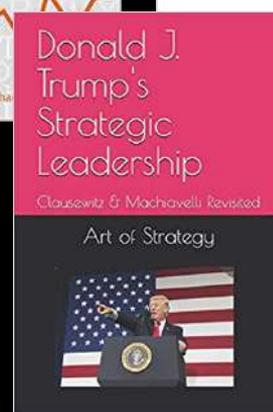
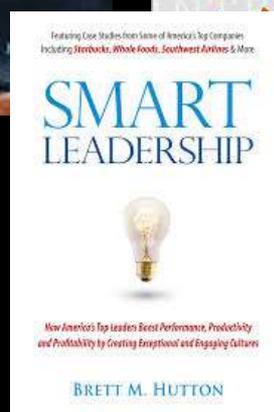
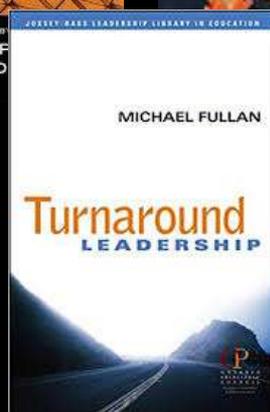
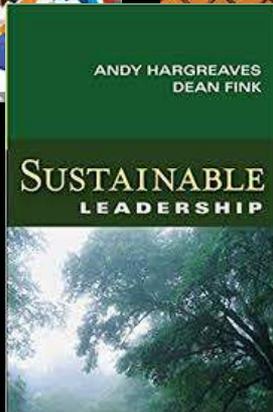
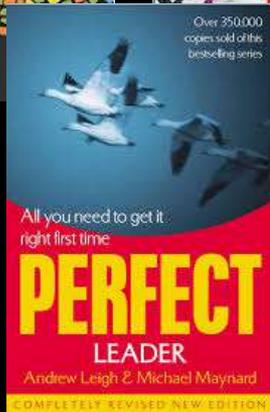
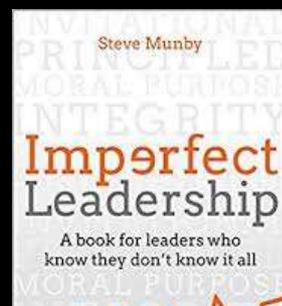
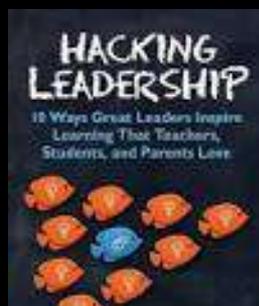
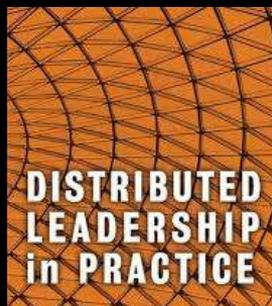
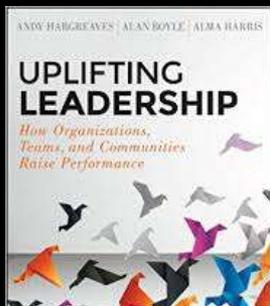
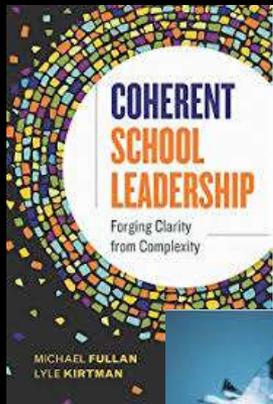


