Teacher Leadership Knowledge to Pre-Service Teachers

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Abstract

Qualified teachers will produced students who are brilliant and have a respectable personality. However, now the issue of problematic teachers often become a topic and viral on social media. Incompetent teachers and undergone discipline problems will relate to student discipline problems, so as a pre-service teacher they have to face the challenges to be a good teacher. Teachers should be prepared with the knowledge of teacher leadership because teacher also a leader to the students, other teachers and communities. This concept paper is a plan to study the effectiveness of teacher leadership to provides knowledge and understanding to pre-service teachers in UPSI before they step into a real job.

Keyword: Teacher Leadership, Pre-Service Teacher

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Introduction

The Malaysian government realizes the establishment of quality students can be born through a structured and strategic planning, then Malaysia Education Blueprint (PPPM) (2013-2025) was planned to improve the quality of education and thus provide first-class minded people. In the planning of Malaysia Education Blueprint 2013-2015, have said that the intake into the field of education is now more selective for only taking SPM candidates who obtained excellent results to be accepted in the IPG. In addition, teachers will also have to sit exams Malaysian Educators Selections Inventory (MEdSI) to assess the intrinsic quality of teacher candidates suitable for admission to programs of education at the Institute of Teacher Education (IPG) and the Institute of Higher Learning (IPT). However, according to Fox and Smith (2014), the selection of teachers is not an absolute determinant of the success of a quality and effective teachers. Students who successfully positioned itself in the educational program must undergo their learning during four years, namely eight semesters. The students also will experience the teaching practice and to be trained as a teacher in the school later.

This leadership module that will be produced is intended to provide exposure, knowledge and understanding to pre-service teachers about teacher leadership. Indirectly, the lecturer can also identify deficiencies that need to be improved to increase the level of teacher leadership to the students. Knowledge acquired by teachers through pre-service teacher leadership module can be applied when become a teacher and plays a role as teacher leader.

Problem Statement

In Malaysian Blueprint 2013-2025 report, stated that only 12% of the teaching and learning process is carried out using a variety of interesting pedagogical approach, while only 38% only students who are satisfied with their learning, while 50% of students are not satisfied with their learning. This report has demonstrated the ability of teachers to deliver teaching and learning at an unsatisfactory level. According to Leonard, Petta and Porter, (2016), qualified teachers are teachers who have qualifications in the Bachelor and experienced in education, while an effective teacher are those who produce students who achieve excellent results in examinations. Harris and Muijis, (2005) also noted the effectiveness of the teacher can be seen when students can active and involve upon teaching and learning. Both categories of teachers needed for teaching and learning becomes more meaningful**.** This kind of teachers are needed to develop the students who excel in academics and moral value.

For a novice teacher, it is difficult to continue to excel in teaching and learning because of the lack of experience in the field of career as a teacher. However, novice teachers have the qualification of selected fields. As a novice teachers, they can also be a teacher leader if some leadership characteristics possessed by novice teachers. Novice teachers face challenges in transitions between work and learning time. Among the challenges is the lack of skills and knowledge, self-effacing and depressed, and the position and the role of new immigrants in the community work (Tynjälä and Heikkinen,2011). Therefore, pre-service teachers, should prepare themselves with knowledge and leadership skills to be faced with many challenges in the workplace. In another study by Wolff, Jarodzka and Bogert (2016), a study of the sensitivity of sight of teachers to the classroom situation in the management class that effectively have found experienced teachers are more sensitive and can control the classroom atmosphere is peaceful compared to teachers novice focusing on one area only. This study showing novice teachers less skilled and less knowledge in managing the classroom. A study by Norashikin Abu Bakar, Ramli Basri and Foo, S.F. (2015) has found that there is a positive relationship between the leadership of the teacher with the student's academic results in the examinations. Preferably, before stepping into the real world of work, they were provided with the knowledge and leadership skills to easily control the teaching and learning activities in the classroom.

Mason and Mason (2016), in their research have seen the involvement of teachers in the development programs for teachers are the programs that can improve the quality of future teachers. From the survey conducted also showed the teachers are willing to work together with lecturers of educational programs and engage in the development programs would be teachers. However, time constraints and schedules, and the lack of teachers are the causes they cannot give a good commitment for such a program. Various programs implemented in several courses of education programs of other countries such as the international training program teaching and learning cultural experience vicariously by prospective teachers of Turkey and the United States. After training in a set time period, prospective teachers have found that they can improve their skills as a teacher professionally and personally. Although this looks very good program to be implemented by pre-service teachers, it is quite difficult to implement a comprehensive education program to all students because not all of the institute is able to provide its students to participate in this program

(Ateskan, 2016). Then the effective program should be carried out so that all students can learn leadership skills before they apply it later in school as a teacher.

