The Significance of Teacher Leadership in TESOL: A Theoretical Perspective

Sayyed Rashid Shah

English Language Institute, King Abdul-Aziz University

Jeddah, Saudi Arabia

Abstract
This paper reviews literature on the notion of teacher leadership to ascertain what skills, knowledge and competencies teachers require to assume leadership roles in educational institutions. The historical evolution of teacher leadership through various phases gives useful insights into how this concept has emerged, developed and perceived in different educational contexts and how it appears in today's institutions around the world. The definitions of teacher leadership delineate various features of teachers' roles, responsibilities and their expected contribution to organisational effectiveness while operating in a wide range of formal and informal leadership roles. Review of the literature also shows the significance of leadership knowledge and skills for the academic leadership positions that need to be fostered in a school context. Moreover, it highlights factors that might hinder the emergence of teacher leadership in academic institutions. The last section of this paper indicates a void in the literature on the issue of teacher leadership in the field of Teaching of English to the Speakers of Other Languages (TESOL) that also directs researchers' endeavours towards investigating this concept in the context of English language teaching.

Keywords: Leadership knowledge and skills, teacher leadership roles, teacher leadership in TESOL

1. Introduction

The 21st century teachers are not merely classroom instructors, but are expected to perform a wide range of leadership roles to cater to the needs of learners, teachers, and teaching profession. These roles include resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors, school team leaders, and data coaches (Harrison & Killion, 2007). Owing to these different roles, teachers in schools are called teacher leaders and the execution of their leadership roles is perceived as teacher leadership. Although the roles vary in nature and function, the key aims of teacher leadership remain the same that are to model effective practices, exercise influence in formal and informal settings and promote collaborative team structures within their schools. Despite an emphasis on teacher leadership in educational settings, teachers often lack skills and competencies to assume leadership roles and thus require to enhance their repertoire of leadership skills and contribute to organisational effectiveness. Therefore, it is essential to identify potential leaders in schools or seek the support of those who would accept the added responsibility of leadership roles. Such volunteers with urge to perform leadership roles are in a better position to foster collaborative practices and create a learning environment for learners and teachers in their institutions.

Transforming schools into learning organisations is one of the key goals of teacher leadership. As top-down management models have failed to deliver in this respect, teacher leadership through distributed responsibilities and more autonomous practices can meet the demands of the 21st century education. Educators around the world have come to this realisation that teachers can perform beyond their classroom tasks and work as lead teachers in their schools. Nevertheless, teachers would need to acquire cutting-edge knowledge of leadership practices and develop certain leadership skills to play their active role beyond the classroom boundaries and influence their colleagues, team members, principles and other stakeholders in their organisations. This paper reviews the concepts of teacher leadership mainly in the US and UK contexts and highlights its significance in the educational settings around the world. It also indicates a lack of empirical research in the field of TESOL on the topic of teacher leadership.

2. The evolution of teacher leadership

Teacher leadership is not a novel concept and is widely discussed in the literature with a focus on improving educational practices (York-Barr & Duke, 2004). The term 'teacher leadership' first appeared in 1916 in John Dewey's writing, in which he proposed teachers' active role in school governance. However, in recent times it emanated from the 1980s educational reform movement in the USA (Rackley, 2006). Although teacher leadership cannot be chronologically linked to a strict timeline, it has continued to develop through three evolutionary waves, as discussed by Silva, Gimbert and Nolan (2000). These three waves of teacher leadership (Table 1) provide a valuable insight into how this concept developed in various educational contexts around the world and specifically in the US schools.

Table 1. The historical evolution of teacher leadership

Teacher leadership evolution	*Focus of Wave*
First wave	Administrative leaders, i.e. head teachers, master teachers, department heads
Second wave	Instructional leaders, i.e. PD specialists, curriculum experts, mentors
Third wave	Team leaders, change agents, advocates of collaborative and shared leadership practices

 Adapted from Silva et al. (2000, p.   1-3)

The first wave began in the early 1980s when teachers performed managerial and formal roles, such as department chair, master teacher and union representative, with top-down authority. The chief criticism of this wave is that these roles implied power structures that led to separation between teachers and leaders. In addition, strong bureaucratic principles resulted in managerialism and tight supervision of teachers and teacher leaders with a purpose to 'further the efficiency of school operations' (York-Barr & Duke, 2004, p. 260). Although teachers gained power and influence as leaders, this system threatened the traditional hierarchy of control as they were removed from their classrooms to fulfill hierarchical roles and replace administrators. On the other hand, teachers perceived them as an extension of the traditional administrators (Evans, 1996), whose aim was "[not] to change practice but to ensure the efficiency and effectiveness of the existing system" (Wasley, 1991, p. 4). Sams (2010) reveals that, in western schools, TESOL professionals during this time suffered from low job status in public education which denied many ESL teachers the opportunity to be in leadership positions.