LEADING TOGETHER

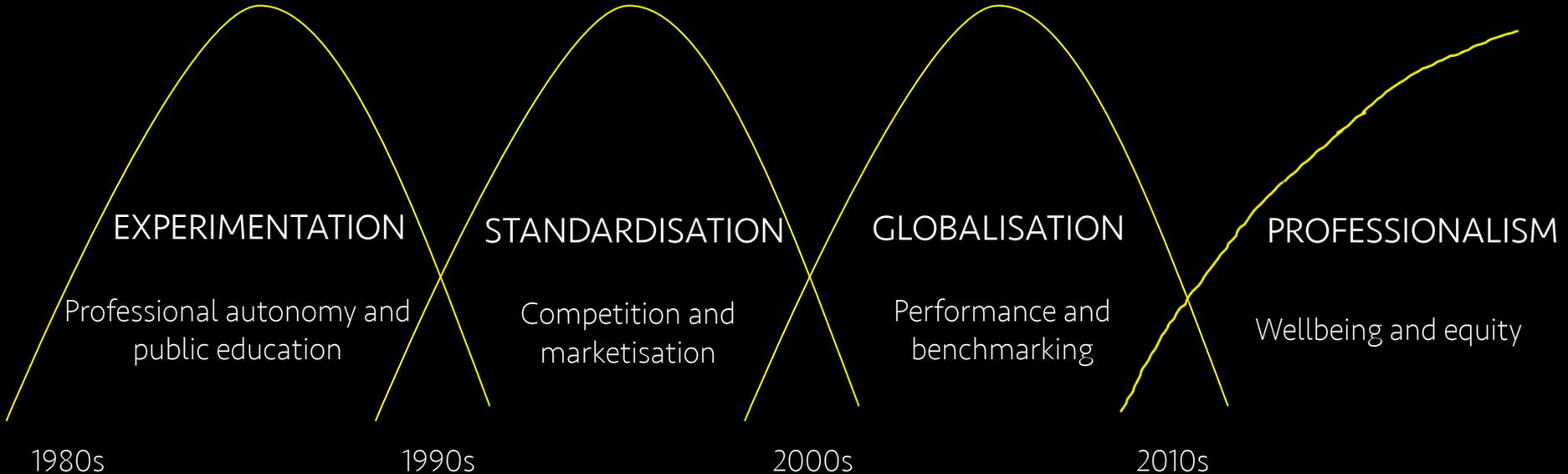
How teacher leadership can be enhanced and supported

SAMMEN OM LEDELSE I UNDERVISNINGSEKTOREN
Christiansborg © 4th October 2019

 [pasi_sahlberg](https://twitter.com/pasi_sahlberg)



The Big Picture



TEACHER LEADERSHIP

“Teacher leadership is the process by which teachers influence other people in their school and community to improve teaching, learning and overall performance of their schools.”

THREE PLACES FOR LEADERSHIP: TEACHER...

...in classroom - leadership of student learning

... in school - leadership of pedagogy & improvement

... in community - leadership of collaborative change

THREE DIMENSIONS: TEACHER LEADERSHIP...

...as agency rather than formal position

... as action beyond normal classroom roles

... as influence in pedagogical development of others

How teacher leadership can be enhanced?

Window to sustained teacher leadership

PURPOSE, ROLES & RESPONSIBILITIES

- Explore stakeholders' expectations and determine purpose and roles
- Define teacher leadership so that fits to your situation and expectations
- Set goals for teacher leaders and clarify responsibilities

CONDITIONS FOR TEACHER LEADERSHIP

- Review current education policies and structures to identify barriers and opportunities to teacher leadership
- Make sure that teachers have time for professional learning and leadership
- Activate links between MOE, communes and schools

BELIEFS ABOUT TEACHER LEADERSHIP

- Identify different beliefs about teacher leadership among teachers and others
- Provide teachers opportunities to reflect and process their dispositions
- Make different teacher leadership ideas and practices visible to teachers

IMPACT OF TEACHER LEADERSHIP

- Design an ongoing system to monitor the impact of teacher leadership
- Create support structures to help teachers in their leadership roles
- Invest in research to show how teacher leadership affects student learning and improvement of systems performance

TWO EXAMPLES

“All the evidence about teacher leadership suggests that teachers, working purposefully, collectively and collaboratively can influence policy and practice in significant ways.”

EXAMPLE #1: PROJECT APPROACH

“Teacher Learning and Leadership Program in Ontario” (TLLP) 2007-2018

Teachers working in the classroom took part in TLLP as individuals or as teams, to undertake self-directed projects with their own unique learning and sharing activities. The program had three goals:

- *Support teacher professional learning;*
- *Foster teacher leadership; and*
- *Facilitate the sharing of exemplary practices with others for the broader benefit of Ontario's students.*

"We have further evidence of the continuous improvement of the TLLP design and implementation by the provincial partners, the benefits and impacts of TLLP projects for teachers, a wider network of adults engaged with the TLLP learning and for students' engagement and learning... Overall, from reviewing findings from all six years of our research, the evidence is even stronger and clearer about the power and benefits of the TLLP."

