

Domains of Teachers' Leadership Knowledge: Comparison between Models

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Abstract: *This article compares and synthesizes four teacher leadership models to gain the domains of teachers' leadership knowledge. The domains of teachers' leadership knowledge that have been synthesized are known as knowledge of improvements in instruction and student learning, knowledge of modeling leadership attributes and skills, knowledge of organizational development, knowledge of collaborative culture, knowledge of collaboration with communities and knowledge of referral leader. These domains of knowledge can be used to develop teachers' leadership knowledge in the future.*

Keywords: *Teachers' Leadership Knowledge*

Introduction

Existing research on leadership in educational context focus on the leader of the school; principal, headmaster and senior assistant (Harris & Muijs, 2003). However, rapid development in education requires teachers participation in leadership. Teacher leadership has been found to affect school improvement and effectiveness and also teacher morale (Leithwood & Jantzi, 2000; Frost & Harris, 2003). Thus it is important to prepare teachers with knowledge of teacher leadership that will enable them to perform effectively in their profession.

Teacher leadership is important to serve the necessities of students, school and the job career (Teacher Leadership Exploratory Consortium, 2011). According to Crowther, Ferguson, and Hann (2002), teacher leadership can be nurtured. Through this statement, Frost (2008) argued that if teacher leadership can be nurtured, thus it indicates that it is possible and potential to train teachers individually in order to develop leadership functions and support their effort to do this. Therefore it means that it is probable to develop learning communities where everyone is encouraged to apply leadership (Frost, 2008).

Past Research on Teachers' Leadership Knowledge

Currently from the published literature, there is limited research on teachers' leadership knowledge rather than teacher leadership itself. There were articles that particularly focused on preservice teachers which argued that teachers' leadership knowledge should be included in the teacher preparation program (Bond, 2011; Neumann et al., 2012; Ferreira & Davis, 2015). However, most of the articles were discussing on the knowledge of leadership in an educational context (Neumann et al., 2007, 2012; Ferreira & Davis, 2015). By including leadership knowledge in addition to curriculum and pedagogy knowledge, preservice teachers can utilize their knowledge and took part in school change (Neumann et al., 2012).

On the other hand, the study done by Bond (2011) expands teachers' best practice through the scope of teacher leadership. Hence teacher leadership can be shaped through the development of their knowledge as teacher leaders; knowledge of self, knowledge of others, knowledge of schools and knowledge of teaching. According to Bond (2011), to prepare beginning teachers with teacher leadership roles and responsibilities, it is essential to introduce teacher leadership concept in the teacher education curricula in order to provide novice teachers with a framework of teacher leadership.

The published literature of teachers' leadership knowledge can serve as a guide to address the problem and develop a model or framework to introduce teacher leadership. According to the study done by Frost (2008), a journal may foster teacher leadership by transferring knowledge of teacher leadership innovation instead of transferring only the idea of teacher leadership practice. Teachers are encouraged to change and illustrate how it might be done (Frost, 2008). In order to prepare high-quality teachers with teacher leadership capacities, teachers should be introduced and acquired with teachers' leadership knowledge. Besides that, increasing in a number of study on teachers' leadership knowledge will help teachers to be clear with teacher leadership and what they should do.