The second wave of teacher leadership arose in the late 1980s in response to the limitations of the first one. It 'acknowledged the importance of teachers as instructional leaders' (Silva et al., 2000, p. 780). The pedagogical knowledge and expertise of teachers allowed them to assume more instructional leadership roles rather than administrative responsibilities. These instructional leadership roles were formal in nature and included positions such as team leaders, curriculum developers, professional development specialists and teacher mentors. According to Silva et al. (2000), these positions indicate the continuation of hierarchical roles. For instance, in the UK context, Frost and Harris (2003) carried out an analysis of the policy, research and theoretical perspectives with regard to the concept of teacher leadership, which established that teacher leadership in the second wave was a direct result of schools' existing hierarchical culture and leadership (as cited in Sanocki, 2013). In addition, teachers were perceived as middle managers with no objective of transformation or change. Similarly, in the US context, teachers' pedagogical knowledge and expertise were acknowledged; however, their leadership roles were still apart from and not a part of teachers' daily work and these individuals were released at least part-time from their classroom teaching (Wiggenton, 1992).

The third wave emerged in the 1990s and was considered the emerging form of teacher leadership (York-Barr & Duke, 2004). This form of teacher leadership is still evolving in educational organisations around the world. In contrast to the other two waves, this wave focused on teachers' daily work as part of their leadership role and aimed to improve the teaching

profession and contribute to institutional reforms. According to York-Barr and Duke (2004), these efforts lead to collaborative cultures in schools where instructional improvement and continuous learning take place at the same time. A major criticism of this wave is that it becomes difficult to distinguish between the second and third waves of teacher leadership since teachers are seen as leaders both within and beyond their classrooms (Kelley, 2011), which can at times result in ambiguities.

By the time the third wave emerged, TESOL had established itself as a field and had recognised issues of professionalism. Consequently, ESL instructors had opportunities to participate in collaborative activities (Sams, 2010). However, their identity as teacher leaders was still not developed.

Similar to the historical evolution of teacher leadership described by Silva et al. (2000), Leonard, Petta and Porter (2012) quote Harris (2005) who identified three developmental phases. First, formal positions, in which teachers are promoted from a teaching position to a department head or principal of a school. Secondly, instructional leadership positions, such as that of curriculum developer, are assigned to teachers based on their pedagogical expertise and skills. In the third and most recent phase, teachers are "viewed as central to the process of generating organisational development and change through their collaborative and instructional endeavors and efforts" (Harris, 2005, p. 206). These three developmental stages can be used to conceptualise teacher leadership and its key characteristics in various contexts.

3. Definitions of teacher leadership

Although a plethora of definitions exists, some scholars believe that defining 'teacher leadership' is no easy task as its meaning and function vary from context to context. According to Muijs and Harris (2003), this is a complicated process as several definitions abound and the literature divulges overlapping and competing constructs. This wide variation is discussed by Leonard et al. (2012), who believe that most of the evolving definitions of teacher leadership reflect writers' ideals rather than the reality of contexts around the world. In a seminal work charting the development of teacher leadership as a concept from 1980 to 2000, York-Barr and Duke (2004) reviewed 41 studies that investigated teacher leadership over the past 25 years. They found a lack of consensus on a definition of 'teacher leadership' that could serve as a foundation in empirical research. However, disagreement among scholars aside, various interpretations and explanations by notable authors can enhance our understanding of the teacher leadership concept.

