

**Developing teacher leadership in
unconventional contexts—
The experience of teacher trade unionists**

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Introduction

In recent years there has been an increasing emphasis on leadership “development”—supporting and nurturing teacher colleagues to develop a broad range of leadership capacities. This debate has gone hand in hand with an increasing interest in the notion of distributed leadership.

Distributed leadership is presented in many forms, but arguably has two defining features: first, that leadership is “decentralised”, i.e., the capacity to lead is undertaken by a broader range of individuals, many of whom may be considered at junior levels within their organization. Second, the type of leadership that is exercised is more fluid and informal. It depends less on formal authority (based on traditional sources of power and status), and more on “informal leadership” and the use of influence (the capacity to bring about change, without necessarily having the legitimacy associated with formal authority).

These emphases in leadership development point to the possibility of leadership capacities being developed in non-traditional and unconventional contexts, and it is this issue that we seek to explore in this paper. Specifically, the paper will explore how teachers have developed leadership capacities through their involvement and engagement with their unions.

The research project that underpins this paper is novel in several respects. First, it is genuinely international. Overall, the data are drawn from teachers in the US, Canada, Republic of Ireland, Scotland, and England, but this third phase focuses on Scotland and BC, Canada. Second, forms of data collection have made extensive use of web 2.0 technology to facilitate “virtual interviews” across continents. In each country, teachers who are active in their union, and who hold lay officer positions, have worked with a paired researcher to explore issues of teacher leadership. The research has sought to establish what type of work these teachers undertake as part of their union role, how these teachers conceive of “leadership” and to what extent they see themselves as exercising “leadership”. It also seeks to assess how, through this type of teacher leadership, the teachers in question have brought benefits to their colleagues and their schools.

The paper will report the findings of the research to date. It will demonstrate the diverse range of leadership capacities developed by the teachers in their respective countries. Often these leadership capacities were developed subconsciously, with the teachers being unaware of the tacit knowledge and expertise they had acquired. In many cases, teachers developed quite sophisticated leadership capacities, and handled complex and difficult situations. However, they often did this in difficult circumstances. Their work is often solitary and the teachers in question often worked in very individualistic ways. This could limit their capacities, as well as reducing opportunities for reflection.

Given the sense of isolation experienced by these *accidental leaders*, the paper will briefly show how teacher unions are beginning to address this deficiency.

For example, the British Columbia Teachers’ Federation, in collaboration with Simon Fraser University, has created a Master’s in Education programme in Educational Leadership that has a focus on teacher union and professional organizational leadership. While this program has yet to enrol students, it represents the first time that the BCTF has initiated graduate course content and program development that links to teacher leadership within the union.¹ The Educational Institute of Scotland, in partnership with the University of Edinburgh and the University of Glasgow, has created a leadership development programme for teachers in the form of a Post-Graduate Certificate in Developing Leadership and Learning.

¹ See Appendix for more detail.

The three phases of the research

Phase 1:

- explored a limited area of literature
- considered context in three countries or educational jurisdictions and in teacher unions (British Columbia Teachers' Federation—BCTF, Canada; Educational Institute of Scotland—EIS, and the Australian Education Union—AEU)
- created a Wiki for sharing information and drafting paper
- identified and interviewed three teacher leaders, one from each country
- stated five tentative observations from the research.

Phase 2:

- expanded our literature reviews (see: Charlie Naylor's literature review http://www.bctf.ca/uploadedFiles/Publications/Research_reports/2008EI01.pdf)
- Jim O'Brien, along with his colleagues, Daniel Murphy and Janet Draper, produced a second edition of their book entitled *School Leadership* (ISBN: 978-1-903765-93-7)
- added researchers and teacher leaders from the USA, England, and the Republic of Ireland to the network
- expanded the Wiki
- conducted a video interview to further explore the observations from Year 1
- described the research act as a catalyst in terms of leadership issues within teacher unions.

Phase 3:

- conducted E-Illuminate and video interviews with teacher leaders in Canada and Scotland
- linked to and extended existing themes
- developed graduate courses with the involvement of teacher unions
- more clearly connected overall union goals with teacher leadership.

The Case Studies

Two Case Studies are shared here, one from Scotland and the other from British Columbia, Canada. Both share some context of the national (Scottish) or provincial (BC) teacher union in which the teachers work. Both build on the methodology of previous Case Studies in the earlier phases of the research, yet both explore new areas and roles within the unions which have not previously been included.

Case Study 1: Teacher leadership in professional development: BC Teachers' Federation, British Columbia, Canada

The Canadian context and the BCTF's professional development structure and approach

In recent years, there is evidence of a growing interest in professional learning issues within Canadian teacher unions. One influence and contributor to this interest was the partly union-sponsored work of Clark et al (2007) in Ontario, which made the following proposals for teachers considering approaches to professional development:

- Consider a focus on “teacher learning” rather than “teacher professional development”. This term was adopted in 2007 by major educational stakeholders in Ontario, including the Ministry of Education, the teacher unions, principals, school boards, and parents’ organizations.
- Focus on participants, not the program, with fewer formal “keynotes and workshop” approaches to PD, and more teacher discourse.
- Beware of over-reliance on a guru, a guest speaker, who is often inspirational, but whose influence fades as the next gurus appear.
- Find a balance of approaches, perhaps using Guskey’s (2000) seven models of PD (training; observation/assessment; involvement in development/improvement process; study groups; inquiry/action research; individually-guided activities; mentoring).
- Find the time for both formal and informal learning, with a range of options proposed.
- Evaluate success, perhaps by fostering on-line discussions after the learning activities.

Such perspectives have also been articulated in the international academic literature:

During the past two decades, empirical research has demonstrated that effective professional learning continues over the long-term and is best situated within a community that supports learning. Such situated learning at work can engage individuals in actively working with others on genuine problems within their professional practice. Over this time rapid economic and social changes have been demonstrated to affect professionals’ practice with consequences for professional learning. In this changing workplace the importance of critical reflection in professional learning has been highlighted.

A consensus has developed within the educational research community that effective professional development is based on a notion of professional learning as continuing, active, social and related to practice. Yet this apparent consensus has had limited impact on PD practices, with a noticeable disparity between research findings and practices in most professions, even in teaching. (Webster-Wright, 2009).

Some Canadian teacher unions have for several years been articulating their evolving views on how teacher unions might best support teachers' professional development, and in some cases have articulated specific approaches that they will implement and support. Central staffing and programming, as well as local initiatives, have contributed to this shift in focus and approach.