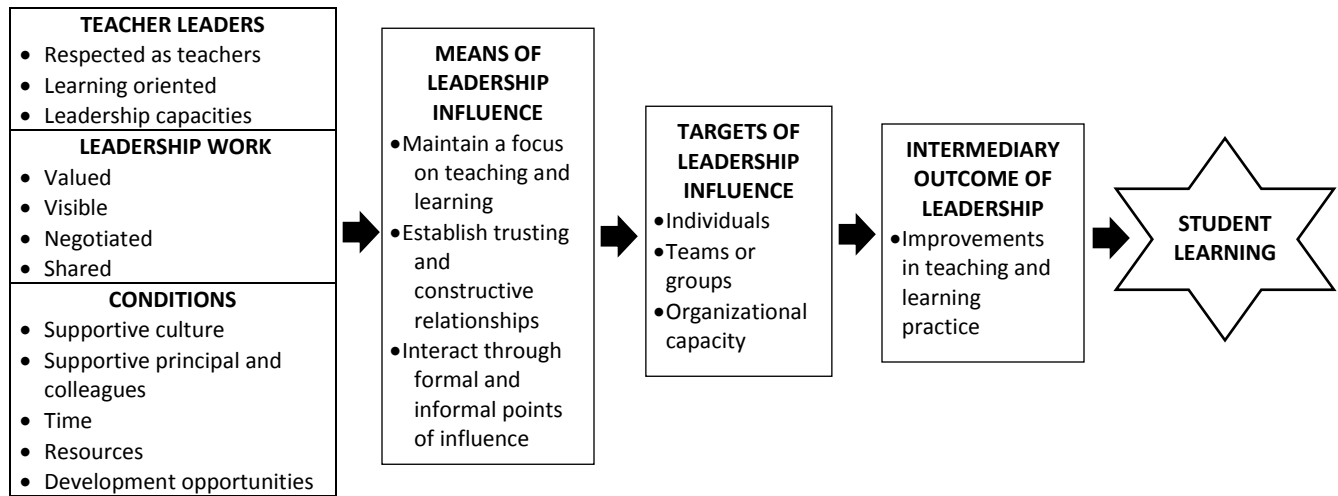
Comparison between Teacher Leadership Models

a) Teacher Leadership for Student Learning Framework

The Teacher Leadership for Student Learning Framework was developed from the findings and review of the literature by Jennifer York-Barr and Karen Duke. The framework suggested that teacher leadership is based on a theory of action and the aim is to increase student learning and achievement (York-Barr & Duke, 2004). According to York-Barr and Duke (2004), teacher leadership is defined as "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 and 288).

In addition, the Teacher Leadership for Student Learning Framework consists of seven major components. The seven major components have been described above in Teacher Leadership for Student Learning Framework is shown in Figure 1.

Figure 1 Teacher Leadership for Student Learning Framework



b) Teacher Leadership Skills Framework

The Teacher Leadership Skills Framework developed by the Centre for Strengthening Teaching Profession (CSTP) in 2009 is a professional development framework. This framework was designed to overcome dilemmas when leadership is being shared in schools (Center for Strengthening the Teaching Profession, 2009).

According to the Teacher Leadership Skills Framework, teachers must have the knowledge and skills to lead, a set of positive dispositions, possess roles as a leader and opportunities for leadership inside and beyond the school in order to flourish teacher leadership (Center for Strengthening the Teaching Profession, 2009). Therefore, teachers will positively impact students learning and achievement by influencing them in a formal and informal way inside and also beyond teachers’ classrooms (Center for Strengthening the Teaching Profession, 2009). Further explanation of each domain in the Teacher Leadership Skills Framework (Center for Strengthening the Teaching Profession, 2009) is shown in Table 1 below.

Table 1 Five Categories in the Domains of Teacher Leadership Skills Framework

Domains Categories	Knowledge and Skills	Dispositions	Roles of Teacher Leaders
Working with adult learners	<ul style="list-style-type: none"> • Building trusting relationships • Facilitating professional learning for teachers 	<ul style="list-style-type: none"> • Believe that teacher learning is interwoven with student learning • Value the work of learners • Accept and act on constructive feedback • Possess courage to take risk 	<ul style="list-style-type: none"> • Instructional/ Curriculum Specialist • Advocate/Partner • Classroom supporter • Mentor • Learning Facilitator • Learner • School leader
Communication	<ul style="list-style-type: none"> • Building relationships through communication • Technical skills 	<ul style="list-style-type: none"> • Honors all perspectives • Holds a positive presupposition • Values professional expertise • Foster community 	
Collaboration	<ul style="list-style-type: none"> • Collaborative skills • Organizational skills 	<ul style="list-style-type: none"> • Knows when to compromise • Able to read the group • Admitting when wrong • Honest • Desire to work with others • Passion 	
Knowledge of content and pedagogy	<ul style="list-style-type: none"> • Strong subject matters knowledge • Ability to analyze subject matter and pedagogical strategies • Effective pedagogical strategies • Ability to assist colleagues 	<ul style="list-style-type: none"> • Life-long learner • Reflective • Committed to supporting growth of others • Enjoys challenges 	
Systems thinking	<ul style="list-style-type: none"> • Working effectively within system • Skills of advocacy 	<ul style="list-style-type: none"> • Interested in larger picture • Attuned to relationships • Ability to read people situations • Embraces the opportunity to work with those with diverse views 	