EXAMPLE #2: SYSTEMIC APPROACH

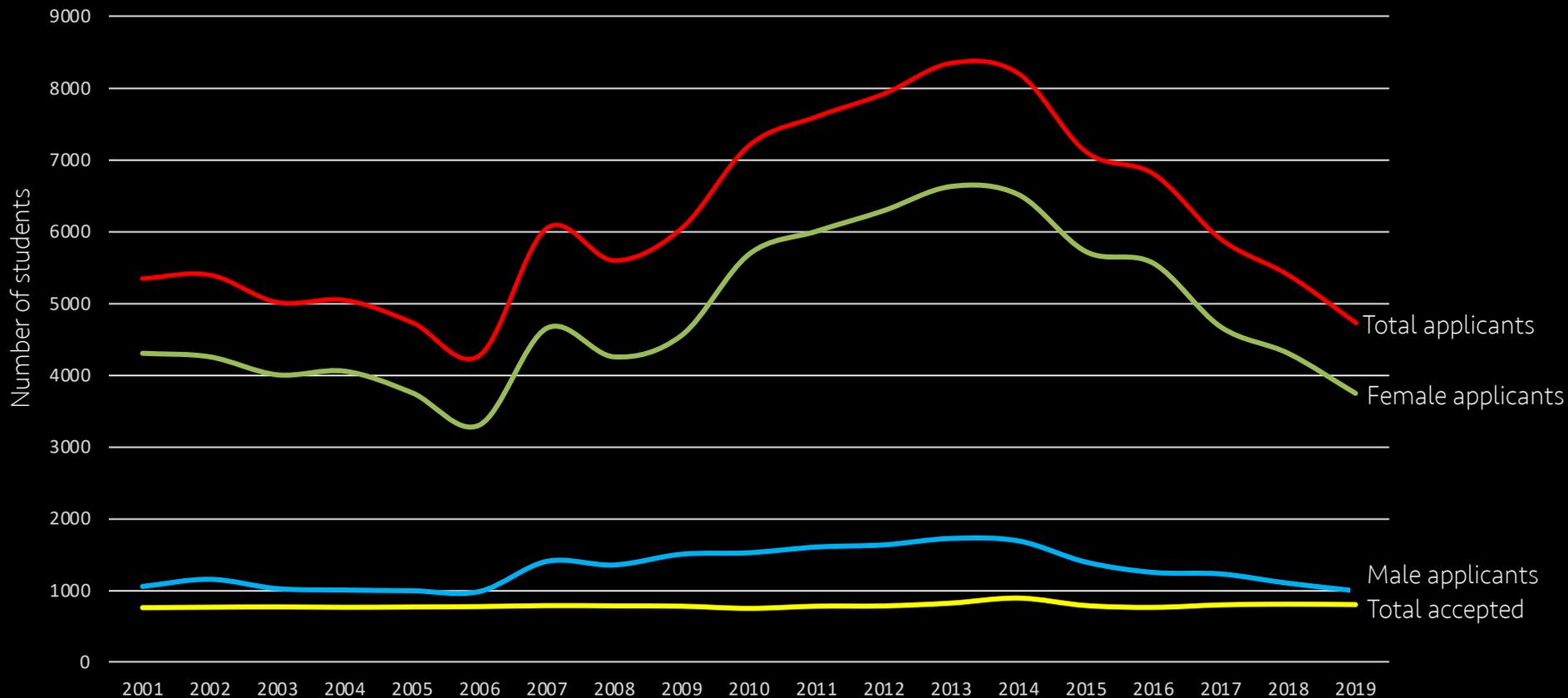
“Research-based Teacher Education in Finland”
1979-

Teacher leadership in Finland is not a project, a career path, or a collection of functions but a decisive component of how the national education system functions.”