Two Canadian provinces—Ontario and Quebec—have several teacher unions, reflecting the dual languages of English and French, but also in some cases elementary/secondary and secular/Catholic systems. In British Columbia, the only teachers' union is the BCTF (British Columbia Teachers' Federation), the sole union representing all 42,000 teachers in the province. It has several areas of focus, including bargaining/member welfare and professional support and social justice. A key difference between the BCTF and the Educational Institute of Scotland is that school principals and vice-principals (heads/deputy heads) were removed from the union by government legislation.

The BCTF has a "Professional and Social issues" division, which includes foci on leadership training, workshops, mentorship, and professional development (including teacher inquiry). It has staff with responsibility for social justice issues, including aboriginal, and a French program for its French-speaking members. The union also has 33 Provincial Specialist Associations² (PSAs), which focus on subject areas or job roles. They are professionally-focused and run annual conferences, publish hard-copy or on-line journals, and in some cases manage discussion groups on topics of interest to their members. Thus the central union's staffing and the PSAs form two major parts of the union's support for professional issues and professional development. Another internal division which has focused on both professional issues and professional support is the union's Research Department, with a major area of focus being teacher inquiry as professional development. In recent years the teacher inquiry work, once operating in two separate divisions, has been combined into one approach, with collaboration between the divisions. An explanation of this collaboration and of the union's interest in teacher inquiry can be found in a (2008) paper on the union's web site.³ The Research Department has also initiated this research into teacher leadership within areas of professional focus in the union.

The above, to some extent, represents the union's provincial structures and organization. Local teacher associations/unions vary in size depending on their corresponding school district. Some, in remote areas, represent a few dozen members, while others in the metropolitan area of Vancouver represent over 3,000 teachers. Each has a Professional Development (PD) Chair, with responsibility for facilitating member access to PD. The local decides on the level of time and money allocated to the local PD Chair. This depends somewhat on the levels of control of professional-development funds in the school district. In many locals, teachers have negotiated and won control of the funds, while in others either they have control but the funds are simply shared among all teachers, or they have minimal or no control. Thus the role of the PD Chair is influenced by parameters (who controls the money), philosophy (how it's distributed) and existing PD events (one-day conferences with a variety of workshops). However, some concern exists at the central-union level that some locals may have too limited a support for professional issues in their local. A recent (January 18, 2010) memo to local presidents from the BCTF president presented a recommendation:

² <http://www.bctf.ca/PSAs.aspx>

³ <http://www.bctf.ca/uploadedFiles/Publications/TeacherInquirer/archive/2007-08/2007-12/BCTFTeacherInquiryWGReport2008.pdf>

That the BCTF encourage locals to examine their fee structures and existing Federation grants such that release time for local PD Chairs be made available to enhance professional issues in the local.

The recommendation was accompanied by a supporting statement:

Locals have different practices for providing release time for PD Chairs. While some locals have negotiated full-time or partial release for the PD Chair, other locals provide for release time either from PD funds or from local fees. Locals are being requested to look at their current fee structures and grants to find ways to release PD Chairs to support the work of the PD Chairs. The role of the PD Chair in a local is much more than conference planning and allocation of PD funds. With the testing agenda and other attacks on the teaching profession, including professional autonomy, PD Chairs need time to address these issues.

In addition, other motions have surfaced in support of teacher inquiry within the union:

- **BCTF Executive Committee approved motion: Supporting Program for Quality Teaching (PQT)**

That the BCTF support the continuation of the successful Program for Quality Teaching (PQT)/Teacher Inquiry Project for 2010–11 in locals and PSAs:

with internal budget resources to support inquiry groups, facilitation, and resource development by partnership development with school districts and locals through lobbying for a government grant.

- **Resolution 192—Kamloops Thompson Teachers’ Association—Referral (2009 AGM)**

That the following item be referred to the budget-setting process: “That the BCTF build upon the Program for Quality Teaching/Teacher Inquiry programs and take steps to ensure their long-term sustainability.

The PD Chair role in many BCTF locals has traditionally been one of “gatekeeper”, in that the Chair had a given and very finite budget which required allocation and distribution among teachers in the district. The role was therefore limited in its scope and largely managerial within fixed processes. While one of the above quotes argues for an extension of the PD Chair role, with corresponding time and money allocations to support the work, the shift from “gatekeeper” articulated here is in line with the union’s policies and approaches to support teacher autonomy and resist large scale systemic testing and imposed accountability measures. With the explicit support for teacher inquiry, the union is also promoting leadership through collegial and collaborative professional development, thus providing one approach to PD in which leadership can develop. As will be shown later, both teacher leaders are active in their support of teacher inquiry within their local teacher association (yet implicit in the support for teacher inquiry) is the emerging shift that will be discussed in this paper—the change in some PD Chairs’ thinking away from “one-off” workshops and conferences to more ongoing, sustained learning opportunities of the kind described by Webster-Wright earlier in the paper.

Yet even with an apparently narrow union focus on resisting testing and autonomy, the potential expansion of the PD Chair role within the framed parameters opens the door to new leadership and new approaches. These might include ongoing learning for the simple reason that many forms of such learning, including teacher inquiry, can promote autonomy and leadership.

In terms of teacher leadership, context must be considered. Context includes the district and union structures and organizations as well as the political context in which issues are considered. Good leadership takes account of and works with skill within context. In some cases, such as understanding the political directions influencing the recent union recommendation, it may also involve considering how such recommendations may open doors for more union endorsement of PD approaches which allow for the link between professional learning and autonomy to become more explicit.

The teacher leaders

The two teacher leaders who are the focus of this paper epitomize teacher leadership in professional development. They work locally, but have provincial perspectives. Locally, their work is for a teacher association which operates within one school district, but they are also links in a province-wide network of teachers who are PD Chairs and who meet provincially and also receive regular communications concerning the union's professional-development approaches.

Teresa Fry is the Professional Development Chair of her local teacher association, the Okanagan-Skaha Teachers' Union, a local of the BC Teachers' Federation. The school district in which she works has 11 elementary schools (Grades K–5), 4 middle schools (Grades 6–8), and 3 secondary schools (Grades 9–12). There are approximately 370 teachers and 6,900 students in the district. The school district is located in the Okanagan Valley, a fruit-growing, wine-producing, and tourism area of the province about 5 hours' drive east and north of Vancouver.