c) Teacher Leaders Model Standards

Teacher Leadership Exploratory Consortium (TLEC) developed an establish model standards to promote and support teacher leadership in order to increased student achievement and to transform schools for the need of the twenty-first century (Teacher Leadership Exploratory Consortium, 2011).

The purpose of these model standards is to stimulate and encourage professional discussion about the knowledge, skills, and competencies that teachers possess in assuming leadership roles (Teacher Leadership Exploratory Consortium, 2011). These model standards can also be used to guide experienced teachers to assume teacher leadership roles (Harrison & Killion, 2007). Besides that, this Teacher Leader Model Standards will help increase opportunities for teachers to assume leadership roles within their teaching profession (Teacher Leadership Exploratory Consortium, 2011). The Teacher Leader Model Standards consist of seven domains as shown in Table 2.5 below. Each domain describe the dimensions of teacher leadership (Teacher Leadership Exploratory Consortium, 2011).

Table 2 Seven domains in Teacher Leader Model Standards

Domains	Dimensions
Domain I	Fostering a collaborative culture to support educator development and student learning <ul style="list-style-type: none"> • Understands the principles of adult learning • Knows how to develop a collaborative culture
Domain II	Accessing and using research to improve practice and student learning <ul style="list-style-type: none"> • Understands how research creates new knowledge, inform policies and practices and improves teaching and learning
Domain III	Promoting professional learning for continuous improvement <ul style="list-style-type: none"> • Understands the evolving nature of teaching and learning • Established and emerging technologies • School community
Domain IV	Facilitating improvements in instruction and student learning <ul style="list-style-type: none"> • Demonstrates a deep understanding of the teaching and learning processes
Domain V	Promoting the use of assessments and data for school and district improvement <ul style="list-style-type: none"> • Knowledgeable about current research on classroom and school-based data and the design and selection of appropriate formative and summative assessment methods
Domain VI	Improving outreach and collaboration with families and community <ul style="list-style-type: none"> • Understands that family, culture and communities have a significant impact on educational processes and student learning
Domain VII	Advocating for student learning and the profession <ul style="list-style-type: none"> • Understands how educational policy is made at the local, state and national level • Understand roles of school leaders, boards of education, legislators and other stakeholders in formulating policies

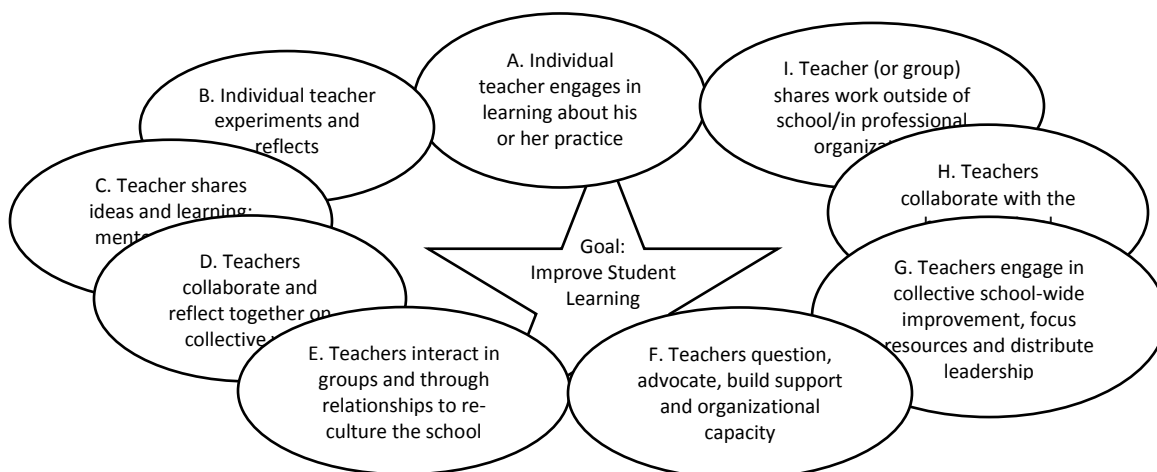
d) Spheres of Teacher Leadership Action for Learning