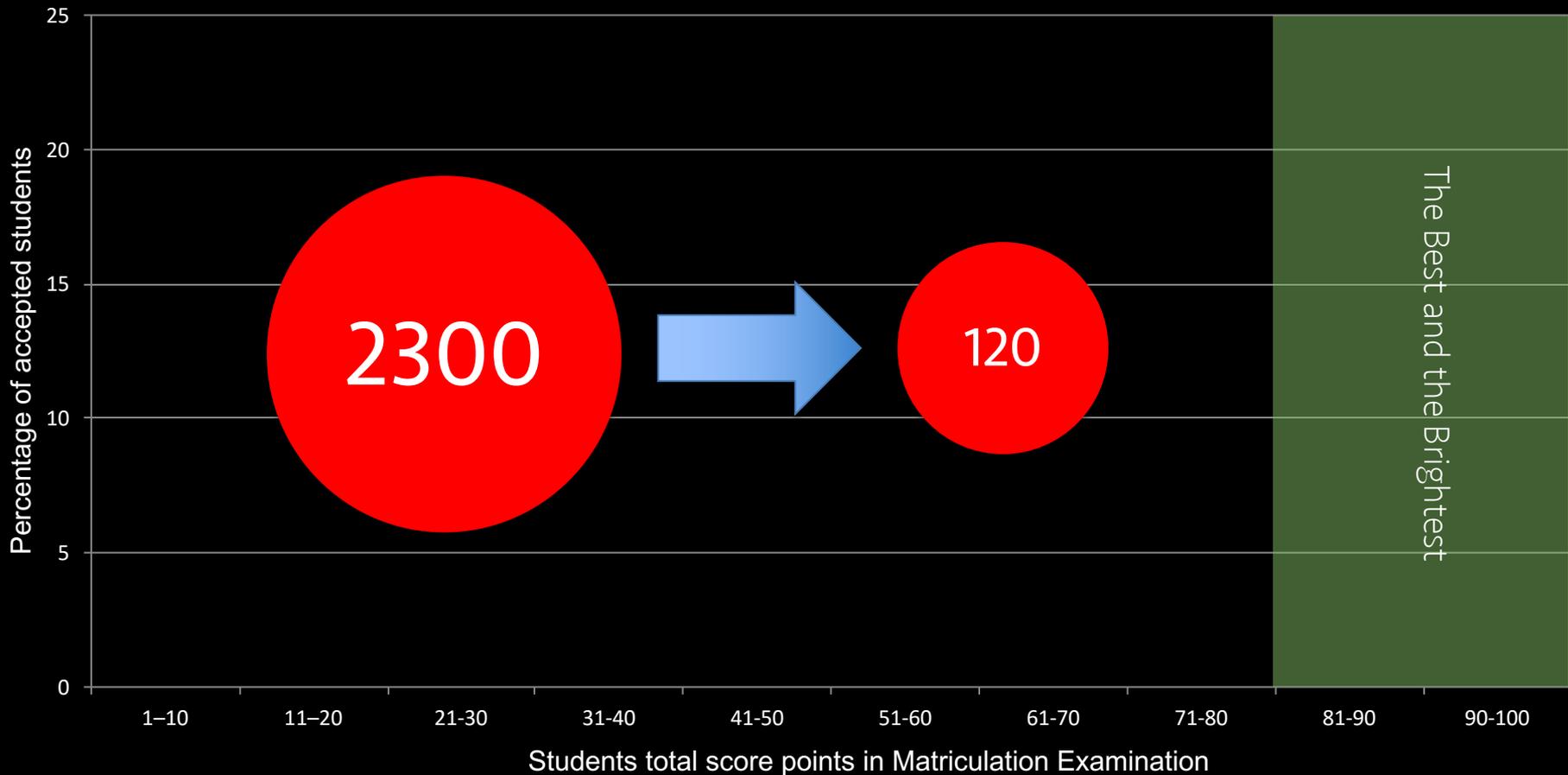
If we want to improve the quality of our education systems, we need to attract the best and brightest to join the teaching profession.