In Frost's (2010) view, teacher leadership refers to "taking the initiative to improve practice, acting strategically with colleagues to embed change, gathering and using evidence in collaborative processes, contributing to the creation and dissemination of professional knowledge" (p.210). In order to improve practice and transform teaching and learning, teacher leaders often need to possess expertise in specific areas, i.e. curriculum, professional development and assessment. Swanson, Elliott and Harmon (2011) argue that teacher leadership is the combination of "knowledge, skills and dispositions demonstrated by teachers" to further the efficacy of school operations (p. 153). In the same way, Bangs and MacBeath (2012) emphasise the core capabilities of teacher leaders and concisely define the concept of teacher leadership:

Most typically it refers to teachers' individual agency, often with reference to classroom management and pedagogy but in some cases referring to wider collegial influence with colleagues, with curriculum development and policy-making within or across schools. As well as being cast as an individual activity, teacher leadership may also refer to groups or teams of teachers with a leadership remit for aspects of policy and practice. (p. 331)

The definition by Bangs and MacBeath (2012) has the characteristics of transformative leaders who "enable their colleagues to do things that they wouldn't ordinarily do on their own to improve their professional practice" (Wasley, 1991, p. 4). This resonates with Murphy's (2005, p. 15) views that teacher leadership has an enabling component that is specifically about the collegial influence from teacher leaders for enhanced professional practices. York-Barr and Duke (2004) further elucidate the concept by considering teacher leadership: "the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement" (p. 287–288). In a similar way, for Kenreich (2002) a teacher leader is one "…who not only leads colleagues in professional development but also employs advocacy skills outside of the classroom to lobby stakeholders for educational reform initiatives" (p. 383).

Katzenmeyer and Moller (2001) refer to the construct of teacher leadership as "a sleeping giant" (p. 2) and believe that teacher leaders' lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice (Katzenmeyer & Moller, 2001, p. 17). The idea of contribution to the community of teacher leaders resonates with Lave and Wenger's (1991) notion of 'community of practice' (CoP) that encourages distributed practices benefiting everyone in the group. Lave and Wenger (1991) define CoP as "a system of relationships [among] people, activities, and the world; developing with time and in relation to other tangential and overlapping communities of practice" (p. 98). Wenger (1998) states that schools with a goal to create a learning environment have to value all kinds of collaboration, including teacher leadership. This emphasises the pivotal role of shared, collaborative and participatory practices among teachers and teacher leaders in educational institutions. Moreover, it indicates teacher leaders' sense of responsibility towards colleagues' learning and development. With an emphasis on collegiality, Suranna and Moss (1999) state that "a teacher leader is one who can take his or her qualities, and share them with other teachers for the good of the students" (p. 9). Similarly, Danielson (2006) believes that teacher leaders in a collaborative relationship with colleagues inspire others and persuade them to accept professional challenges and address the problems in a cooperative manner. In Bangs and MacBeath's (2012) opinion teacher leadership refers to "teachers' individual agency, often with reference to classroom management and pedagogy but in some cases referring to wider collegial influence with colleagues, with curriculum development and policy-making within or across schools. As well as being cast as an individual activity, teacher leadership may also refer to groups or teams of teachers with a leadership remit for aspects of policy and practice" (p. 331).

The definitions of teacher leadership by Katzenmeyer and Moller (2001) and York-Barr and Duke (2004) fit in the context of the current study. For example, teacher leaders at the ELI lead within and beyond the classroom premises and are not completely detached from classroom

teaching. In addition, their leadership roles are assigned to them in the light of pedagogical and professional expertise which enable them to influence their colleagues, work together towards a common goal and achieve institutional outcomes.

These definitions by Katzenmeyer and Moller (2001) and York-Barr and Duke (2004) consider the organisational context and its members to be key to the successful implementation of pedagogical and administrative plans. To be more specific, the main concerns of teacher leaders are to ensure enhanced instructional outcomes, create positive relationships with staff and students, and provide enabling conditions for others to learn. However, as Gabriel (2005) points out teacher leaders have to think creatively in order to achieve their stated goals because they often lack power to influence others or implement their own decisions:

> Teacher leaders possess a semblance of authority but no formal power—only the illusion of power. For example, a department chair cannot complete teacher evaluations. She cannot place a memo or letter in someone's personnel file, nor can she dismiss a teacher. As a result, she must find other ways to motivate, mobilize, and lead teachers. She must rely on intrinsic leadership abilities, knowledge of group dynamics, influence, respect, and leadership by example to boost the productivity of her department. (Gabriel, 2005, p. 2)

The above quote indicates a shortcoming of teacher leadership as teacher leaders, despite being in key middle-level leadership positions and equipped with knowledge and expertise, cannot have decision-making powers. In the TESOL field, however, there is lack of research on the issue of teacher leader autonomy and how it impacts teacher leadership roles.

