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The international debate on educational and teacher leadership and its relevance to teacher unions

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Teacher leadership can take many forms. Teacher leaders show themselves in many ways both in and out of school. Not all teacher leaders are visible. Some do their job quietly and without fanfare. They focus on their students. They respect their peers. They recognize that diversity within the teaching profession is good. They are willing to accept change and work with it. They are constantly looking for ways to improve themselves, their classrooms, and their schools. They are patient and try to maintain their perspective, taking into account the “big picture.” They accept the use of technology as an essential tool for instruction and productivity. They are not threatened by people who are more outgoing and extroverted than themselves. They actively try to get parents involved in school life. Teacher leaders inspire the people around them.

(Hess, 2008)

I envision a school that has a community of leaders. This is a place whose very mission is to ensure that every student, parent, teacher, and principal will become a school leader in some ways and at some times...It's exciting to speculate about what would happen if, in addition to becoming a community of learners, every school were to become such a community of leaders.

(Barth, 2001)

*A leader is best when people barely know that he exists,
less good when they obey and acclaim him,
worse when they fear and despise him.*

*Fail to honour people and they fail to honour you,
But of a good leader, when his work is done, his aim fulfilled, they will all say:*

“We did this ourselves.”

Lao-Tzu (Father of Taoism, 6th century BC)

Introduction

Lao-tzu's view of leadership expressed many centuries ago in some ways is reflected in the quotes from Hess and Barth in the current millennium: Leaders do indeed lead but the essence of good leadership permeating these three authors is that of enabling others in ways that demonstrate respect and build relationships while minimizing the leader's ego, status and overt level of control. Leadership is therefore viewed as a skill and an art, with human relationships at its centre. Less explicit in these quotes is the focus of leadership, the tasks to be completed, whether in a school, a community, or a nation. Yet in considering the nature of leadership in education, it is useful to consider both the nature of leadership and its purposes. What forms of leadership are being promoted within educational systems with centrally-mandated provincial or state directives? What approaches to leadership are being developed within professional learning communities or teacher inquiry groups? Might a school principal be directive or collaborative, and how might these differing approaches to leadership affect teachers and school communities? While responses to each of these questions depends greatly on context, there is ample evidence that, whatever the context, there will be diverse and sometimes competing views on appropriate forms of leadership, whether to implement (or to challenge) a mandate, to develop a learning community, to lead within a school, school district, or teacher union. Analysis of the current international literature on educational leadership can assist teacher unions, school districts and others to better understand the diversity of approaches to leadership, the skills involved, the organizational and systemic implications of initiating new approaches, as well as to consider how, individually or collectively, leadership can be developed, fostered, and challenged.

This paper will make the case that the literature and debate on educational and teacher leadership is already impacting BC schools, and that such an impact is likely to grow. As a teacher union, the BCTF needs to be aware of and take a role in shaping this debate for the following reasons:

- Demographic changes in public school systems will affect school district and teacher union leadership structures and capacity.
- There appears to be limited attempts at coherent succession planning in both school districts and teacher unions.
- Competing and ideologically opposing approaches to leadership exist, some more empathic to teachers and teacher unions than others.
- One view of educational leadership is that most leadership should be in the hands of school-based administrators in a school or site-based managed system, a perspective which, if realized, would be likely to reduce teacher leadership.
- Current approaches to developing professional learning communities in some BC school districts are exposing dichotomous views of leadership.
- The development of teacher and distributed leadership could become a focus for teacher unions in Canada and teacher unions could choose to develop leadership capacity in a range of areas (professional, social justice, etc.) as organizational priorities.

A review of the recent literature on teacher leadership

Leithwood & Riehl (2005) made ‘four strong claims’ concerning why school leadership is important in education:

1. School leadership makes important contributions to the improvement of student learning.
2. Leadership in schools is exercised primarily by Principals and teachers and may be distributed to others as well.
3. A core set of basic leadership practices is valuable in almost all contexts.
4. Successful leaders in schools serving diverse student populations establish conditions that support student achievement, equity, and justice.