MYTH

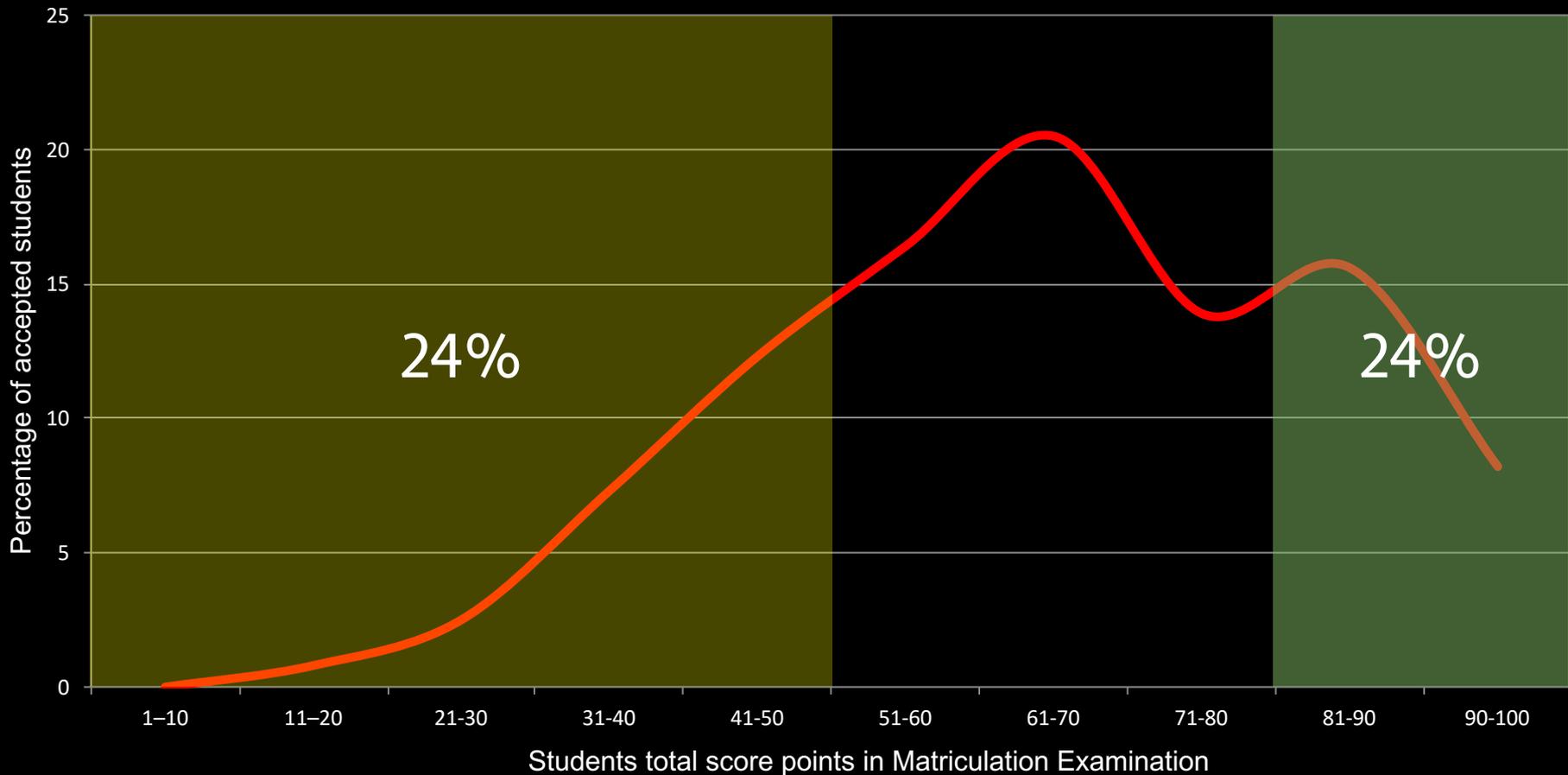
Applicants to Primary School Teacher Education Programmes in Finland, 2001-2019