Angelle and Schmid (2007) studied teacher leadership from the perspective of teachers and school leaders, applying identity theory to better comprehend the difference between what university researchers recognized as teacher leadership and what is perceived by the teachers themselves. Angelle and Schmid identified five categories for teacher leadership: a) teacher as decision-maker, educational role-model, positional designee, supra-practitioner, and visionary. Their participants defined teacher leadership mainly in terms of "an educational role model" while not considering it a positional designee (p. 780). For respondents, role-model was an 'exemplary teacher' and they define teacher leadership by naming personal characteristics, such as charisma or influence, rather than the process for leadership (p. 784–785). The authors concluded that teacher leadership was perceived in the lived context of the individual school, and for these rural schools in the Southeastern US, teacher leadership was described in terms of a person' (Angelle & Schmid, 2007, p. 793).

Teacher leadership has often been associated with conceptions of distributed leadership as York-Barr and Duke called 'teacher leadership situated in other conceptions of leadership' (2004, p. 261). Lieberman and Miller defined teacher leadership as a 'cosmopolitan response' that 'enable[s] good practice rather than prescribe[s] it' (2005, p. 153).

4. Teacher leader roles

Most of the literature on teacher leader roles in school settings comes from the US context (e.g. Katzenmeyer & Moller, 2001; York-Barr & Duke, 2004). Teachers as leaders can take various roles in different domains which may be categorised into formal or informal roles. In formal roles, teachers undertake managerial and pedagogical responsibilities (Muijs et al., 2013) which are in line with the first and second waves of teacher leadership respectively. Such roles include department chairs, mentors, coaches, curriculum reformers, instructional leaders and subject coordinators who aim to implement decisions taken at a strategic level and find ways of encouraging staff to conform (Margolis & Doring, 2012; Thompson & Wolstencroft, 2015). On the other hand, informal leadership roles, which align well with the third wave of teacher leadership, involve teacher leaders in collegial tasks not only contributing to organisational improvement, but also to the professional learning of their colleagues. These roles include peer coaching, leading a new team, setting up action research groups and assisting in the development of school curricula (Katzenmeyer & Moller, 2001).

York-Barr and Duke (2004) have identified four key roles which can be linked to the first and second waves of teacher leadership: teacher leaders as middle managers, curriculum experts, staff developers, and mentors of new teachers. In these roles, teacher leaders as middle managers often perform operational duties similar to the first wave, such as maintaining records, preparing evaluation reports etc. The other three roles require knowledge and expertise in a particular area, a feature of the second wave.

Watt et al. (2010) admit that 'it is difficult to define what makes a teacher a teacher leader' (p. 549), as the roles of teacher leaders are not perceived in a traditional way as most of these roles were previously held by only the principal. On the other hand, teachers' participation in school-level policy-making activities and decision-making process constitute a partial operational definition of the teacher leader (Darling-Hammond, 1997; Gonzalez & Lambert, 2014). Nonetheless, it is essential for teachers to display proficiency and efficiency in various areas of the organisational functions to operate as effective leaders, such as pedagogical knowledge, collegiality, knowledge of educational contexts, continuous learning etc. (Fullan, 1994).

Since leadership is considered a context-specific phenomenon, teacher leaders' roles might be perceived and applied differently in different contexts. For instance, the way teachers perform their leadership roles in the UK, may be difficult to imagine in Saudi schools, largely due to cultural dissimilarities. Nevertheless, 10 key factors influence the emergence and maintenance of teacher leadership:

(1) supportive culture, (2) supportive structures, (3) strong leadership …, (4) commitment to action enquiry and data richness, (5) innovative forms of professional development, (6) co-ordinated improvement efforts, (7) high levels of teacher participation and involvement, (8) collective creativity, (9) shared professional practice, [and] (10) recognition and reward. (Muijs & Harris 2006, p. 967).