Harris & Townsend (2007) argue that “there is a powerful amalgam of forces eroding leadership capacity in the school system,” and make a case for reconsidering forms of leadership required to address eroding capacity, in particular offering support for ‘lateral’ and distributed rather than ‘vertical’ and hierarchical forms of leadership. Traditional models of hierarchical leadership are being challenged. In both education (Hargreaves & Fink, 2006; Robertson, 2008) and business (Parise & Sasson, 2002) there is evidence that new and evolving forms of leadership are often distributed and facilitative rather than directive and hierarchical.

Danielson (2006) suggests there are three imperatives for teacher leadership: managerial (the need to share responsibility in an era of multiple directives); school improvement demands (with schools under constant pressure to improve); and professionalization of teaching (in which shared decision-making is a norm). Danielson argues that optimism, enthusiasm, open-mindedness, a tolerance for ambiguity, and humility are among the wide range of qualities needed for teacher leaders to work effectively. Danielson’s identification of such qualities raises the question as to whether these qualities are personal or professional attributes, whether they are instinctive or acquired, and whether they are currently the qualities being sought in educational leaders. Should organizations such as teacher unions or school districts want to see evidence of such qualities within prospective leaders? Might such qualities better serve schools and communities than qualities such as strength and decisive decision-making, the attributes of a different, more traditional but arguably still dominant view of leadership?

The changing view of what constitutes leadership, and who leads, has considerable relevance to BC’s education system. Leadership can influence work-place climates and working conditions. It can influence how policies are implemented and whether they positively or negatively impact teaching and learning. Leadership can include or exclude teachers, be collaborative or hierarchical in how decisions are reached, collegial or confrontational in approaches and processes. The style of educational leadership can encourage or stifle discourse and can, in some cases, make or break school communities. The impact of leadership styles on teachers is

considerable, and it is therefore worth the time and effort to better understand leadership concepts in order to influence leadership directions.

How is educational leadership defined and what forms of leadership are being articulated in the literature as most relevant and appropriate? Definitions and forms of leadership includes those forms of leadership where coaching and mentoring occur (Robertson, 2008); within professional learning communities (Higham, Hopkins, & Ahtaridou, 2007); where leadership may be shared at different times and for different tasks (Lee, 2008). Leadership can include identifying and building on ideas but always involves people and human interactions and relationships. Leadership need not be formal and in some cases may not be overt. Leaders may be district or school administrators but they may also be classroom teachers, teacher-librarians, or resource teachers. Hess (2008) describes both formal and informal leadership, stating that:

Informal leadership is all about relational power. Informal leadership occurs when one particular staff member walks into the lunchroom and gets everyone laughing and feeling good about coming to work that day. Informal leadership happens when penetrating questions, the ones that really need to be asked, are asked at a staff meeting before a crucial decision is made. Informal leadership emerges when a thoughtful teacher steps into a principal's office, closes the door, and offers stellar advice. It transpires when a master teacher informally shares curriculum with an inexperienced teacher, or when a new teacher shares what she is learning in her graduate class with her grade-level team. Starting a science club is an outbreak of informal teacher leadership. (p. 11)

Leadership should also be responsive to context, and in BC that must include consideration of the forthcoming and significant changes in administrator and teacher demographics (BCPSEA, 2007). But educational leadership must also consider several broader areas of context. One is the changing nature of the world in both economic and social terms, with globalization (Macdonald & Hursh, 2006) and mass communication changing economies and placing greater emphasis on knowledge as a commodity. Within this changing world, new economy work environments stress networking and collaboration (OECD, 2003; Inkpen & Currall, 2004) which necessitate new and different forms of leadership (Linden, 2003). In terms of social change, globalization has also resulted in multicultural and multilingual urban concentrations of population, offering both promises and challenges to educational systems (Cummins, 2006).

Educational leaders therefore need to understand changing contexts in global, economic, social, and local terms in addition to the changes either predictable or possible in K-12 education systems. But they also need to understand that education is also fundamentally about relationships (Noddings, 2006), and that leaders build and foster relationships in educational systems which are one foundation of pluralistic democracies (Fenstermacher & Richardson, 2005; Cuban, 2003). Building positive and professional relationships is not an end in itself but a means to use leadership to maximize the effectiveness of educational systems to meet the needs of all learners and to build and maintain a democratic society. Leaders need some understanding

of new communication systems and technology in order to use such technology effectively for accessing and disseminating information. The literature (Cummins, 2006) which considers the Canadian education system's role in a changing world states or implies that leaders need to have empathy for all forms of social diversity including ethnicity, culture, disability and sexual orientation so that leaders should view diversity as an asset rather than a deficit, and are responsive to diverse needs while also including diverse populations in decision-making.