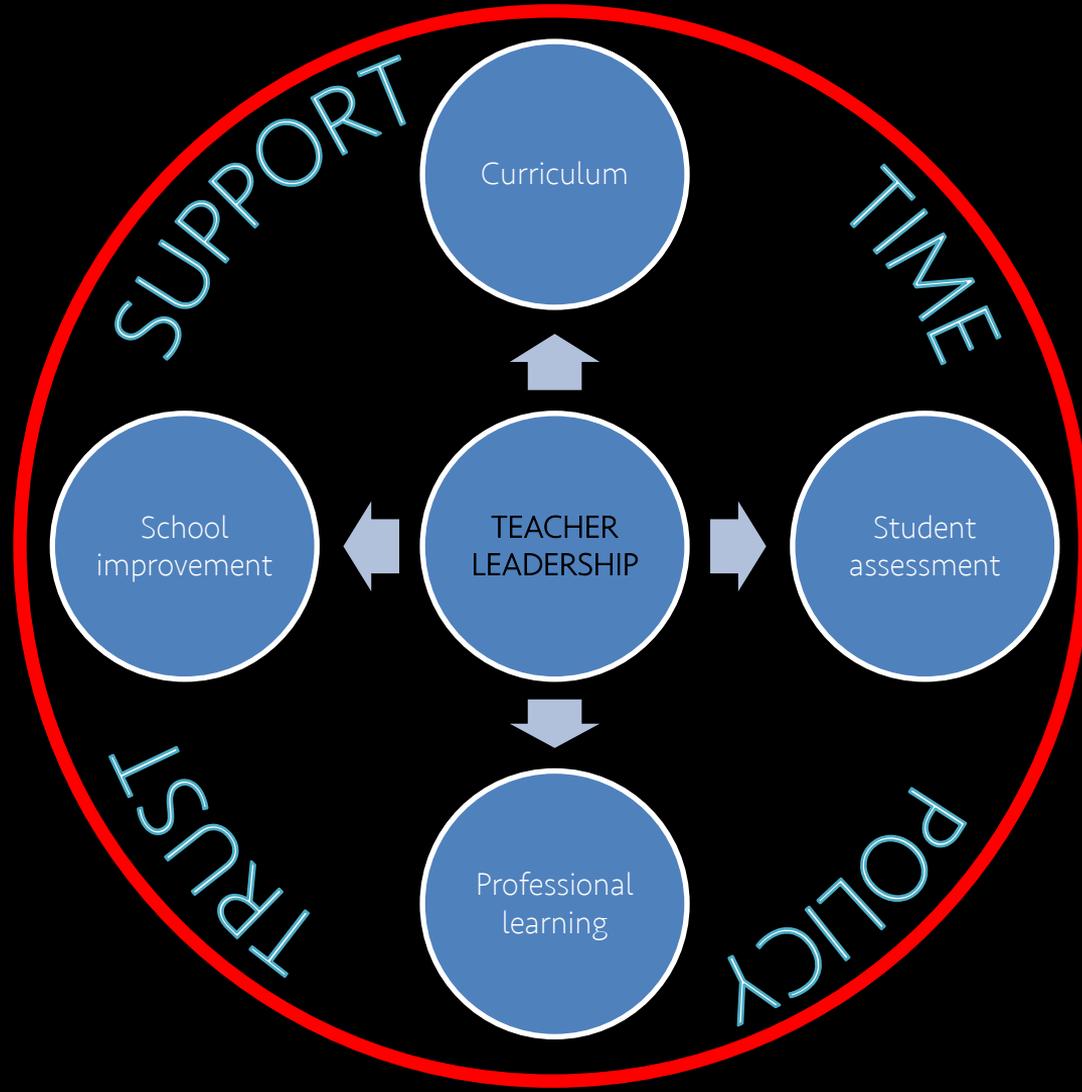


Academic achievement Profile of Accepted Primary School Teacher Students in the University of Helsinki in 2014



Academic achievement Profile of Accepted Primary School Teacher Students in the University of Helsinki in 2014





SUPPORT

TIME

TRUST

POLICY

Curriculum

School improvement

TEACHER LEADERSHIP

Student assessment

Professional learning

LINDA DARLING-HAMMOND

DION BURNS · CAROL CAMPBELL · A. LIN GOODWIN
KAREN HAMMERNESS · EE LING LOW · ANN MCINTYRE
MISTILINA SATO · KENNETH ZEICHNER

EMPOWERED EDUCATORS

HOW HIGH-PERFORMING SYSTEMS SHAPE
TEACHING QUALITY AROUND THE WORLD



CONCLUSIONS



What are your assumptions about
teacher leadership?