In the most recent work on teacher leadership in TESOL domain, Baecher (2012) believes that the concept of 'teacher leadership' is better understood and valued than ever before. Authors

see school reform as a push towards a paradigm of distributive leadership (Leverett, 2002), in which teachers share leadership responsibilities and participate in decision-making processes. Baecher (2012) summarises these roles in schools:

(1) improves teacher quality, and hence student learning, as accomplished teachers serve as models of practice for colleagues (York-Barr and Duke 2004);
(2) supports reform efforts, by guiding colleagues through implementation of new practices (Childs-Bowen et al. 2000);
(3) encourages the retention and recruitment of teachers through providing avenues for motivation and recognition (Hirsch 2006);
(4) provides opportunities for teacher leaders' ongoing professional growth (Barth 2002);
(5) creates a more democratic school environment (Harris 2003);
(6) increases the sense of professionalism among teachers (Hinchey 1997);
(7) extends teachers' influence beyond the school and into the district (Danielson 2007); and
(8) extends principal capacity by reducing principals' workload (Barth 2001). (p. 317).
Teacher leadership Exploratory Consortium (2010) delineates seven domains that helps in understanding the roles and responsibilities of teacher leaders in a school setting.

Table 2. *Domains of teacher leadership.*

Domain 1 **Understanding adults as learners to support professional learning communities**	• Facilitates group processes to solve problems, make decisions, promote change • Works to create an inclusive cohort of colleagues who share resources and trust each other
Domain 2 **Accessing and using research to improve practice and student achievement**	• Assists colleagues in accessing research and student learning data • Facilitates analysis of student data and application of findings to revise instructional strategies
Domain 3 **Promoting professional learning for continuous improvement**	• Provides feedback to colleagues to strengthen teaching practice and improve student learning • Identifies and promotes a variety of professional learning based on colleagues' learning needs
Domain 4 **Facilitating improvements in instruction and student learning**	• Supports colleagues' growth by serving in roles such as mentor, coach, content facilitator or peer evaluator • Serves as a team leader to harness the skills, expertise, and knowledge of colleagues
Domain 5 **Using assessments and data for school and district improvement**	• Facilitates teams of teachers in scoring and interpreting student performance data • Works with colleagues to use assessment and data findings to recommend potential changes in organizational structure or practice

Domain 6 **Improving outreach and collaboration with families and communities**	• Uses knowledge of different backgrounds, ethnicities, cultures and languages to promote effective interactions with families • Facilitates colleagues' self-examination of their own understandings of community culture and diversity
Domain 7 **Advocating for student learning and the profession**	• Advocates for the rights and needs of students, to secure additional resources for student learning • Represents the profession in contexts outside of the classroom

Adapted from Teacher Leadership Exploratory Consortium (2010).

5. The significance of leadership knowledge

Literature on educational leadership highlights the significance of leadership knowledge for educational leaders. Robinson, Loyd and Rowe (2008) note that leadership knowledge is essential and educational leaders must be knowledgeable about professional development and adult learning theories to contribute to the development of their institutions. Literature suggests a variety of knowledge that can facilitate teacher leader roles. For example, Levenson (2014) emphasises that "teacher leaders must be knowledgeable about how to mobilize colleagues who may not share their enthusiasm for yet another change initiative" (p. 100). On the significance of leadership knowledge, Backor and Gordon (2015) found that instructional leaders needed to develop knowledge about cultural diversity of the workplace. They also considered knowledge about instructional practices and top-notch technology important for the successful operation of leadership roles in educational institutions. Similarly, Le Fevre and Robinson (2014) believe that leaders with inadequate content knowledge about educational theories and practices will be reluctant to observe teachers and give them feedback. Siegmyer (2012) also considered content and contextual knowledge significant for teacher leadership. On this subject, Knight and Trowler (2001) propose seven different types of leadership and management knowledge, which may support academic leaders in their roles. Inman (2007, p. 60-62) has succinctly summarised them as:

Control knowledge: Gaining control knowledge means knowing about self, which is learnt through reflection or working with others in leadership teams. This process emphasises the role of reflection and community of practice discussed in Section 3.7.1, which offers individuals an opportunity to learn from each other's experiences and contribute to the community of leaders.
Knowledge of people: To gain knowledge of the people, one needs to possess interpersonal skills that lead to collaboration and collegiality and facilitate consensus over different decisions. This form of knowledge can also be obtained through workshops, mentoring and discussions.
Knowledge of educational practices: This is a key to successful academic leadership which can be acquired through involvement in formal leadership activities. However, relevant courses, reading literature or colleagues' support and advice can also help to "gain, maintain and use educational knowledge appropriately" (Knight & Trowler, 2001, p. 168). This process involves personal effort on the part of teacher leaders to create opportunities for themselves in their work place and to pursue their professional development.