One rich resource in accessing the literature on educational leadership is the report *Successful School Leadership: What it is and how it influences pupil learning* by Leithwood, Day, Summons, Harris, & Hopkins (2006). They consider leadership to be about "direction and influence" (p. 11) and argue for a strong link between good leadership and student learning. Reviewing a wide range of empirical studies and identifying approaches to leadership where few studies exist, Leithwood et al. identify core leadership practices (10 based mainly on Hallinger, 2003; and 21 linked to Waters, Marzano, & McNulty, 2003, 2005). These leadership practices are within four key areas:

- Setting directions,
- Developing people,
- Redesigning the organization, and
- Managing the teaching program.

Leithwood et al. also identify 11 leadership theories and models, which are listed in Appendix 1. Their analysis links collaboration and leadership within their exploration of 'Redesigning the Organization,' stating:

A large body of evidence has accumulated since Little's (1982) early research which unambiguously supports the importance of collaborative cultures in schools as being central to school improvement. (p. 39)

There is a crucial yet oblique connection between two concepts of collaboration and leadership, and their accompanying literatures. Collaboration and collegiality can be fostered, limited, or destroyed depending on the leadership approaches utilized. As the BC debate continues on collaboration and on forms of learning communities, it becomes important to consider leadership models and approaches which impact or influence the models of collaboration that are being proposed or developed. Part of the dilemma in some BC school districts appears to be the articulation of a collaborative culture in combination with what is perceived to be a controlling or hierarchical form of leadership or control. It could be argued that the more controlling the leadership, the less collaborative the culture, so that the rhetoric of collaboration emanating from some school districts may not be reflected in forms of collaboration that engage many teachers, or which generate friction between school district management and local teacher associations/unions. Yet it is also possible that some BC school districts may intend to develop genuinely collaborative cultures but may be inadvertently promoting hierarchical leadership and discouraging other leadership options. If genuine rather than contrived collaboration and

community are to be fostered, then leadership approaches must be other than hierarchical and controlling, and views on leadership more consensual than dichotomous.

Rhodes et al. (2004) argue that there exists a growing realization that 'dispersed,' 'delegated,' or 'distributed' leadership is crucial to organizational success, rather than forms of hierarchical leadership. Within such concepts, teacher leadership is clearly possible and often a reality. They suggest that teacher leadership occurs in three areas:

- Leadership of students or other teachers, facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches, leading study groups
 - Leadership of operational tasks: keeping the school organized and moving towards its goals, through roles such as head of department, Action Researcher, member of task forces
 - Leadership through decision-making or partnership: membership of school improvement teams, membership of committees, instigator of partnerships with business, higher education institutions, school districts and parent groups.
- (p. 62)

Leithwood et al. (2006) argue that there is limited empirical evidence that distributed leadership is linked to "improved student outcomes" (p. 45), they state that there exists growing confidence that distributing leadership improves organizational effectiveness:

[Distributed] leadership is a form of concerted action which is about the additional dynamic that occurs when people work together or that is the product of conjoint agency. The implication, largely supported by the teacher development and school improvement literature, is that organizational change and development are enhanced when leadership is broad-based and where teachers have opportunities to collaborate and to actively engage in change and innovation.

(p. 46)

They also directly link distributed leadership and professional learning communities, and state that the literature clearly links teacher involvement in decision-making with positive school improvement:

In terms of professional learning communities in schools it would appear that distributed leadership also plays an important part. Research by Morrissey (2000) concludes that extending leadership responsibility beyond the principal is an important lever for developing effective professional learning communities in schools. A range of other studies (Blasé & Blasé, 1999; Hallinger & Kantamara, 2000; Portin, 1998) also point towards a positive relationship between organizational change and distributed forms of distributed leadership practices. The school improvement literature contains similar messages about the types of leadership that accompany positive change in schools. This has consistently underlined the importance of teacher involvement in decision-making processes

and the contribution of strong collegial relationships to positive school improvement and change. (p. 50)

Harris (2005), one of Leithwood's co-authors, takes a more assertive and upbeat stance on distributed leadership in an individual paper:

Distributed leadership implies the involvement of the many rather than the few in leadership tasks, and is premised on a collective approach to capacity building in schools. A distributed perspective on leadership moves away from concentrating on those in formal leadership positions to consider those leadership practices that occur daily through informal interaction and collaboration. (p. 7)

Harris, in an earlier work (2004a) also identified three barriers to distributed leadership:

- those in formal leadership positions feeling threatened by the emergence of distributed leadership approaches and models,
- school structures which included rigid departmental roles or top-down hierarchies, and
- 'misguided delegation' in top-down schools, where delegation is confused with distributed leadership.