Teresa is a teacher-counsellor in a mid-size secondary school in Penticton, the major town in the school district, but she also has some time release from her school role to act in her role as the local union's PD Chair.

Jan Thorsen is the PD Chair for the Nanaimo and District Teachers' Association (NDTA), also a local of the BCTF. Nanaimo is a medium-size district in an older industrial area with some significant issues of poverty and also some wealthier areas. It is located on the east coast of Vancouver Island, a 90-minute ferry ride from the mainland. The district has approximately 780 teachers and 14,500 students. Jan's current role is working in the district's Student Support Services department, where she supports gifted learners, often working with classroom teachers to meet the needs of gifted learners in Nanaimo schools. She works for one day a week as the teacher association's PD Chair, managing a \$280,000 PD budget.

In terms of their perspectives on their work and on leadership, six key themes emerged from the data:

1. A strong interest in understanding and extending experiences of professional development

Part of Teresa's professional interests includes a strong and sustained focus on professional development. There are two aspects of this, one linked to the pragmatics of experiences in both teaching and PD, and the second, below, linked more to the literature and discourse connected to PD. Teachers' experiences of professional development vary as much as teachers' work and lives, but one commonality is that they all have some experience of professional development. These experiences may have been under-explored in previous studies of teachers' work lives. There is little evidence in most studies that such PD experiences have been considered as data necessary to understand experience and perspective in order to create PD options that resonate. Instead, theories (e.g., adult learning principles) and approaches derived from the literature (e.g., professional learning communities) tended to guide the creation and evolution of PD. Data from this study indicate that while such theories and approaches have been important influences, the

lived experience of teachers engaging in PD has in some ways influenced these teacher leaders' perspectives.

Jan's reflections indicate that her experiences in the context of the district were major factors that forged her interest in PD. Context for her included the changing nature of teaching, in which constant cutbacks over years have changed the nature of many teachers' work. Changes include the fragmentation of some roles, with teachers allocated amounts of time to different roles—especially in areas such as Special Education and ESL. With this and other changes (older teachers, some job-sharing), teachers' professional development needs also changed, with some shifting away from standard "PD days" towards more self-directed PD, especially in small groups of teachers with similar interests.

One aspect of importance in this experience centered on collegial experiences with peers—such experiences created opportunities for reflection and sharing of ideas. This kind of experience has forged a strong desire in both teacher leaders to build professional development which is collaborative and encouraging of peer sharing and discourse.

2. Interest in the professional literature and discourse and how to apply both in pursuit of goals

While this was a key factor in one teacher leader's thinking and development, it was not a driver or an influence for the other. Yet, despite this difference, both subjects' thinking and philosophy about professional learning is similar. For the teacher who expressed an interest in the literature, such an interest started in graduate-school classes. Yet she also stated that the literature was the foundation on which to build discourse, so that the literature was less a direct guide and more of a general influence in terms of PD approaches, and a catalyst to engage in discourse with other graduate students and college faculty.

The fact that some teacher leaders access and discuss current literature appears to be an important factor, both within the union and in terms of external relationships and collaborations. Within the union, there has been an evolution in terms of accessing literature. Whereas once the union rarely engaged in discourse linked to current literature, such discourse is now more familiar and more common, especially within the union's Provincial Specialist Associations, which publish journals, hold conferences, and manage web sites. It is also becoming more common among teacher leaders who are using literature both as venues to discourse (as stated above) but also to explore, define, and support union directions and goals. One example is the work on teacher inquiry that both the teacher leaders have supported. In this work, accessing the literature in areas such as professional development, professional learning communities, teacher leadership, autonomy, and collaboration has enabled teacher leaders to participate in substantive discussions with members and external organizations. Such discussions then enable teacher leaders to develop approaches in professional learning which incorporate and model concepts from the literature. The literature base has also proved popular with members who have expressed greater confidence in union-led approaches to Inquiry and PD that have some explicit basis in the literature. It has also proved to be a bridge to communication with school districts, as union teacher leaders articulate positions supported by current literature in their discussions with school districts.

One example of using research for advocacy occurred when Teresa challenged a principal's approach to building a professional learning community by articulating ideas and sharing examples from current research, a challenge gracefully accepted by the principal, who invited her to build the PD experiences in a way that was closer to the literature she believed useful and relevant.

Being more knowledgeable about the professional literature reflects both a growing maturity and an increased confidence in teacher leaders within the union, and can reinforce strategic goals by giving additional reasons for union directions in supporting teachers' professional learning.

3. Passion in terms of wanting to support teachers' professional development

In our first phase of this research we identified passion—for teaching, for collaboration, for a specific subject or role—that drove the actions of teacher leaders. Such passion was evident and in some cases explicit in the conversations with the two teacher leaders in this third phase of our study. The explicit statements about being passionate linked both to learning and literature (Teresa) and to observing and meeting the needs of teachers (Jan). This is not to say that either teacher's passions could easily be labeled within categories, as it seemed that their drive to build good professional development opportunities for teachers was permeated by a passionate determination to get the job done.

Observing and identifying passion is relatively easy when it's stated during an interview, or is reflected in tone, but understanding it may prove more elusive. What exactly is "passion", in a professional sense? From analysis of the interview data, the passion exhibited by both teachers seemed to include both drive and determination over time. It also included either explicit self-recognition of that quality, or recognition of that which was implicit in the words and tone of the teacher by the researcher. The maintenance of drive and determination over time is crucial—it clearly inspired and sustained both individuals by meeting both their individual needs and what they believed to be the needs of peers. Thus, in part, their passion serves dual needs—self and community. The balancing of individual and communal needs may be worth further exploration within teacher unions, and even within schools and school districts. How is balance between individual and communal needs managed? When might imbalance and potential burnout occur? Is there a chance that passion might block analysis and become counter-productive? At this stage we don't know, yet we do, from these preliminary data, understand something of how passion both drives the individual and attracts others, creating a sense of optimism and possibility that the focus of the passion has worth and can be developed. It's not formulaic and it is expressed or observed differently in both subjects, yet both are passionate about their work and directions, and perhaps we need to better understand just what passion is, and how it might contribute to or limit the effectiveness of leadership.