Conceptual knowledge refers to knowing about management and leadership concepts and research. Conceptual and process knowledge can be gained through management and leadership courses based on the teacher leaders' needs (Knight & Trowler, 2001). This requires needs analysis of the leaders and leadership roles, practices and context, which address the compatibility of programmes and courses in educational institutions.

Situational knowledge helps in understanding contingencies that have made the faculty what it is and what it might be in future. It helps individuals with understanding of situations in their schools.

Tacit knowledge integrates these six forms of knowledge in the expert practice of educational leaders.

More on leadership knowledge, Lovett, Dempster and Flückiger (2015) propose a heuristic tool to guide personal leadership learning, which is a device that helps individuals observe, investigate, experiment and discover new leadership knowledge (p.131). They divide this tool into five focal points which are elaborated in Table 3.

Table 3. *A heuristic tool to guide personal leadership learning.*

Focal Point	Knowledge Required
1: Pedagogy – leaders learning about teaching and learning	Leaders should have a minimum knowledge of: • growth, learning and development across the lifespan, particularly of students and teachers; • effective strategies for teacher professional development; • the rationale for and how to plan, coordinate, implement, monitor and evaluate teaching and learning; • the kind of data to gather and how to conduct evidence-informed professional conversations about teaching and learning.
2: People – learning about those with whom leaders work	Leaders should have knowledge of: • communication, including coaching and mentoring that enhances working relationships; • how to structure schools so that teachers, support personnel and relevant others operate as learning communities; • how and when to distribute tasks to engage others in leadership; • how to identify leadership talent and assist others to develop.
3: Place – leaders learning about the educational context	Leaders should have knowledge of: • international issues and their possible impact on practice; • national reforms, policies and programmes and their effects on schools;

	• school context and how to undertake a cultural audit; • key conditions for learning and how to optimise them.
4: System – leaders learning about the education system	Leaders should have knowledge of: • the education system's mandated policy, programme and procedural agenda; • the specific curriculum and assessment requirements of the system; • when and where leader discretion can be exercised; • tactics that aid discretionary decision-making; • system and peer networks that facilitate learning relationships.
5: Self-learning about 'me', the leader	Leaders should have knowledge of: • one's own personal professional moral position; • one's own professional ethics and related personal values; • tensions between system compliance and personal preference with respect to leadership decisions; • personal strengths and weaknesses with regard to educational leadership.

Adapted from Lovett et al. (2015, p. 132-138).

In the direction of self-learning, Katzenmeyer and Moller (2001) developed a leadership readiness assessment tool, founded on four key questions: 'Who am I?' (Understanding self); 'Where am I?' (Understanding school environment); 'How can I lead?' (Developing leadership skills); and 'What do I do?' (Application of leadership). These four questions may help teachers to reflect on and assess their leadership skills and develop themselves as leaders, as the focus is both on learning how to lead and fostering leadership abilities.

The types of educational leadership knowledge reviewed in this section is summarised in Table 4. Their role in the professional development and leadership effectiveness of academic leaders is undeniable. However, there is dearth of empirical evidence on the practical role of leadership knowledge for teacher leaders in mainstream education and in the field of TESOL. Thus, it is significant to identify what types of leadership knowledge teacher leaders in ESL/EFL context need to possess.

Table 4. *Knowledge required for academic leadership roles*

1.	Leadership/management knowledge
2.	Knowledge of adult learning theories
3.	Knowledge about mobilising colleagues
4.	Content knowledge
5.	Contextual knowledge
6.	Knowledge of culture & workplace
7.	Control knowledge
8.	Knowledge of people

| 9. Knowledge of educational practices |
| 10. Conceptual knowledge |
| 11. Situational knowledge |
| 12. Tacit knowledge |
| 13. Knowledge of the system |
| 14. Knowledge of self-learning |

6. Skills required for teacher leadership

As teacher leaders can have a wide range of roles, it is important to discern what types of skills they need to possess in order to be effective in leadership positions. First and foremost, pedagogical excellence of teachers is considered a key to effective teacher leadership as "one cannot be an effective teacher leader if one is not first an accomplished teacher" (Odell, 1997, p. 122). Lack of knowledge about classroom practices or lack of credibility as a teacher might negatively influence teacher leader roles. According to Snell and Swanson (2000) and York-Barr and Duke (2004), expertise as a classroom teacher is a critical aspect of teacher leadership, which gives a teacher credibility among peers and colleagues. Hence, teacher leadership is a means by which credible teachers exercise influence over supervisors, colleagues and members of the school community through shared or collaborative relationships that advance pedagogical practices (Poekert, 2012). The review of literature by York-Barr and Duke up to 2004 indicates that "teachers who lead are respected as teachers by their colleagues and administrators. They assume a learning orientation in their work and demonstrate or are viewed as having the potential to develop leadership knowledge, skills, and dispositions" (p.289).