This work suggests that, in some contexts, adherence to hierarchical forms of leadership may be strong and those in power will resist attempts to distribute leadership more widely.

Harris & Townsend (2007) also argued in favour of distributed leadership because teacher (rather than principal) leadership has been identified as a key factor in educational change and improvement:

A large number of teachers at different levels and at different stages in their careers see themselves as leaders but do not aspire to headships. They represent an important, large but rather neglected group of teacher leaders in many schools in many countries (Harris & May, 2004). There is substantial evidence to reinforce the fact that the leadership of the headteacher does not stand out as a critical part of the change process in schools (Fullan, 2000; Copeland, 2003). Instead the research points to teacher leadership as being a more important contributory factor in successful school improvement (Newman & Wehlage, 1995; Murphy & Dutnow, 2003; Leithwood & Levin, 2005). Leadership research also demonstrates that the effects of teacher leadership far outweigh the effects of the headteacher on student engagement and achievement, before taking into account the moderating effects of family background (Leithwood & Jantzi, 2000). It also demonstrates the positive impact of distributed patterns of leadership on student engagement and involvement in learning (Sins & Mulford, 2002; Bennet et al., 2003; Harris, 2004a, 2004b, 2005). (p. 168)

Spillane (2006) also recognized the limited empirical evidence in support of distributed leadership while also stating that such evidence is limited because the concept is relatively new.

Spillane argues that leadership should be considered as organizational functions rather than being tied to specific positions or titles, and that the distribution of leadership could be different depending on:

- leadership function (e.g. instructional leadership),
- subject /area of focus (Language Arts and PD tend to incorporate more distributed leadership than Math or Science),
- school type (with private/entrepreneurial schools more likely to distribute leadership) ,
- school size (the larger the school the more leaders), and
- school development stage (fitting leadership to the appropriate stage of development rather than selecting a fixed formula).

Some of the leadership literature appears to belittle the concept of multiple leaders, arguing that if there are too many leaders there can be no followers. But this is a simplistic and somewhat trite argument, ignoring the dynamics in distributed leadership that allow for shifts in leadership at different times and among different members of a school or community. Within a group, each person may lead for a time and then relinquish leadership. Spillane addresses the issue of the dynamics between leaders and followers in ways that both define and build leadership:

Leadership is not simply something that is done to followers; followers in interaction with leaders and the situation contribute to defining leadership practices. (p. 17)

In this view of leadership, it is the practice of leadership that is shaped through interactions involving leaders and followers in a more fluid and less defined way than when leadership is associated with a person or a role. This implies that leadership can be collectively shared rather than individually owned.

Hargreaves & Fink (2006) outline seven principles of sustainability in connection with leadership (Appendix 2) and argue that, for good or bad, leadership is always distributed, and that while all sustainable leadership is distributed, not all distributed leadership is sustainable (p. 111). They use the metaphor of a thermometer to illustrate different approaches to leadership, with Autocracy at the lowest point (“too cold”) and Anarchy at the highest (“too hot”). The points in-between, from the bottom, are: traditional delegation; progressive delegation; guided distribution; emergent distribution; and assertive distribution. Whether viewed as a thermometer or a continuum, their case is that the extremes or ends of the continuum are less desirable, and that the best forms of sustainable leadership occur when schools become professional learning communities, with “high trust environments” in which “emergent leadership comes together in rewarding and caring communities that inquire into the need for, then create improvements that benefit all students” (p. 128). Hargreaves and Fink’s connecting distributed leadership with professional learning communities makes a strong case for communities in which all take

responsibilities and in which any member of the community might become a leader. They conclude:

Sustainable leadership certainly needs to become a commitment of all school leaders. If change is to matter, spread, and last, sustainable leadership that stretches across many leaders must now also be a fundamental priority of the systems in which leaders do their work. (p. 273)

Much of the literature on leadership stresses the qualities within individuals that either are demonstrated or required to lead effectively. Robertson's (2008) eight qualities of educational leaders (Appendix 3) include stress on values, energy, leading by example, and critical reflection. She suggests that leaders possessing such qualities 'constantly strive for the ideal of democratic communities, where all community members assume responsibility for learning' (p. 22), and where a leader might be considered a statesperson (focusing on relationships), connoisseur (focusing on pedagogy), and entrepreneur (seeking out new challenges to improve what they do). Robertson's case for coaching and leadership is built on the importance of regular critical reflection within a structure that helps build relationships with professional colleagues, stressing that her preferred form of leadership is collaborative.

Fullan (2006) links leadership to educational change, and in particular to the English phenomenon of 'turnaround situations,' where individual school change is often part of a whole system initiative linked to 'three basics': literacy, numeracy, and the well-being of students. Fullan articulates ten elements of successful change (Appendix 4) which in turn influence approaches to leadership. Fullan proposes leadership within a school that creates a school climate which is respectful and where all teachers act ethically and build respect not only to achieve the maximum well-being of students but also to boost literacy and numeracy achievement.

Much of Fullan's work on leadership, including his book, *Leadership and Sustainability* (2005) stresses 'carrot and stick' approaches to leadership in systems where educational leaders are cogs in national or system-wide change initiatives, and in which national or provincial governments increase spending, support, and control to implement changes that are centrally decided. 'Leaders' in such systems are to varying extents following scripts already written. Leaders who succeed within this context are then used as exemplars of how to lead, and how to change schools deemed to be failing.

There is considerable discussion about educational leadership in England, with Fullan reflecting much government thinking on leadership for system change, in which leadership is linked to managing the mandates issued by the central government. Harris and Robertson provide an alternative perspective on educational leadership which is more empathic to teachers and to promoting forms of distributed leadership.

One body with a key role in building educational leadership potential in England and Wales is the National College for School Leadership (NCSL) established by the government to articulate

leadership approaches and to train school leaders. The establishment of the NCSL appears to be an initiative to implement leadership training and control approved by the UK government, and reflects one way that governments bypass universities in funding and developing institutions to train educators, research issues, and publish information about leadership approaches compliant with the government's policies without the annoyance of those dissenting voices encouraged within universities. In one of the NCSL's most recent publications (Chapman et al., 2008), the sense of 'leaders on a leash' is captured in the following quote:

Middle-level leaders are acquiring more authority and some, greater authority. However, accountability is also being strengthened at this level, especially in the core subjects, where this is likely to continue to be the case as league tables become more focused on English, Math, and Science. (p. 11)

The NCSL also publishes considerable, wide-ranging, and useful literature on leadership, which includes a focus on distributed leadership (Bennett et al., 2003). It could be argued that a diversity of approaches is encouraged through the NCSL providing the approaches comply with the central mandate of boosting narrowly-defined student achievement, hence the term 'leaders on a leash.'

The creation of an organization to promote leadership in line with government thinking has been emulated in BC with the creation of the British Columbia Educational Leadership Council (BCELC), funded by the BC Liberal government. Their emulation of the UK view of leadership, with school administrators the key leaders and 'student achievement' the goal, is exemplified in the following statement taken from the BCELC web site:

The organization aims to develop and improve the leadership skills of new and existing principals and vice-principals across British Columbia's K-12 school system, which is geared toward student achievement.

The BCELC has little to show for its substantial funding in terms of contributions to the educational leadership literature or of creating initiatives with the exception of the Network for Performance-Based Schools' activities such as the Leadership Learning Seminar (April 2008) which included presentations from UK-based academics such as Jan Robertson and Alma Harris, whose approaches to leadership have a wider focus and approach than that espoused on the BCELC web site.

In contrast to the English approach, Scotland is promoting teacher leaders and involving Scottish teacher unions such as the Educational Institute of Scotland (EIS) in building teacher leadership in professional development through its Continuing Professional Development (CPD) Program. The CPD web site, while still mentioning student achievement, has a reduced emphasis on it while stressing the value of students' learning environment and educational experience:

Embracing CPD and continuous learning can help practitioners to bring new approaches, concepts, technologies, and insight to the classroom or learning

environment. As an individual, your enthusiasm for learning is transferred to the classroom, improving the educational experience for pupils and having an impact on their achievements.