4. "System navigators", well able to negotiate school district and local/provincial teacher union tides and currents, with expanding circles of influence

The term "system navigator" emerged from analysis of qualitative data. Such data showed both teacher leaders working in dual organizations and cultures—union and school district. Union culture in BC is far from monolithic, because local and provincial cultures may vary. Within a local (usually one school district) there may be norms or intermittent "waves" of collaboration or conflict, and varying levels of trust between union and management. Within the provincial union there are also ranges of perspectives on issues from representatives from the 76 locals and sub-locals (usually in geographically-large districts with a few settlements in remote areas). To "navigate" within the union, therefore, requires knowledge of local and provincial union contexts, factions, and philosophies. It also requires keeping abreast of union initiatives and actions; both teacher leaders were aware of motions or actions to support the forms of PD they were encouraging, such as Inquiry, and of the BCTF's actions to encourage increased time allocations for the role of the PD Chair in locals.

They also stated what they believed leadership within the union might focus on in terms of professional issues, with Jan articulating three preferences:

- Giving teachers the tools and opportunities to make decisions as autonomous professionals, and having conversations on how to meet needs.
- Promoting collaborative mentorship so that teachers can support each other and reduce isolation.
- The union being pro-active as a force in safeguarding teachers' rights to self-determine PD while also encouraging dialogue about new options while still making members feel safe and supported.

In terms of relationships with the district, both teachers gave indications that they had keen “antennae” to detect potential issues where they needed to tread carefully. In one example, a district wanted to work more collaboratively with the union to jointly develop professional development days, but expected the union to give up one of the days that was in the control of teachers and the local for the venture—a concession that the PD Chair saw as potentially reducing teacher autonomy and giving more control to the district. The issue here was not the reaction but the awareness of issues, and the connection of proposals to those principles of importance to teacher unions, especially teacher autonomy. On other issues they identified and articulated their sense of the differences between in-service (required by the district and therefore provided during paid time) and professional development (decided by teachers and accessible during those days or times allocated for professional development). This clarity enabled them to avoid any actual or potential district proposals that were in-service but portrayed as PD.

In terms of the “expanding circles of influence”, these leaders, as with others in the earlier phases of the research, clearly moved in different circles over time. For Teresa, her work on provincial committees has meant a clearer sense of provincial issues and discourse. For Jan, her exposure to union meetings with PD Chairs from across BC, and her exposure to and connection with provincial Inquiry projects and initiatives, has meant a similar widening of horizons, from local to provincial. Yet neither has lost any local connection, and there was no sense of moving on to a more important stage. Rather, both were well-rooted in their local context and respectful of it, while also using the wider stage to bring in ideas to the local scene, and, conversely, using their local experiences to share their provincial discussions and meetings.

5. “People persons” with strong communication and empathic skills, used to be responsive to needs but also to articulate new directions

Both the subjects of this study are direct but empathic in their communications and language. They clearly like teachers and the work of teaching, relating to others in ways that engage responses and participation. Jan’s sense of where PD should be heading was forged through dialogue and consultation with teachers. She has a strong sense of facilitation, of being a supportive part of a dialogue rather than controlling it, and of being responsive to context. Yet both, while being strong “people persons” are also leaders in that they use their skills to push and extend thinking:

“We have a huge task in changing minds about what PD is and ought to be, and how each of us can thrive as a professional.”

Such a statement is made in response to analysis of context and needs, not as a directive or as a statement that what currently exists is inappropriate. It’s a push for change and evolution based on trust and dialogue, and it’s an example of leadership which searches for new directions within an explicit philosophy—supporting the needs of teachers as autonomous professionals, while also not being afraid to issue challenges and questions about current practices and approaches.

Thus those interpersonal and communication skills that build trust and respect also proposed changes in direction—more self-directed, self-initiated PD, and less of the consumer approach, where teachers simply select from a range of offerings, attend, and are the recipients of a delivered package. These directions, identified through discourse with teachers or through the literature, are likely receiving a strong and positive response in part because of the skills of communication and empathy—both argued here as essential leadership skills in contexts where relationships are fundamental to both individual learning and organizational effectiveness.

Some of these skills are similar to the notion of “critical friend” that has been articulated and explored in a range of literature. Several of the qualities of “critical friends” stated by Swaffield (2004) reflect qualities of both of the teachers in this study:

- brings a breadth and depth of relevant knowledge and experience, to a specific situation which he or she seeks to understand
- establishes, and adheres to, clear foci and boundaries for the task in hand
- balances friendship and critique, through personal support and professional challenge
- motivates and reassures
- is facilitative rather than directive.

6. Reaching a plateau and needing to find new opportunities and challenges

This was a somewhat unexpected finding. Both participants had spent considerable time—often years—in accessing literature and/or consulting with teachers, taking graduate programs, attending conferences. They had envisioned and articulated new approaches to professional learning and started piloting and supporting Inquiry teams in their locals. There was always a task to do, a metaphorical mountain to climb, with much learning occurring on the journey. But at some point they felt that a plateau had been reached, that they needed some specific learning relevant to them and meeting their needs. They had facilitated the learning of others, offering a service of support to their peers, but when asked about their current needs and learning, made comments such as:

“I’m struggling with my own professional learning—I get a lot done for others but not a lot done for me.”

Both teachers were aware of their own learning needs and both felt they had reached some form of plateau where they had been working selflessly on promoting and creating new approaches to professional development while perhaps neglecting their own learning needs. When asked to consider such needs, both expressed enthusiasm and interest in discourse with peers to consider their roles and issues in professional development, whether linked directly to the local or provincial contexts, or to the literature on professional development.

The data on learning needs reinforces the importance of recognizing the individual preferences of the leader when considering leadership. The actions of both leaders were the focus of this study, and how they were building new forms of teacher leadership within a union. Yet both have needs which link to their own learning and their own professionalism. As a result of analyzing their comments we are considering some approaches linking leaders like Jan and Teresa which may offer additional interest, stimuli, and support. One idea is to have focused and moderated discussions using the same E-Illuminate technology used in interviewing them, and to have a range of areas of focus, some job-specific (the changing role of the PD Chair), some thematic (facilitation skills), and some linked to literature (new directions in professional development).

Case Study 2: Scotland

The Educational Institute of Scotland

The Educational Institute of Scotland (EIS) is the largest teaching union in Scotland, with over 60,000 members, representing 80% of the Scottish teaching profession from newly-qualified teachers to principals, covering the nursery, primary, secondary, and special education sectors. It also represents lecturers in further and higher education.

The EIS was officially formed in 1847, and in Belford's (1946: 63) history of the EIS celebrating the Institute's centenary, he states that:

...not merely for mutual benefit did these teachers associate; believing in the worth of human personality, they wished to proclaim the necessity for education and establish the value of sound learning.