Besides pedagogical expertise, Tomal et al. (2014) point out that teacher leaders should be skilled in areas, such as "mentoring and coaching teachers, leading and motivating staff, improving curriculum instructions, managing resources, building collaboration, managing school change, communicating to staff, conducting teacher evaluation, and building community relations" (p.26).

Literature gives a useful insight into various other skills that can facilitate teacher leadership roles. For instance, interpersonal and intrapersonal skills are important for teacher leaders in school contexts (Angelle & Beaumont, 2007). For ELT professionals in leadership roles, key skills are; time and self-management, ability to collaborate, cooperate and delegate (Murphy & Brogan, 2008), ability to encourage and motivate others (Bailey, 2008; Quirke & Allison, 2008), strategic planning skills (Christison & Murray, 2008), and technical and IT skills (Siskin & Reynolds, 2008). Similarly, Stephenson, Dada and Harold (2012) found effective communication and ability to build relationships as important skills for teacher leaders. For ELT leaders in particular, Coombe, England and Schmidt (2008) recommended public speaking and presentation skills to be effective in their roles. However, for the utilisation of these skills academic leaders should have cultural consciousness skills (Al-Swailem & Elliott, 2013) that inform their actions in line with cultural norms of the organisation. Table 5 summarises the key leadership skills reviewed in this section.

Table 5. *Skills required for teacher leadership*

Teacher Leader Abilities
Interpersonal & interpersonal skills
Ability to encourage & motivate others
Communication skills
IT & Technical skills
Time & self-management skills
Strategic planning skills
Pedagogical skills
Cultural consciousness skills
Ability to delegate
Public speaking & presentation skills

Scholars also associate personality traits with effective teacher leadership practices in educational contexts. For example, teacher leaders have "creativity, efficacy, flexibility, life-long learning, humor, willingness to take responsibility and risks" (Angelle & Beaumont, 2007, p. 775). They are open-minded and respectful to others showing optimism and enthusiasm, confidence, and decisiveness (Danielson, 2007, p. 16). Moreover, teacher leaders are honest, competent, forward-looking, and inspiring individuals who derive strength from character and competence; rather than from their middle-level leadership positions (Chapman, 2008). In the TESOL domain, literature has no reference to empirical studies on personality attributes of teacher leaders. Collinson (2012) explains the ethic of care which involves numerous values and attitudes (e.g. honesty, humility, hope) that promote compassionate and respectful relationships with peers or colleagues and foster growth in others.

In the light of the above review, it can be inferred that leadership knowledge and skills are interdependent concepts that complement each other to facilitate teacher leaders in educational leadership roles. Knowledge may only provide an understanding of a leadership role or a task; however, to practically perform it one needs to have leadership skills.

7. Hierarchical structure as a barrier to teacher leadership
The definitions by Katzenmeyer and Moller (2001) and York-Barr and Duke (2004) illustrate that teacher leadership promotes a culture of collegiality in which teacher leaders collaboratively work to achieve organisational objectives and develop their professional expertise. However, promoting and developing teacher leadership might not be an easy task as educational contexts vary in terms of demands and challenges. Authors have found organisational and professional barriers that can impact teacher leadership and the development of teacher leaders in a school context. For example, Murphy (2007) states that highly bureaucratic and hierarchical school cultures of authority create an environment that hinders collaboration, learning and development. Sanocki (2013) and Katzenmeyer and Moller (2001) also consider *organisational structures* one of the key barriers to teacher leadership as they believe that top-down leadership models still dominate in many schools (p. 79). Similarly, Silva et al. (2000) note that "organisational characteristics and structural components can adversely impact the work of teacher leaders" (p. 790).

Control and accountability are often the key features of hierarchical structures that make it difficult to reach a common goal and optimise the balance of formalisation, centralisation and standardisation in an educational institution (Tschannen-Moran, 2009). Tschannen-Moran (2009) warns that rigid bureaucratic structures would compromise efforts to create a collaborative professional work environment.

