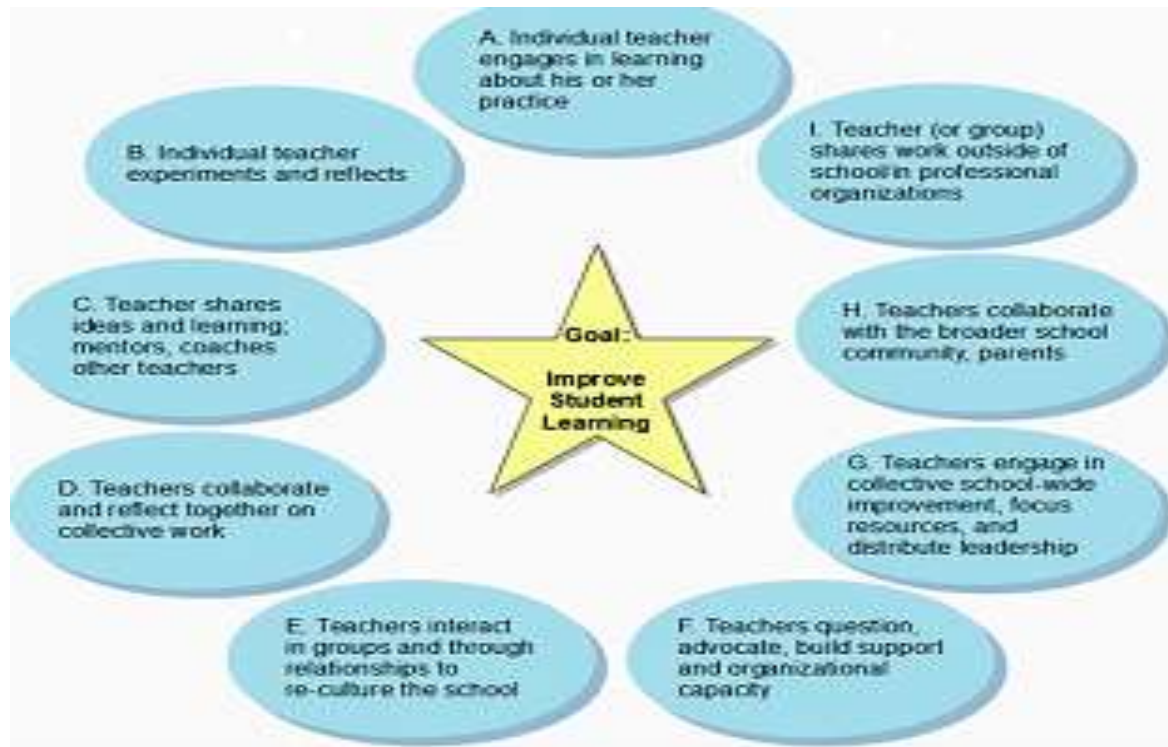


Figure 1. Spheres of Teacher Leadership Action for Learning (Fairman & Mackenzie, 2012)

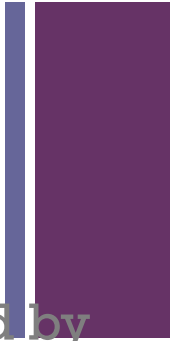


# + Teacher Leadership in Morocco : Non-Positional (informal)



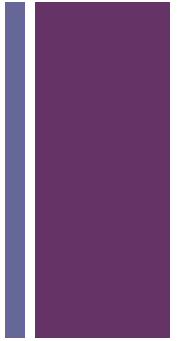


# Teacher Leadership in Morocco



- 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 » and ,« multi-layered »
- ELT supervisors can play an crucial role in enhancing teacher leadership

# + Teacher Leadership in Morocco



## ■ Navigating Challenges :

1- personal

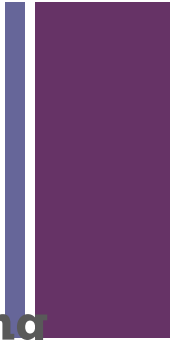
2- Professional

3-organizational



# Teacher Leadership practice: Opportunities for

- **Systematic questioning of beliefs and values about teaching and learning**
- **Opportunities for Reflection and Inquiry / classroom based and evidence based research / Leadership**
- **Spaces for Networking and collaboration**
- **Sense of belonging / Community**
- **Professional Knowledge creation**
- **Developing teacher *EXPERTISE***
- ***BOTTOM-UP POLICY MAKING***





# Impact of Teacher Leadership

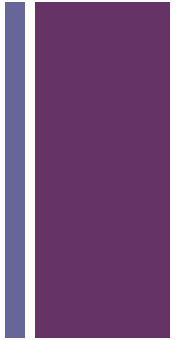


- « Affecting the classroom is not easy... but these programs have transformed teachers and teachers have transformed their classrooms and we have a new culture beginning ... but we need new (educators) to join association (s) to keep it going »

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



# Teacher leadership : Impact on Self-efficacy

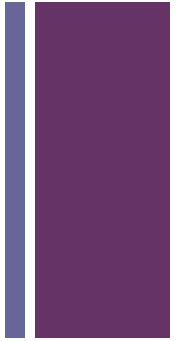


- Teacher leadership can enhance teacher efficacy (katzenmeyer and Moller,2001) cited in Harris and Muijis (2005 : 42)
- Bandura (1989) defines self-efficacy as teachers'beliefs about their abilities to perform (Thooner et al,2011 : 504)
- Teachers with High efficacy are likely to adopt new classroom behaviours (Harris and Muijis,2005 : 47). Improved attitudes (Harris & Mujis,2005: 40)
- Teachers with high efficacy can « take action and persist in the effort required to bring about successful implementation » (Fullan, 2001,P55)
- Teacher's « sense of efficacy influences teachers' openness to adopt innovation » (Cabaruglu, 2014)

# + Self-Efficacy and change



+ Evidence from reserach :



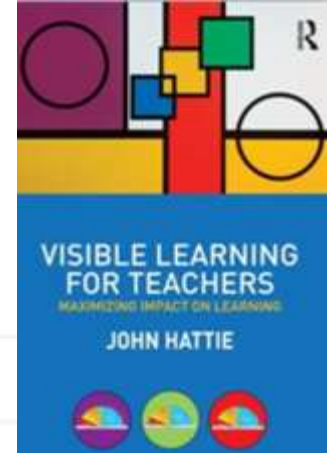
*Teachers: Biggest Impact*







# 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



# + Teachers Can Lead change from within and beyond their classrooms



Through self-directed efforts teachers enact change at the professional, organizational, cultural and policy levels.

(York-Barr and Duke, 2004)

# + Conclusion

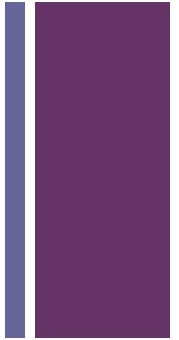
*In every school there is a sleeping giant that awaits for an opportunity to lead innovative practices for a better teaching and learning*

**( Katzenmeyer & Moller, 2001:5)**





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