The Institute was further strengthened when, in 1851, it was granted its first Royal Charter, with the guiding principle of the Charter being the upholding of educational standards (Belford, 1946: 327–334). Thus the foundation stones were laid not only for the EIS as a representative body, but as an organization that would seek to put the education of the populace at the core of its mission and invest in the continuing professional development (CPD) of its members. This tradition has been maintained to this day by the Institute's response to the challenges laid down by the McCrone Report (SEED, 2000) and subsequent CPD initiatives (which will be discussed in detail below), and the development of its learning representatives (LRs) initiative, which has been discussed in great depth by Alexandrou (2007; 2009).

For the purposes of this paper, a Learning Representative (LR) is an unpaid volunteer lay representative of the EIS who offers advice and guidance on CPD to fellow teacher colleagues. LRs, or ULRs (union learning representatives), came into being in the United Kingdom in the late 1990s and gained statutory recognition and rights through the *Employment Act 2002* (Parliament, 2002). The EIS set up its LR initiative in 2003, with the first cadre of EIS LRs trained and accredited between September 2003 and June 2004. It now has over 100 LRs operating at school, local authority, and further education levels, with about 20 LRs being trained and accredited on an annual basis.

As the EIS (2010) states, it:

...campaigns for quality continuing professional development for all teachers, and in partnership with a number of university providers, has responsibility for the growing number of CPD opportunities.

The EIS also works in partnership with other key stakeholders to promote CPD. As the Scottish Executive (now known as the Scottish Government) (2003a: 2) states, since 2000, it has:

...worked with local authorities, teacher organisations [particularly the EIS], the General Teaching Council for Scotland and other stakeholders to develop a national framework for Continuing Professional Development (CPD). The CPD Framework is intended to help teachers to identify and access relevant, high quality development opportunities that enable them to meet their full potential.

All the elements that make up the National Framework for CPD are now in place.

The elements of the framework are: induction placement; standard for full registration; standard for chartered teacher; chartered teacher programme; CPD for educational leaders and standard for headship (Scottish Executive, 2003a: 3-6). Significantly, from the perspective of this paper, the element dealing with educational leadership was designed in such a manner that it did not include any aspects specifically geared towards teacher union leadership development (Scottish Executive, 2003b), despite the EIS signing up and supporting this major CPD initiative.

The teacher leader

Karen Farrell has been teaching since 1997, and is a secondary school teacher specializing in home economics at Lornhill Academy, which is situated in the Clackmannanshire local authority area. She is a qualified Chartered Teacher, Committee Member of the Association of Chartered Teachers, Committee Member of the General Teaching Council of Scotland, and E-learning Moderator on the Chartered Teacher programme run by the University of the West of Scotland.

Karen is a member of the EIS and is an EIS Learning Representative (LR), Committee Member of her Local EIS Association, Member of the EIS National CPD Working Group, and represents the EIS on the local Joint Trade Union Council (JTUC).

Six key themes emerged from the interview data:

1. Choosing to become a EIS Learning Representative (LR)

Karen was pursuing her own professional development agenda by returning to study in the form of a Master's in Education (MEd) that was being jointly run by the union and Paisley University (now known as the University of the West of Scotland), when she was made aware that the EIS had begun to recruit and train a new type of lay representative in the form of teacher LRs. Up to this point, Karen had not been politically active in the union and was just a card-carrying member. However, because of her interest in professional development, the LR concept appealed to her. As she states:

I thought the concept of an LR seemed interesting, and due to my being involved in furthering my own learning, I believed I was in a good position to help and encourage like-minded colleagues.

Karen's experience is not dissimilar to that of a number of her EIS LR colleagues, in that many were not active in the EIS or politically motivated in professional development or other terms, before the EIS launched its LRs initiative. However, this all changed once the union decided that through a cadre of LRs it wanted to influence the professional development agenda in Scotland at both an operational (school and local authority) and a strategic (policy and governmental) level. This has been well-documented in two comprehensive studies of the development and evolution of the EIS LRs (Alexandrou: 2007, 2009). However, the difference between Karen and many of her LR colleagues is that she has developed from a rather quiet individual into one who has assumed significant leadership roles and responsibilities and is having an impact on the professional development of teacher colleagues at local and national levels.

2. Developing and evolving as an EIS Learning Representative

Having no experience as a trade union lay representative before becoming a trained and accredited LR, Karen admits she had little knowledge of what would be required of her and what it would involve. As mentioned above, she had not been active in the union. To gain a greater understanding of the role, Karen attended introductory and induction meetings along with other interested individuals. From that point on Karen was hooked. She completed her training, which

was comprised of a 150-notional-hours master's-level module delivered by the University of the West of Scotland. She was trained and accredited as a Multi-Establishment (ME) (local authority based) LR. Once inducted, she joined her local association (known in other unions as branches or locals) to gain a greater insight and knowledge of how the union operated at local level—the various roles and responsibilities local association officers had, and the local and national committees into which they had an input. (The EIS has 32 local associations, which are based on the 32 local authority areas that make up the local governance of Scotland). One of Karen's key roles as a LR is to advise colleagues on CPD, and she remains up-to-date with CPD issues by regularly attending training sessions and meetings, and networking with other LRs.

However, she has begun to progress in terms of representative roles within the EIS and beyond. She is now a committee member of her local association, a member of the union's National CPD Working Group, and she represents the EIS on the local Joint Trade Union Council (JTUC). In addition to these positions, Karen has developed her leadership capability by being appointed to other roles external to the EIS but with a professional-development focus. She is currently Chair of her school Staff Development Group; at national level she is an online tutor with the University of the West of Scotland on its chartered teacher programme. She has held a part-time seconded post as a CPD Development Officer for her local authority from 2007–09, and was successful in becoming an EIS-supported candidate for the recent elections to the General Teaching Council of Scotland (GTCS), the independent regulatory body for Scottish teachers. Karen was elected to the GTCS in 2009, and now sits on the Council's main committee.

3. Challenging the orthodox approach to CPD

By taking on the LR role, Karen is helping to challenge the orthodox approach of both schools and local authorities to CPD for teachers, as she states:

In the past, the main barrier in promoting CPD often came from the “well meaning” Local Authority, who, keen to encourage professional development, targeted programmes and training at all staff even though this may not be of benefit to every individual. This resulted in resistance from teachers themselves.