Caza and Rosch (2016) in their study said that providing future leaders is a very important thing, then they have conducted a research on the development of belief to leadership of the university students. The results of the analysis of the various institutions shows that students belief that a leader must be open, serving the community, respect the values and comfortable with change. From these results, he stressed that cultivate beliefs about leadership is very important to students for producing future leaders and even thou it is difficult to change the organizational structure of education at the university level. Ferreira, Ryan and Davis (2015), in the main study of pre-service teachers in the universities have indicate that a change in the practice teaching have to do. The changes in the practice of teaching and learning is a new program or a course including teaching and learning pedagogy latest. Therefore, pre-service teachers also need to provide a leadership beliefs at the university level and after that teachers will be ready when the real career as a teacher later.

A leadership module has been carried out (Marcketti and Kadolph, 2010) to students who undergoing a course of textiles and garments in the first degree. The findings indicate that the module has influenced students' understanding of the meaning behind the leadership and convince them that the behavior, beliefs and attitudes of a leader can be achieved. The study has helped the institute to apply the knowledge of students before they step into the real world of work. From the findings, its' inspire researchers to build a leadership module teachers for pre-service teachers. However, in Malaysia through surveys at public universities, there is no leadership courses pre-service teacher offered to their students. This situation shows that teacher leadership is not applied formally to the university students. Researchers have been searching for articles via Google Scholar and Academia on leadership studies to pre-service teachers at the university, but the article released is very limited.

Therefore, an appropriate program have to be implemented at the university for pre-service teachers with leadership expose n acquire the knowledge of leadership. The most important thing in building a program is the impact of the program to be a teacher leader.

Literature Review

The role of the teacher need to have the knowledge and skills to excel in the field of teaching because their primary function is to convey the knowledge of a teacher teaching. Study of Oliva, Martín, & Franco, (2016) regarding the competence of teachers have said that teachers need to deepen the content of the subjects taught in addition to know to plan and organize the content of the lesson well. In addition, teachers also need to be proficient in the official language used in school. In another study, researchers said that the teacher responsible for building new knowledge about education and training then, evaluate the effectiveness of their teaching strategies. Therefore, teachers need to improve their teaching and assessment of needs for the required training (Niemi and Nevgi, 2014).

Thus, the leadership skills needed to help meet the challenges as an effective teacher and dedicated in carrying out their duties. From the study (Siva Rabindarang, Khuan & Khoo, 2014), found that teachers in technical and vocational education, that practices distributive leadership can reduce work stress experienced when applying these skills. In addition, transformational leadership has also seen a positive impact in the high achieving school culture (Yaakob Daud and Yahya Don, 2012). Leadership practices among teachers can help achieve the excellent quality of work by the vision and mission of each school. Besides that, pre-service teachers can also practice leadership skills to meet the challenges of leadership in school or outside.

Apart from that, mentor and coach involvement also plays an important role to improve the ability of novice teachers As claimed by (Qian, Youngs, and Frank, 2013), in a study suggests mentor opinions about collective work for learning is closely associated with the relationship between the mentee and colleagues. This statement is supported by (Cooper et al., 2016), in its survey, proof mentor teachers' helping novice teachers to improve student learning. Therefore, teachers should be prepared and adapt to collaborate with mentor. Willingness to collaborate with the mentor should be applied since being pre-service teacher.

Pre-service teachers also need to be prepared with the involvement in the organization and policies of the school and contribute to it. In this case, leadership helps teachers to broaden and deepen the expertise of teachers because it is also the responsibility of a teacher (Gielen and Chloe, 2014). The study by the Nor Asma Sheirnawani Abdul Rahman, Mohd Asri Mohd Noor, Rohaila Yusof and Hamidah Yusof 2015) have confirmed the model of teacher leadership practices into 4 parts, namely i) facilitate improvements in teaching and student learning, (ii) developing school organization through management and administration, (iii) improving relations and in collaboration with various stakeholders, and (iv) a role model and leader referred. Hence, the researcher have incorporated these elements in building a leadership module teachers to pre-service teachers.