> Bureaucratic structures—such as hierarchy of authority, division of labor with specialization, and written rules and policies—assist schools to deal with the magnitude and complexity of their resources and tasks. However, overreliance on these structures by leaders will interfere with organizational dexterity and be counterproductive to the goals that schools strive to achieve. As such, professional structures—such as opportunities for collective inquiry, scrutiny, reflection, and decision-making—will need to be more fully integrated into school bureaucracies to promote teacher professionalism and school success. (p. 218)

Harris and Muijs (2004) identified "professional barriers" that are commonly found in technocratic set-ups in the form of administrative workload, lack of professional support and added responsibilities, which often lead to the teacher leaders' stress and burnout, and consequently hinder teacher leadership. Moreover, Harris and Muijs's (2003) meta-analysis indicates that teacher leaders often feel isolated from their colleagues and less connected to their peers when engaging in teacher leadership activities. This isolation is mainly the result of teachers' resentment and their lack of trust in teacher leadership roles as teacher leaders are perceived as an extension of top management.

As administrators are expected to deliver in bureaucratic structures and ensure improvement, they face higher accountability and responsibility of students' achievement (Crowther, Kaagan, Ferguson, & Hann, 2002). This realisation that hierarchical leadership structures in schools hinder progress, has led to the emergence of new leadership models such as, shared leadership, distributed leadership and participative leadership, which aim to serve the institute, the members of staff and the students by sharing common goals.

8. Teacher Leadership TESOL
A plethora of literature on teacher leadership comes from the US and UK contexts that is mainly in mainstream education showing a dearth of empirical research in TESOL field. As a large majority of teachers opt for English as a foreign language (EFL)/ English as a second language (ESL) teaching and language teaching industry is growing day by day, managing institutions and language programmes becomes a daunting task for TESOL professionals around the world. More importantly, language teachers do not often join schools with leadership experience and qualifications, making it extremely important for schools to create leadership learning opportunities for EFL/ESL teachers to develop their leadership capacities and ensure their contribution to the effectiveness of schools, teachers and English language learners. Moreover, school administrations would also require delegating authorities and fostering teacher leadership opportunities to meet the language learning needs of their students and professional learning needs of EFL/ESL teachers. Future research in TESOL should focus on exploring, suggesting and developing strategies for language programmes that encourage and motivate language teachers to

take on more leadership roles and become effective TESOL professionals. Teacher leadership is a sleeping giant and we need to consider it an essential component of English Language Teaching (ELT) programmes in language institutes in order to meet the global challenges in education. It is also worth mentioning that teacher leadership is synonymous to distributed or participatory leadership that demands a more flexible and democratic organisational structures to be fostered in. Thus, EFL/ESL schools should also adopt less hierarchical leadership practices so teachers could effectively perform their leadership responsibilities.

Conclusion

This theoretical paper has reviewed literature on the concept of teacher leadership in various educational contexts. It has listed and analysed different skills, knowledge and competencies teachers may require for leadership roles in educational institutions. The first section of the paper has considered the historical evolution of teacher leadership through various phases that gives useful insights into how this notion has emerged, evolved and perceived by researchers and practitioners in the field, and how it appears in today's institutions around the world. A wide range of definitions of the term 'teacher leadership' has delineated various features of teachers' roles, responsibilities and their expected contribution to organisational effectiveness while operating in formal and informal leadership roles. The concise review of the literature has also highlighted the significance of leadership knowledge and skills for the academic leadership positions that need to be fostered in a school context; however, a lack of empirical evidence has been noted in the field of TESOL to recognise the types of leadership knowledge and skills required for teacher leadership. Moreover, it has identified factors, such as hierarchical leadership structures that might hinder the emergence of teacher leadership in academic institutions. As the paper signifies the role of teacher leadership in the US and the UK contexts, it indicates a void in the literature on this issue in the field of TESOL that also directs researchers' endeavours towards investigating this concept in the context of English language teaching.

About the Author:
Sayyed Rashid Shah is a lecturer in TESOL at King Abdul-Aziz University, Saudi Arabia. He has an EdD in TESOL from the University of Exeter and an MA in TESOL from Sheffield Hallam University, England. His research interests are teacher development, teacher identity, educational management and teacher leadership in TESOL.

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