As Wojecki (2007) argues, such activity helps to create “wounded learners” that have experienced “wounding learning practices”. This is particularly pertinent to the role and activities of LRs such as Karen, because, as Wojecki (2007:2) argues:

Individuals wounded through learning are not lacking in their capacity for learning, but rather, through their experiences; it is one's relationships to learning which may be wounded. This is to say that the learner's relationship has been injured, and through this injured relationship the learner's identities to learning and their vocational trajectories may be impacted...

...Regardless of how this injurious story or experience has been sustained, whether by peers, educators, the institution, the workplace, or the curricula, it leaves an indelible mark on the psyche of the learner because they are inherently linked with and attached to the individual's experiences and concepts of learning. These negative and emotive experiences thus continue to shape how the individual knows what learning is, therefore, framing how the individual engages with formal learning and training programs in the future. These injurious experiences shape the motivations and personal justifications for their avoidance, resistance, emotional responses, and non-engagement with formal learning activities.

Such observations are significant to this study, as in Alexandrou's (2009:43) second comprehensive study of the EIS LRs, it was highlighted that EIS members training to become LRs were asked why they had volunteered to take on the role, and one of the key reasons they gave was that:

...the CPD they have received has been "rubbish" and that they were sent on courses that are "death by powerpoint" with no relevance and little transferability in relation to their day-to-day work.

Karen was asked how she was constructively challenging the orthodox approach to CPD at the school, local authority, and national levels. She stated that she has a quiet approach based upon a reputation for giving informed, focused, and directed advice and guidance on CPD to colleagues who come to her. She has noted the teachers who seek her advice and guidance are "...keen to move forward in their own learning...I am seeing a change in this as more teachers are taking responsibility for their own CPD."

4. Developing as a teacher union leader

Asked how she felt her leadership role and responsibilities have evolved and developed since she became a trained and accredited LR, Karen explained:

I have gained confidence in my role as a LR and I am more focused in ways to take forward CPD. In the past I was unsure of what might be "allowed"; however, lately there is an emerging opportunity for the LR to move forward and be more decisive on CPD matters within the teaching community.

Karen was then asked how much her development as a teacher leader was linked to her LR activities, and how much it was linked to her CPD activities at the school, local authority, and national levels. Karen felt that both roles had had an impact, and stated:

... [the ongoing] training from the LR programme is invaluable in keeping up-to-date with educational issues; however, CPD activities and working in other areas of education allows me to see the bigger picture and teacher expectations from CPD.

This observation indicates that Karen sees her LR role as the basis and launch pad for her leadership activity, but it seems it is not the central role in leadership terms now that she has become an established player in CPD terms. This seems to be borne out by her observations in terms of the relationships she has cultivated with colleagues and other official stakeholders at the school, local authority, and national levels. Karen's following explanation shows there is a clear delineation, but also a link between her two roles:

With colleagues in school and the Local Authority I am known as the EIS Rep and asked about CPD issues from colleagues. I have been involved in holding joint events to promote CPD and work well with the [Local Authority] CPD Development Officer in the area.

At national level I have met members from the National CPD team and GTCS, and although I may not be known personally by them, they are aware of EIS Learning Reps and the work they do, and as a result if contacted for help are supportive.

The final part of the explanation shows Karen is now moving within the national circles of CPD, and her election to the GTCS will allow her to have a greater influence in terms of CPD policy

development that will, it is hoped, have a positive impact on her teacher colleagues. However, she could only have got to this position by being selected as an EIS LR and then impressing EIS local association and national officials to such a degree that they had the confidence and belief in her to support her election to the GTCS. This shows ability, knowledge of CPD from a practitioner, political, and policy perspective, and leadership capability that was not evident prior to taking up the LR role.

Karen believes the above relationships have had a positive impact in leadership terms as she points out, "...I am more confident to engage in positive discussion with colleagues." From a local association perspective she points out:

Relationship working at Local Association [level] has grown as initially committee members were unsure of the concept of an LR. Recently, I have been asked to take the lead providing further information and informing members about the revised Teaching Standards and Code of Conduct issued by GTCS, as well as available CPD opportunities.

This is an interesting observation, and classic in trade-union terms. It shows how, by excelling in a role and being dedicated, enthusiastic, and committed, the "old lags" at local trade-union level can not only be won over by what can be termed in the nicest possible sense as an "upstart rep", but can see leadership potential, and are prepared to give the individual (in this case Karen) more responsibility. This is particularly true, as Alexandrou (2007; 2009) found in both studies of the EIS LRs, that there was suspicion and antagonism at local association level to this new breed of teacher trade-union representative, but as the years have progressed and there has been a greater education of both lay representatives and the membership, the LRs have not only been accepted into the fold at local association level, but are being elected to local association committees and lay officer positions. What the LRs are in effect becoming is the next generation of leaders within the union at local level. Thus, it is fair to state that inadvertently the EIS has, through its LRs initiative, developed a new cadre and generation of leaders that is beginning to make its mark at local association level. Karen is just one example, using this as a platform to engage with key CPD stakeholders at local authority and national levels, which will undoubtedly give her a national profile within the EIS.

5. Engaging in professional development activities as an LR and teacher leader

It is clear from the above evidence that Karen did not have a preconceived agenda in terms of becoming an active lay representative within the EIS and taking on major CPD roles at local authority and national levels. She is what we have termed an "accidental leader". (Naylor, Alexandrou, Garsed, and O'Brien, 2008). However, she is now and will continue to be an LR and teacher leader for the foreseeable future, and this has implications from a professional-development perspective for Karen herself.

To this end, Karen was asked if, since she became an accredited LR, she had participated in any further professional development activities relevant to her LR and emerging leadership roles. In LR and CPD terms, Karen has been involved in a number of activities, as the following explanation indicates:

I have worked with the CPD Development Officer organizing annual partnership events in the Local Authority. I keep up-to-date with my work in relation to Chartered Teacher. I am a member of ACTS (Association of Chartered Teacher Scotland).

What is significant is the absence of any mention of leadership training. This is not surprising, as we found no recent academic literature pertaining to the leadership training of aspiring and talented trade union lay representatives, and our own practical experience and knowledge points to the limited nature of such training in virtually all established teacher unions in English-speaking nations.

Taking this a step further, Karen was asked to not only think about her present position, but to also look back and identify any professional development she believes she needs or should have engaged in, in leadership terms, to fulfill her role and to take her to the next level of leadership and representative responsibility. Karen made the following observation:

In relation to leadership, I believe continuing to be supported and well-informed regarding initiatives in Scottish education ensured confidence and allowed for progress of the LR role. Presentation skills are useful. I believe I have good ICT skills, however some LRs may find this beneficial.