BCTF Research staff are engaged in an international research project which includes a focus on the Scottish approach to leadership, and a report of this project to date was presented at the American Educational Research Association's meeting in New York in March 2008 (Naylor, Alexandrou, Garsed, & O'Brien, 2008). In the 2008-09 school year we hope to expand this project currently linking teacher leaders active with the professional side of teacher unions in Canada, Scotland, and Australia to include the USA, the Republic of Ireland, England, and two Canadian provinces in addition to BC.

In the 2007-08 school year, teachers from Canada, Scotland, and Australia participated in discussions about teacher leadership. In order to facilitate reflection and discussion, the following questions and statements were circulated to the teacher participants prior to the discussions:

- Tell us about your work in the union – projects, committees, associations etc.
- How do you view leadership in general?
- What in your work do you consider shows leadership? Discuss some notions of leadership that this reflects – e.g. facilitation, encouragement
- Why do you do this work, and why in the union?

The participating teachers were also offered a series of quotes taken from a literature review and to link the following questions both to their own experience but also to the literature as reflected in the quotes.

- What do you see as making teacher leadership successful?
- Who has encouraged you to be a leader? In what ways have they done this?
- In what ways might school principals encourage leadership?
- What is it you are most passionate about?
- What have been some of your key successes and challenges?

While this research is at an early stage, five themes emerged during the project's first year:

- Leadership roles evolved 'naturally' and were not planned.
- Leadership occurred and evolved when the teachers felt passionately about tasks or approaches that they felt must be completed or addressed.
- Leadership was not necessarily immediately recognized as it was assumed rather than proclaimed.
- Credibility among peers was crucial to taking leadership roles

- Some of the teachers had very positive role models who both modeled leadership and who supported and encouraged the teachers to assume particular forms of leadership.

These emerging themes identify the teacher leaders' focus on task rather than status and ego; on collaboration rather than control; and on roles which have and will evolve over time.

Discussion

This paper has considered some of the recent literature as one way to inform the debate on approaches to educational leadership. The literature allows for a better understanding of rationales, ideologies, principles, approaches, and skill sets relevant to educational leadership. By exploring these areas and reflecting on context within a school, a district, an organization, or a province, it is possible to offer some suggestions in terms of developing leadership approaches. The following discussion focuses on the BC context and on a possible BCTF approach to educational leadership.

Teacher unions represent and stress the collective body of teachers, and teacher union leadership theoretically reflects that collective. There is both wide distribution of leadership within a teacher union, through its locals, committees, and staff, but also loci of leadership and decision-making through an elected Executive and ultimately through Annual General Meetings and, in the BCTF, Representative Assemblies. Leadership is both widely distributed while also limited by the checks and balances of the organization's decision-making processes. While BCTF structures are occasionally reviewed, the concept of leadership has not been a focus of the BCTF's attention in terms of the union's internal structures and processes. Externally, the union's focus on leadership has been one of critiquing approaches initiated by districts or government which it perceives as problematic for its members. Thus, the BCTF, like many unions, has not focused on the concept and potential of educational and teacher leadership as something to be developed and fostered by and within the union.

Earlier in this paper I suggested six reasons why the BCTF might take a greater interest in the issue (p. 2). By better understanding the nature of leadership, the union can develop leadership in a time of rapid demographic changes in the teaching population; and critique hierarchical approaches while building capacity for teacher leadership through its locals, its Provincial Specialist Associations (PSAs) and through its initiatives such as teacher inquiry, and other collaborations which value teacher and distributed leadership.

Evidence to date from the BCTF Research project on professionally-focused teacher leadership within teacher unions suggests that the teachers in our study became leaders mainly because of their passion for an area of education, perhaps social justice, special education, or professional development. Harnessing and supporting that passion within the union both develops leadership and strengthens the union. It develops leadership because through the union it creates forums,

structures, and processes through which leadership can emerge and be supported. It strengthens the union because those involved in leadership associate the focus of leadership (social justice, special education, PD, etc.) with the union. Building the union's professional focus and support also creates strength and solidarity among members for those times when the collective and united strength of a union membership is most needed.

