

# Teacher Leadership: What do we know so far?



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# Why teachers leadership and why now?

- Changes in the world
- Challenges for schools
- Teacher leaders can make the difference



# Globalization: Challenges for Schools

- Teaching to learning
- Passive to active involvement
- Rote learning to teaching for understanding
- Solo artisans to members of a professional community
- Anecdotes to evidence
- Aligning policies with practices



# Learning in Practice

- Schon's reflective practice
- Making the private public
- Making implicit-explicit
- Wenger's "communities of practice"
- Learning as ***social participation***
- Learning as discovering ***meaning***
- Learning as ***identity***



# Learning to Lead in a Network

## The Social Practices of the NWP

- Approaching each colleague as a potentially valuable contributor
- Honoring teacher knowledge
- Creating public forums for teacher sharing, dialog, and critique
- Turning ownership over to learners



# The Social Practices of the NWP (Continued)

- Situating human learning in practice and relationships
- Providing multiple entry points in the learning community
- Guiding reflection on teaching through reflection on learning
- Sharing leadership



# The Social Practices of the NWP (Continued)

- Promoting a stance of inquiry
- Re-conceptualizing professional identity and linking it to professional community



# Learning to Lead through Teacher Scholarship



[Yvonne's website](#)



[Joan's website](#)



[Sarah's website](#)



# Yvonne Divans Hutchinson

<p><b>A Friend of Their Minds: Capitalizing on the Oral Tradition of My African American Students</b> <b>CLASS ANATOMY</b></p> <p><b>YVONNE DIVANS HUTCHINSON</b> KING-DREW MEDICAL MAGNET SCHOOL LAWRENCEVILLE, GA</p>		
<p>Yvonne Divans Hutchinson is a National Board certified teacher who has focused for many years on developing strategies to engage all her students in substantive discussions of literary texts and the issues those texts raise for their own lives. In this approach, she builds on the oral traditions of her students African-American and Latino cultures and seeks to support the development of their literacy skills through high standards, explicit expectations, and rigorous discourse experiences. Her online "class anatomy", a documentation and analysis of one instructional period - juxtaposes video clips with commentary and samples of classroom documents. In the video clip, Hutchinson reflects on her expectations for the class, a student orally presents the "class scribe" notes from the previous day, the students engage in small group and large group discussion about a racially charged literary selection that has been assigned the night before, and after the day, four students reflect on their experiences in Hutchinson's classroom, and how her rigorous approach and emphasis on dialogue and diversity prepares them for other academic work.</p>		<p><b>Context and Reflections</b></p> <ol style="list-style-type: none"> <li>1. <b>Working with Text</b></li> <li>2. <b>Context/Content and Concern</b></li> <li>3. <b>Video: What audiences of this work should know about Yvonne's teaching, and her journey to develop this approach.</b></li> </ol> <p><b>Materials and Strategies</b></p> <ol style="list-style-type: none"> <li>1. <b>Strategies for Promoting Literate Discourse</b></li> <li>2. <b>Question-Answer Relationships</b></li> <li>3. <b>Reading Response Prompt</b></li> <li>4. <b>Informal Reading Assessment</b></li> </ol> <p><b>Video:</b> Intra class session (2 hours) Extra reflective interview (1 hour)</p>
<p><b>1. Setting Goals for the Class Session</b></p>  <p>Yvonne tells what she expects to see as evidence of oral discourse as students discuss a memoir by Willie Ruff, "A Call to Assembly." (4:00)</p>	<p><b>2. Documenting the Previous Day's Work</b></p>  <p>On, class scribe of the previous day, delivers his lively and humorous narrative of the class activities for that day. At the end of the report, his peers evaluate both the report and his delivery. Daily class scribe reports and related instructional materials or handouts are kept in a Class Notebook in the classroom. (3:33)</p>	<p><b>3. Engaging in Small Group Discussion</b></p>  <p>Responding to teachers' directions to honor diversity in their choices of discussion partners, students meet in diverse trios to share their responses to the Anticipation Guide for "A Call to Assembly." (5:12)</p>
<p><b>4. Connecting to Larger Societal Issues</b></p>  <p>Andrea speaks passionately about issues from African American and Hispanic communities and the difficulties of reflecting change. She ends her talk with an indictment of Black and Hispanic gangs and the divisiveness among (and between) the two racial groups. (3:41)</p>	<p><b>5. Making Explicit Reference to the Text</b></p>  <p>Class begins the discussion of a pivotal moment in the text, questioning the use of the pejorative "N" word. Tiffany shows discernment in her analysis of the ten year old Ruff's motive in quitting his job. Other students note their ideas, and the conversation culminates with Andrea sharing her knowledge of sign language. (2:41)</p>	<p><b>6. Reflecting on the Impact of Diversity, Rigor, and Discourse</b></p>  <p>Dorian, Andrea, Tiffany reveal how the requirement to honor diversity in their classroom interactions not only broadened their perspective, but resulted in new friendships. (1:44)</p>

# Learning from Teacher Consultants: Vignettes on Leadership

- Learning Leadership: Acquiring an identity
- Learning to handle conflict: Making it productive
- Learning to develop collaboration and community
- Learning from practice: Reflecting on old and new knowledge



# Learning from Mentors as Teacher Leaders

- Building a new identity
- Developing trusting relationships
- Accelerating teacher development
- Mentoring in challenging contexts
- Learning leadership skills



# Teacher Learning & Leadership Program (TLLP)

- Promoting trust and cooperation between government and unions
- Learning in Practice
- Growing teacher leaders
- Building capacity rather than compliance
- Joining practice, research and enabling policy



# The Journey of Ideas: Dynamics of Learning and Leadership

- Leadership capacity grows when teachers learn from their practice
- Teachers influence their peers when they become sensitive to other teachers need to experience learning from their practice
- Teachers become more credible to their peers when they have gone “public” with their work
- Teachers’ leadership is more likely to be collegial than hierarchical



# The Journey of Ideas: Dynamics of Learning and Leadership (Continued)

- Learning to teach and lead becomes more influential when “teaching work” can be a representation or an image to be examined by others
- The journey of ideas appears to follow a path: Teachers inquire into a teaching problem; they make a representation of it; they go public with it; they talk about it with their peers and both the inquirer and the audience learn from it
- This is teacher leadership that can be influential, credible and substantial



# Teacher Leadership is:

- A way of organizing learning
- A way of understanding the connections between knowledge and practice
- A way of combining the explicit and tacit ways of knowing
- A way of learning the skills, abilities and capacities for developing and nurturing community among peers
- A way of negotiating the tensions between privacy and a new view of community