6. Considering the future and stating views on leadership

Karen was asked to consider her immediate future as an LR and emerging teacher leader. She was asked if she was at the “now what?” stage in representative terms, and if she was, in which direction she was contemplating going. Karen felt that she had passed this stage and was now looking to becoming more proactive, adding, “...I am more focused on how I would like to take forward the CPD agenda”. This explanation indicates a clarity of thought and direction, and a belief in where she wants to take the CPD agenda. Where she wants to take this agenda was, to a degree, answered when she was asked to describe what she believed leadership (from a teacher/teacher union perspective) was about. Karen was unequivocal in her response when she stated:

I believe leadership is about having a vision and ability to support and give confidence to others to take forward a project [and] encouraging autonomy.

She also believes her views on leadership have changed since she became an LR, as previously she had associated leadership with management. She concluded by stating:

The role of the LR has evolved over the years, and I believe as more teachers take responsibility for their own CPD, the role of the LR will broaden, and as well as providing information and organizing events, LRs might encourage network groups that offer opportunities for teachers to engage in professional discussion.

Although Karen and many of her EIS lay representative and teacher colleagues have not received formal leadership training and professional development, this situation has changed in the 2009-10 academic year. The EIS has become involved in a bold initiative with the University of Edinburgh and the University of Glasgow to provide, for the first time, a structured academic-based leadership professional development programme that aims to give Scottish teachers a greater understanding and knowledge of leadership, and that may also help to develop future generations of EIS representatives who will not all be “accidental leaders”. The following sections will detail how this programme has come to fruition and what it entails.

Developments in the formal learning of teacher leaders in Scotland

The 21st Century Agreement (SEED, 2001), following on from the ground-breaking McCrone Report (SEED, 2000), heralded a sea-change in Scottish teacher professional development. A series of teacher standards emerged to form a professional development framework (Christie and O'Brien, 2003), with associated provision to prepare expert or "Chartered Teachers" (Connelly and McMahon, 2007; Ingvarson, 2009), and headteachers or principals (Cowie and Crawford, 2008; O'Brien et al., 2008). Worldwide, the importance of leadership, especially principalship, has been repeatedly stressed by researchers and educational auditors. Leithwood et al. (2006, p. 5) claim that "There is not a single documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership."

Much of the focus on leadership development in Scotland has been on preparing individuals to be potential headteachers through a professional learning programme known as the Scottish Qualification for Headship (SQH). Partnerships between employers and universities offer this work-based learning (Reeves et al., 2002) programme, and the provision has been independently very positively evaluated (Menter et al., 2005). Despite this, government has made efforts to introduce more "flexible" approaches (O'Brien and Torrance, 2005) to meeting the Standard for Headship (SfH), involving coaching and mentoring (Davidson et al., 2008; O'Brien and Sharp, 2008). Government appears to be concerned about potential problems in the supply of headteachers (The Scottish Executive, 2007; O'Brien, 2009), despite research evidence suggesting that the local problem may not be as bad as initially suspected (MacBeath et al., 2009). All-in-all, there has been much policy and professional-development activity associated with school leadership, although coherence and consistency are difficult to detect in relation to policy development, and while the "leadership agenda" appears to be a useful slogan (having replaced the notion of a Scottish "bricks and mortar" equivalent of the National College for School Leadership [NCSL] in England) it currently could not be described as a national strategy, although the existing national CPD Team provides focus and significant networking opportunities. The various agency stakeholders are therefore free to engage in developments and partnerships to progress leadership issues where they see potential benefit for the profession or possible advantage for their own position(s). Another important driver is the capacity to secure appropriate funding, principally from the Scottish Government.

Kennedy et al. (2007, p. 61) suggest that:

Among the factors that have distinguished the Scottish teaching profession, at least from other parts of the UK, have been the predominance of a single teachers' union, the Educational Institute of Scotland (EIS), and the longevity and influence of the General Teaching Council for Scotland (GTCS), established by an Act of Parliament in 1965.

Following a consultation in 2009, the Scottish Government has decided that GTCS will, within the next two years, become a self-regulating body assuming full responsibility for teacher standards. However, the suggestion of a greater role in Teacher CPD for the Council failed to secure endorsement. Inevitably, GTCS will play an increasingly-important and enhanced role in relation to teacher professionalism and teacher leadership; for example, a Standard for School Leadership, not just Headship, appears to be a logical development in the next few years. Post-McCrone, the EIS has engaged with government and other stakeholders, including several Scottish universities, to provide learning opportunities for its members. Central to this has been the union learning representatives initiative (Alexandrou and O'Brien, 2007; 2008), which has done much to stress the importance of professional development at school and employing-

authority levels. The EIS (2008), for the first time, produced a policy statement on leadership in schools and the importance of associated professional development, arguing for a national, coherent approach in order to avoid the emergence of disparate practices. The policy document declares that:

EIS policy on leadership is consistent with extant policies on inclusiveness and collegiality... Others involved in the work of the school may also assume a leadership role as part of their work in the school. From an EIS perspective, capacity building associated with leadership in schools is in part aimed at developing an increasingly confident and informed teaching workforce. It should also inform the next generation of activists involved in the work of the EIS. (p. 5)

This resonates with the prevailing orthodoxy in Scottish education, as exemplified by HMIE documents, in particular the HMIE document on “Leadership for Learning” (2007).

Her Majesty’s Senior Chief Inspector HMIE states, in the Introduction:

Developing leadership is not just about honing the skills of those in the most senior positions, important though that undoubtedly is. It is also about releasing the energy of every member of staff and every learner and about giving each of them a sense that their contributions are valued. The development of such a culture is important in its own right and the response to the pressing requirement to build leadership capacity and to develop the leaders of tomorrow.

A recommendation contained in the EIS leadership policy document was that “the EIS should seek to develop post-graduate CPD on leadership, aimed at all categories of EIS member in schools, and adjusted to the needs of individual members.” To that end, discussions took place between representatives of the universities of Glasgow and Edinburgh and the EIS, with a view to developing an appropriate post-graduate CPD programme for teacher leaders, and the result is a new post-graduate Certificate in Developing Educational Leadership and Learning offered by both universities. Many academics working in the field of school leadership have focused of late on “distributed leadership”, acknowledging the problematic nature of the concept (Gunter, 2007; Harris, 2007), speculating on how this may develop (Gronn, 2008), and considering the relationship with “teacher leadership” (Harris, 2003; Frost and Harris, 2003). Indeed “teacher leadership” itself has a long and well-documented research history (Pounder, 2006; York-Barr and Duke, 2004).