Yet the union has no formal and discrete training or education in leadership, although some discussions are taking place with BC university faculty to develop Master's Programs on leadership with a focus on leadership in teacher unions. Perhaps the time is right for an expanded discussion about educational and teacher leadership, with possible areas of focus to include:

- developing and supporting teacher leaders in union roles at local and central levels, perhaps through union-led training and professional development focusing on teacher leadership;
- developing skills of teacher leadership for a variety of roles within schools and school districts;
- supporting teacher leaders in teacher inquiry projects and professional learning communities;
- promoting and modeling concepts such as distributed leadership;
- partnering with BC universities in developing graduate course in teacher leadership; and
- conducting research into concepts of teacher leadership.

There is a thriving international debate on the necessity for developing new approaches to educational leadership, in which teacher unions have largely been absent. This paper makes the case that the BCTF and other teacher unions might usefully enter this debate. Teacher unions have the potential to develop a greater variety of options for their members as educational leaders, thereby creating forms of leadership which may keep more teachers within teacher unions in Canadian provinces such as BC and Ontario rather than seeking leadership through administration roles.

Appendix 1: Alternative leadership theories (Leithwood et al., 2006)

- Ohio State model: varying the extent of leaders engaging in task-oriented and relationship-oriented practices
- Contingency theory: leadership style adapts to context – task-oriented in some, relationship-oriented in others
- Participative leadership model: how leaders are autocratic, consultative or inclusive
- Situational leadership: increasing relationship orientation and reducing task orientation as maturity grows and leadership delegated
- Path-goal theory: largely motivational with option of varying styles from supportive to directive
- Vertical dyad linkage model: leaders treating members of the same group differently
- Transformational/charismatic: communicating a compelling vision
- Substitutes for leadership: the property of an organization rather than an individual, with some factors considered enhancing or neutralizing leadership
- Romance of leadership: leadership as ‘an overrated explanation for organizational events’ (p29), often with symbols, rituals and rites of passage
- Self-leadership strategies for individuals and groups to improve leadership capacities
- Multiple linkage: addressing deficiencies leadership variables in the short-term for long-term impact

Appendix 2: Seven principles of sustainability (Hargreaves & Fink, 2006)

1. **Depth:** sustaining an education system that is enriching life for all, rather than focusing on tests and achievement.
2. **Length:** preserving the most valuable aspects of life over time, with leadership succession considered.
3. **Breadth:** spreading to sustain and depend on the leadership of others.
4. **Justice:** not harming and actively improving the surrounding environment by not taking human and other resources from other schools.
5. **Diversity:** recognizing and learning from diversity which is seen as an asset rather than a deficit.
6. **Resourcefulness:** developing and not depleting material and human resources.
7. **Conservation:** honouring and learning from the past in order to create an even better future.

Appendix 3: Eight qualities of effective educational leaders (Robertson, 2008)

Educational leaders are the people in educational institutions who:

1. continually search for more effective ways of facilitating learning.
2. are not content with the status quo, and will act *on* as often as they act *within* the system to redesign education
3. see the importance of being transformative and innovative and encourage considered risk taking from their colleagues
4. have a strong set of values and beliefs that focus firmly on social justice, so facilitating their critique of policies and practices within their educational communities.
5. stand out (and up) from others as people who want to make a positive difference in the lives of others, and believe they can.
6. are enthusiastic, energetic, and believe that enhancing the learning opportunities of others is central to their work and that of others.
7. lead by example and model the types of practices they believe are important in the education community; and
8. have developed the ability to critically reflect and to seek opportunities to develop this skill with others.

Appendix 4: Ten elements of successful change (Fullan, 2000).

1. Define closing the gap as the overarching goal.
2. Attend initially to the three basics (literacy, numeracy; and the well-being of students).
3. Be driven by tapping into people's dignity and sense of respect.
4. Ensure that the best people are working on the problem.
5. Recognize that all successful strategies are socially based and action oriented – change by doing rather than change by elaborate planning.
6. Assume that lack of capacity is the initial problem and then work on it continuously.
7. Stay the course through continuity of good direction by leveraging leadership.
8. Build internal accountability linked to external accountability.
9. Establish conditions for the evolution of a positive pressure.
10. Use the previous nine strategies to build public confidence.

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