1. Teacher leadership improves student learning and school performance.

3. Teacher leadership requires that other leaders in the school system change the way they lead.

4. Teacher leaders must have courage, tolerance for ambiguity, and be flexible.

5. Teacher leadership promotes collaborative cultures and continuous improvement in schools.

2. All teachers have opportunities for leadership.

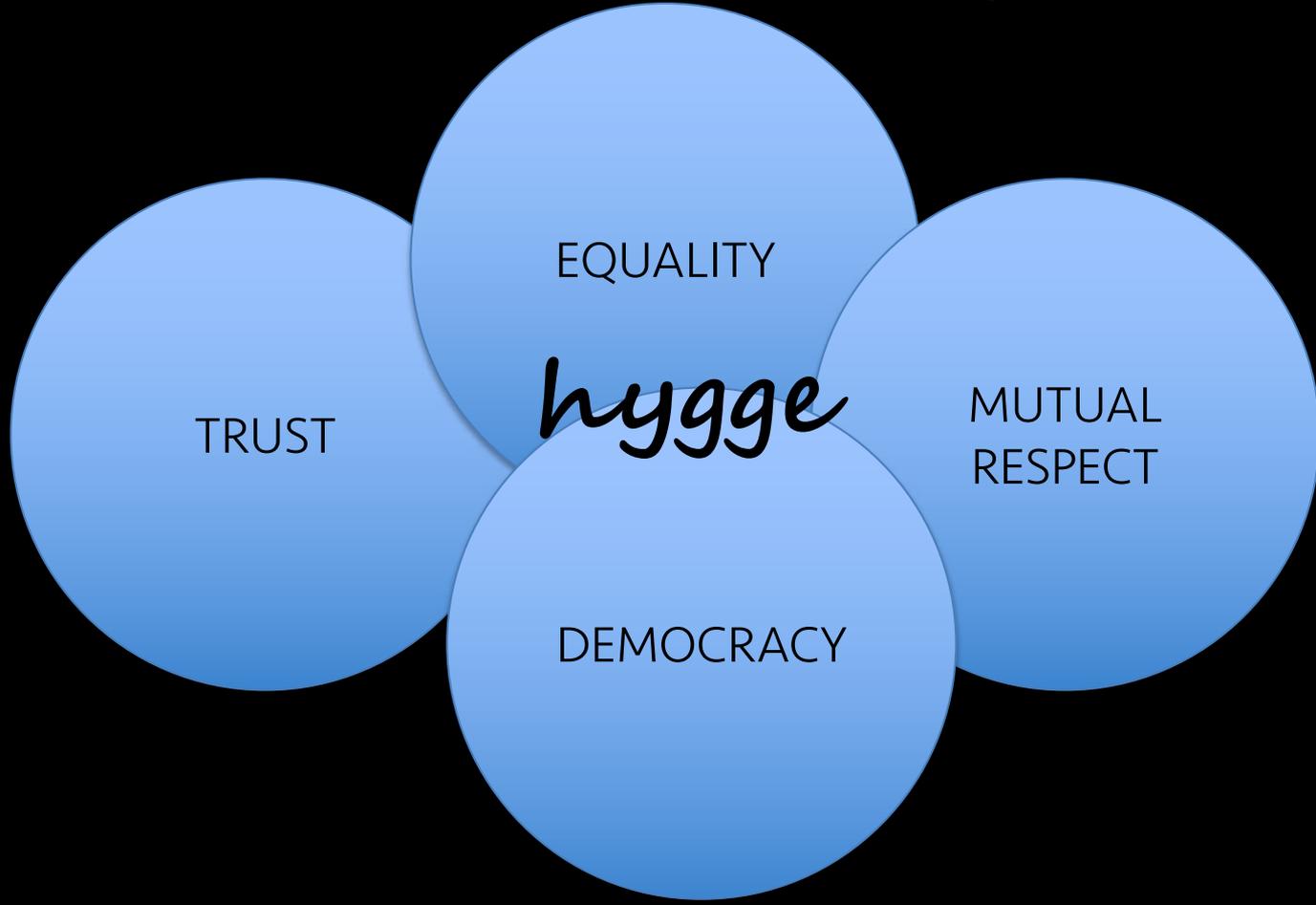


2

Is there a Nordic model of teacher leadership?