This development, therefore, reflects a growing awareness of and emphasis on leadership in schools, at both the individual and the institutional levels. The pace of change, the need to respond to new initiatives, and organizational commitment to continuing improvement, mean that teachers at all levels require leadership skills. The new programme is designed to support teachers wishing to build their confidence and practice as leaders. It is intended for both teachers who aspire to or are in the early stages of developing their leadership role, as well as experienced teachers seeking to enhance their skills in working collaboratively. The post-graduate certificate involves three courses:

<i>Course</i>	<i>Focus</i>
Course 1: Developing as a leader	Exploring leadership and self-evaluation
Course 2: Working collaboratively	Developing collaborative practice
Course 3: Leading a project	Completion of work-based project

Overall, participants will be able to develop and demonstrate their understanding of the principles of educational leadership with a particular focus on early leadership, while specific aims are to:

- develop a critical understanding of the concept of leadership, particularly in the context of teacher leadership
- foster critical reflective practice
- develop an appreciation of the importance of leadership in enhancing learning in school
- provide opportunities for the development and review of teacher leadership skills.

Each of the three courses involved have been designed to afford opportunities to learn and develop leadership skills through the use of blended learning which combines:

- small group work
- relevant theory
- face-to-face tutoring and support
- on-line learning
- leading and managing small-scale projects in school
- opportunities to work with colleagues in other schools to develop shared understandings.

The three courses will have 2/3 taught sessions on a university campus. In sessions 2009–10 and 2010–11, it is intended that for the initial offering of the certificate, Course 1 will be offered as a summer school (three days) and other courses will run on Saturdays. The programme is part of a master's pathway, and can be used towards a master's degree in education and leadership at either Glasgow or Edinburgh universities. Accreditation of prior learning for this certificate may be available for the Chartered Teacher Programme, thus offering participants a major benefit of linking their professional learning to other existing pathways.

The Programme therefore offers:

- *flexibility*: the programme is part-time, to allow participants to combine work and study. A blended learning approach is used combining taught elements, e-learning, and work-based activities.
- *progression*: the programme leads towards and contributes to different masters level awards including a masters in leadership and management
- *access*: the programme is open to teachers across Scotland
- *coherence*: the different elements of the programme cumulatively build the knowledge, understanding, skill, and commitment of participants
- *relevance to practice*: the programme includes structured opportunities to apply ideas to practice and reflect critically on these experiences.

It will be interesting to review the take-up by teachers of this opportunity and to reflect on its possible impact on school leadership in due course.

Conclusion

The three years of this research to date have enabled us to identify a range of qualities that contribute to effective leadership in supporting teachers' professional development in teacher unions. By articulating such qualities we hope to stimulate debate on what constitutes leadership and how it can be developed and nurtured within teacher unions. The maturity of the focus on leadership within teacher unions is reflected in the fledgling yet emerging interests of the academy in connecting with teacher unions to develop formal educational programs in leadership. The themes generated and generating allow those within unions and in leadership roles to discuss and consider qualities that might be encouraged and extended, so that skills become overt and the focus of reflection and development. We also hope that there may be some practical strategies for training and development of teacher leaders that may come in part from this research.

We argue that the value of this work lies not in the definition of leadership qualities, but in the exploration of them. None of our analysis is sufficiently definitive as to claim qualities as exact or generalizable, yet they can provoke reflection and debate, as well as a foundation for further exploration. They also give us, the researchers, a sense that leadership is not formulaic but nuanced, responding to context in multiple ways, yet with certain principles and beliefs which sustain and strengthen leaders. We argue that exploration has advantages over definition, in that it encourages evolution rather than emulation, reflection and adaptation of ideas rather than compliance to expressed norms or beliefs.

Yet the research also generates questions. One in urgent need of consideration is gender. While most teachers are female (70% in BC and 76% in Scotland), almost all the leaders we have met who are active in professional development leadership are female, and the female dominance in this area seems, beyond that, to be expected from the female-male ratios in teaching. Are most teacher leaders in this area female, and if so, why? Are the qualities of leadership they demonstrate different from male characteristics of leadership? A final question is how we nurture and support teacher leaders with their own learning, and avoid merely focusing on developing their facilitative and leadership skills. The simple answer is not only that we don't know, but we are not even sure if they are the right questions. Nevertheless, we intend to at least raise the issue of gender and leadership, as well as how to support teacher leaders, in future research.

We also hope to connect the BCTF and the EIS in a three-hour live dialogue on issues of leadership linked to this research and to other union leadership initiatives, in order to establish more formal connections and discourse on how teacher unions might foster leaders in support of teachers' professional development.

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Appendix: Course description: Teacher Leadership, Simon Fraser University, Vancouver, Canada.

SIMON FRASER UNIVERSITY

EDUCATION 8XX

BUILDING LEADERSHIP WITHIN COMMUNITY IN A COMPLEX WORLD

Instructor: Charlie Naylor

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DESCRIPTION

Leadership occurs within communities, including schools, organizations or companies. Such communities exist within a globalized world which is rapidly changing in social, cultural, technological and economic ways. Schools and other organizations are often administered subject to governance systems that guide or control approaches to leadership at various levels. This course will explore why we educate, and consider a range of leadership approaches within the context of community in a changing world. Students will be encouraged to apply analyses of leadership approaches to their own work and contexts while also contributing to and considering the contexts of other participants in the course.

TOPICS

- Why do we educate in schools or exist as an organization? Distinguishing between the “means” and the “ends” of education and organizations.
- Changing economies and societies in a globalized world.
- New technologies and their implications for leadership.
- Concepts of leadership, including distributed leadership.
- Considering recent and evolving leadership approaches in various countries.
- The nature of community, with application to leadership in local contexts.
- Application of topics to professional experience in local communities.

PREREQUISITE

Registration in an M.Ed. Graduate Program in the Faculty of Education.

FORMAT

Three-week intensive seminar held in conjunction with the Summer Institute.

EVALUATION

Students will be graded for:

- Participation in class discussions.
- Contribution to a collective and collaborative review of literature to be housed on a class Wiki.
- A paper addressing one or more of the class topics, also posted on the Wiki.

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