

Conceptual Article

Leadership Development of Teacher

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Abstract

Teacher leadership is the process by which expert educators take on roles at the classroom, school, district, state, or national levels to advance the profession, and improve educator effectiveness in order to increase access to great teaching and learning for all students. To maximize teacher impact on student and school success, accomplished teachers must have defined opportunities to share their professional knowledge and expertise with colleagues. While teachers in some schools do participate in collaborative leadership activities, others work in isolation and have few opportunities to engage in conversation on ways to improve teaching and learning. It is the students who ultimately miss out on the benefit of shared knowledge. One way to increase collaboration is to establish systems of teacher leadership that formalize the sharing of expertise in order to promote professional learning throughout a school or district. Examples could include opportunities to leverage expertise by mentoring, peer observation and coaching, leading engagement with families and communities, and taking on responsibilities for curriculum or school improvement activities.

Keywords: Leadership, Opportunities, Participate, Professional, Collaborative

Introduction

Leadership is both a research area and a practical skill encompassing the ability of an individual or organization to lead or guide other individual's teams or entire organizations. There is a great interest in educational leadership in the early part of the 21st century. This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including our country India, there is recognition that schools require effective leaders and managers if they are to provide the best possible education for their learners. As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining or becoming competitive depends increasingly on the development of a highly skilled workforce. This requires trained

and committed teachers but try in turn need the leadership of highly effective principals and the support of other senior and middle managers. The field of educational leadership and management is pluralist with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. One key debate has been whether educational leadership is a distinct field or simply a branch of the wider study. While education can learn from other settings educational leadership and management has to be centrally concerned with the purpose of aims of education. These purposes or goals provide the crucial sense of direction to under in school management. A recent Centre for Teaching Quality paper suggests that in order for teacher leadership opportunities to take hold, seven conditions must be in place:

1. A vision and strategy for teacher leadership;
2. Supportive administrative leadership;
3. Appropriate and adequate human, fiscal, and physical resources;
4. Enabling work structures;
5. Supportive social norms and working relationships;
6. Constructive organizational politics blurring roles of teaching and leading;
7. A school and system wide orientation toward inquiry and risk taking.

In addition, states and districts must ensure their teacher leadership systems include opportunities for teachers of colour. National and International Efforts to Grow Teacher Leadership Opportunities There is growing momentum and interest across the country in using teacher leadership as a lever for improving student learning and teaching practice. Led by the U.S. Department of Education, the National Board for Professional Teaching Standards, ASCD, and more than 100 partner organizations the Teach to lead initiative seeks to initiate conversations among teachers and stakeholders at the federal, state, local, and school level on ways to build or strengthen models of teacher leadership. The Teacher Leadership Initiative (TLI), a partnership between the Centre for Teaching Quality, the National Education Association and the National Board for Professional Teaching Standards, is a comprehensive effort begun in 2013 to recruit, prepare, activate, and support the next generation of teachers to lead the profession. In 2011, a broad group of stakeholders developed the Teacher Leader Model Standards, including a consensus definition of a “teacher leader.” Organizations like the Teachers and the National Network of State Teachers of the Year have also increasingly focused in recent years on ways to expand teacher leadership opportunities. Internationally, many

countries have growing recognition that teachers need opportunities to lead and grow to best serve students. Education experts often point to Singapore as a model of teacher leadership. Teachers may follow: master teacher, curriculum specialist, or school leader. Teachers receive a wide range of professional development and training opportunities regardless of the path they choose, and they progress to the next stage of their career based on their performance. Each of the paths receives similar compensation, and as a leader in one of these fields, teachers may earn as much as a principal.

Develop or strengthen systems of teacher leadership and career advancement. The Coalition for Teaching Quality recommends that states and districts develop or strengthen systems of teacher leadership and career advancement that provide opportunities for teachers to use their professional expertise and knowledge to influence student learning, instructional practice and school improvement. These systems of teacher leadership must include at least the following elements:

- Common planning time;
- Significant and sustainable compensation for teachers that serve in leadership roles;
- Training for teachers that agree to serve in leadership roles, which may include training on cultural competence and working with adult learners;
- Rigorous selection criteria for teachers in leadership roles, which may include Board-certification, a strong track record of improving student learning, and a proven ability to work with adult learners;
- Diverse pool of teacher leader candidates.

States have also moved forward on teacher leadership policies. For example, in 2013, Iowa developed a Teacher Leadership and Compensation System designed to improve student achievement by strengthening instruction. This initiative provides opportunities for teachers from across the state to collaborate and learn from one another and rewards effective teaching by providing pathways to increased leadership responsibilities and compensation.

Support Distributed Leadership Models. The Coalition for Teaching Quality recommends that states and districts support a distributed leadership model whereby teachers and school leaders work together to take collective responsibility for student outcomes, school improvement and professional learning. This may include training and support for principals to

develop and maintain school leadership teams that include teacher leaders. . Partner with and Draw on the Expertise of Innovative Teacher Leadership Development Programs. To help build capacity, the Coalition for Teaching Quality recommends that states and districts partner with and draw on the expertise of national non-profits and institutions of higher education implementing innovative teacher leadership development programs across the country.

Developing and Supporting Opportunities for Teacher Leadership (continued) .

Conclusion

Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the school. The vision is articulated by leaders who seek to gain the commitment of staff and stakeholders to the ideal of a better future for the school its learners and stakeholders. Each of the leadership models discussed in this chapter is partial. They provide distinctive but one-dimensional perspective on school leadership sergiovanni adds that much leadership theory and practice provides a limited view, devilling excessively on some aspects of leadership to the virtual exclusion of others. As the core of a country through science and education the development of education degree is more important. The current process of teaching management of higher education the educational administration and management develops gradually to become the core of the work. Standardized management and leadership have important influence will automation and strengthen the methods of education and the overall development of the nation

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