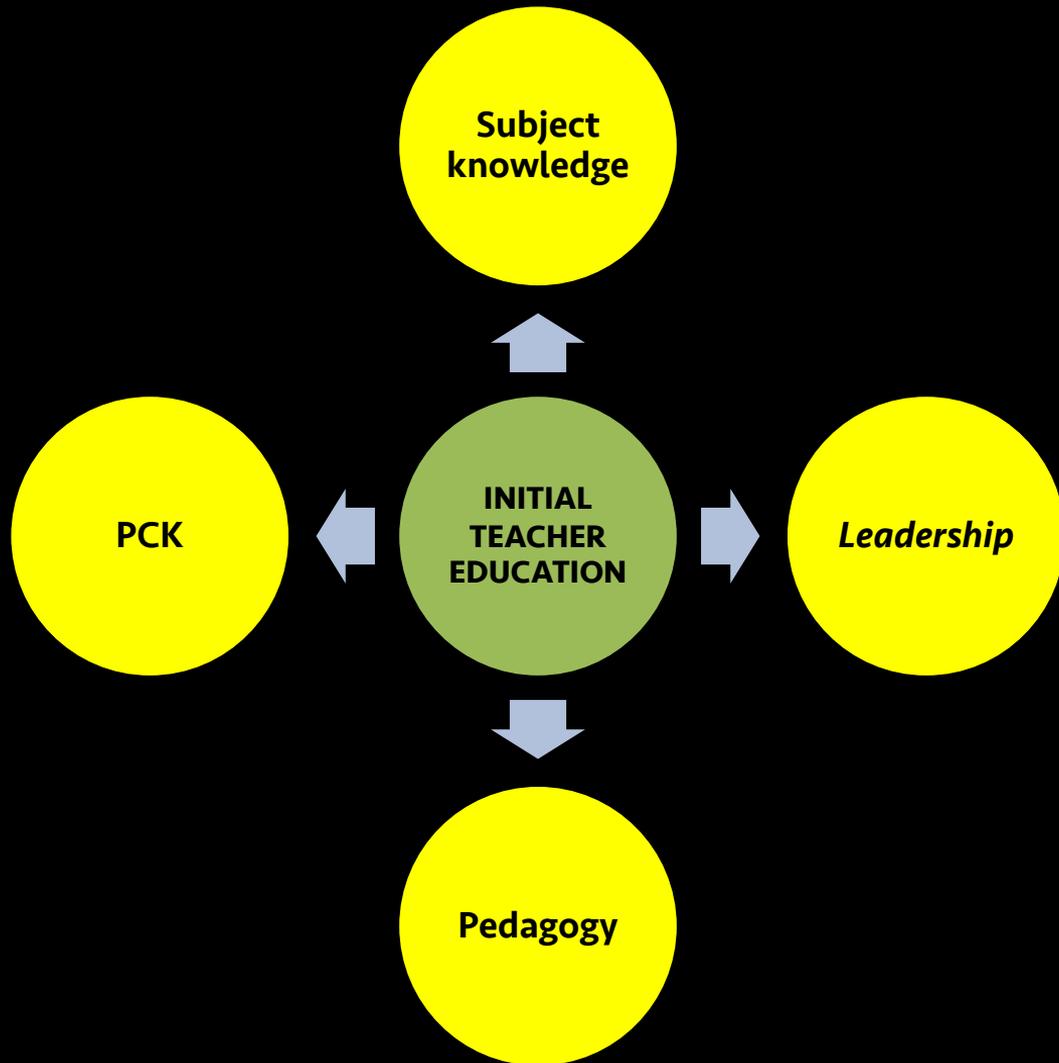
Nordic education systems perceive leadership as a collective responsibility. Therefore, teacher leadership is a natural element of educational leadership.

The Nordic Way



3

What should we do to teacher
education?



Questions:

1

What are the assumptions that we all agree to about teacher leadership?

2

How should the roles of current leaders in the Ministry, local authorities, union leaders, and school change to provide ideal opportunities to teacher leadership in all schools?

3

What are the key indicators of success for teacher leadership?

THANK YOU!



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