Methodology

This study used quantitative methods to perform a quasi - experimental to test the effectiveness of teacher leadership module to the leadership of pre – service teachers. The sample is from eight-semester students in UPSI who have undergone teaching training. The sample will be divided into two groups, the treatment group and the control group. The treatment group will undergo a leadership lesson teacher by using teacher leadership module. The control group was only given a lesson on teacher leadership without using a module that is traditional. Before the teaching process is started, the two groups will undergo a pre-test to test the level of teacher leadership. After the teaching process is carried out to set the two groups, given a post-test to determine the level of teacher leadership in terms of knowledge and understanding of leadership. Both tests will be compared to determine whether there were significant differences in the level of pre-service teachers' understanding of both the lessons executed.

Teacher Leadership Module

Teacher leadership is defined as the "teachers who are leaders that lead within and beyond the class, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice" (Katzenmeyer and Moller, 2001). By then, York-Barr and Duke (2004) defined teacher leadership as "the process by which teachers individually and collectively influence colleagues, and others members of school communities to improve teaching and learning practices with the aim of increased students learning and achievement". The definitions of teacher leadership have also been rooted by a few theories of leadership.

Teacher leadership module is develop based on the leadership theories that support teacher leaders to be : i) improve in instructions and students learning, ii) practice leadership attributes and skills, iii) involve in organizational development, iv) practice collaborative culture, v) collaboration with communities and, and vi) as exemplary contributions. This six principals are develop from a study that has not been published yet by a group of researcher from UPSI . The researcher comparing a few models with a model from Fairman and Mackenzie (2011) : Spheres of Teacher Leadership Action for Learning that suits with six element used to develop teacher leadership modules. In Table 1 show some of the study related to the six principal..

The module is construct with a few theory of leadership and one of the leadership theory is transformational leadership. The leaders like to motivate the follower positively and related to job satisfactions (Lunenburg and Ornstein, 2012). In the context of pre-service teachers, they need to understand the theory to influence students and become a role model with leadership attributes and skills.
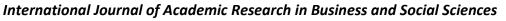
Elements	Teacher leader standards model (2012)	(Fairman & Mackenzie, 2012)	Carolyn Grant (2006)	Riel & Becker (2008)	FROST & HARRIS (2003)	Katzenmeyer & Moller (2001)
Facilitate in instructional and students learning	"Facilitating Improvements in Instruction and Student Learning"	"Teachers experiment and reflect"		"Learning from One's Own Teaching: Maintaining a disposition to improve their teaching, and in particular, developing innovative "adaptive" pedagogical expertise."		
Demonstrate leadership attribute & skills		"Teachers engage in learning about their practice"	Teacher is a leader in the classroom		Informal leadership to promote quality teacher leader	Develop and practice leadership skills
Involve in organization development		"Teachers interact in groups and through relationships re culture the school" "Teachers question, advocate building support and organizational capacity"	Working with others teachers		Middle manager helps authority to develop school	Make commitments to improve their schools for all students
Fostering collaborative culture	"Fostering a Collaborative Culture to Support Educator Development and Student Learning"	"Teacher collaborates and reflects together on collective work" "Teachers engage in	In whole school development	"Collaborating and Sharing Responsibility for Student Success: Promoting and employing a public rather than a private practice of teaching; encouraging and	Mentoring new teachers and facilitator of profesional development	

		collective, school-wide improvement, focus resources, and distribute leadership"		accepting collective responsibility for student learning across their school site"	activities	
Improve outreach and collaboration with community & other constituents	"Improving Outreach and Collaboration with Families and Community"	"Teachers collaborate with the broader school community, parents and students"	Beyond the school into the community	"Participating in Geographically Diverse Communities of Practice: Engaging actively in regional and national teacher professional organizations and networks and actively seeking out and using ideas, information, and expertise beyond the practitioner community."		
Making exemplary contribution towards becoming referral leader	"Promoting the Use of Assessments and Data for School and District Improvement"	"Teachers share ideas and learning, mentors, coaches others teachers" "Teachers share their work outside the school or in professional organizations"		"Making Personal Contributions to the Teaching Profession: Communicating their learning to peers through conference presentations, university teaching, and publishing."	Teacher promote in improving colleagues performance	Teacher leaders influence others for change

Table 1: Elements   in teacher leadership module

Conclusion

The development of leadership module can help the university to produce students who are ready to become a teacher after being supplied with the teacher leadership knowledge. As stated by (Bond, 2016) that the novice teacher is not ready to lead and partly not ready mentally. This is because they do not realize the importance of leadership and the teachers do not see the need. Therefore, to overcome this problem, the education program should insert a leadership course as an introduction to the pre-service teacher. For moving to the leadership of teachers, teacher leaders need to learn leadership skills and the establishment of schools successful (Katzenmeyer & Moller, 2001).

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