In a qualitative case study done by Fairman and Mackenzie (2012) of seven schools in Maine, USA, they found the nine spheres of teacher leadership action for learning. This model was expanded from Teacher Leadership for Student Learning (York-Barr & Duke, 2004), which is teachers lead their schools in the direction of improving teaching and learning in various ways. The nine spheres in this model offer a deeper understanding of various ways teachers apply leadership by developing teachers’ own professional learning in order to improve student learning (Fairman & Mackenzie, 2012). Besides that, the Spheres of Teacher Leadership Action for Learning model defines where and in what way teachers; individual or in a group, formal or informal act and encourage their colleagues to improve student learning (Fairman & Mackenzie, 2012).

According to (Fairman & Mackenzie, 2012), the fundamentals of teacher leadership arise from the teachers themselves, the kind of work they involve and the school context, where teachers act in a different kind of ways with individuals, colleagues and the entire school system to increase teaching and learning for students. Research done by York-Barr and Duke (2004) found that the development of teacher leadership is nurtured in the environment of a learning community. However, Fairman and Mackenzie (2012) found that “teacher leadership emerged within many different contexts; individual and collective efforts, informal and formal actions, narrowly-focused and broader school-wide improvement efforts, a school climate of isolation and mistrust or one collegiality, shared vision and trust.” (p. 238).

From sphere A through I, teacher leadership continuously occurs from a narrow focus which is improving teachers' learning and practice in the classroom to a more wider goals of improving teachers and student learning in a bigger scope which is school-wide change through collaboration with multiple stakeholders (Fairman & Mackenzie, 2012). Figure 3 depicts the nine spheres in this model.

Figure 2 Spheres of Teacher Leadership Action for Learning (Fairman & Mackenzie, 2012)



Domains of Teachers' Leadership Knowledge

From the above teacher leadership models; Teacher Leadership for Student Learning Framework (York-Barr & Duke, 2004), Teacher Leadership Skills Framework (Center for Strengthening the Teaching Profession, 2009), Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium, 2011) and Spheres of Teacher Leadership Action for Learning (Fairman & Mackenzie, 2012), there are similarities in the domains of teachers' leadership knowledge founded and it is shown in Table 3.

To summarize, the domains of teachers' leadership knowledge founded are knowledge of improvements in instructions and student learning, knowledge of modeling leadership attributes and skills, knowledge of organizational development, knowledge of collaborative culture, knowledge of collaboration with communities and knowledge of referral leader.

Conclusion

This article compare and synthesize the four teacher leadership models; Teacher Leadership for Student Learning Framework (York-Barr & Duke, 2004), Teacher Leadership Skills Framework (Center for Strengthening the Teaching Profession, 2009), Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium, 2011) and Spheres of Teacher Leadership Action for Learning (Fairman & Mackenzie, 2012). Although those four teacher leadership models have a different definition, description, and perspective of teachers' leadership roles and functions, but they have similarities in common.

As a result, there are six domains of teachers' leadership knowledge founded; knowledge of improvements in instructions and student learning, knowledge of modeling leadership attributes and skills, knowledge of organizational development, knowledge of collaborative culture, knowledge of collaboration with communities and knowledge of referral leader. Therefore, these knowledge domains can be used to develop a model or framework for preparing teachers with teachers' leadership knowledge that may help them to understand, develop, apply those knowledge and motivate them to improve their professional development.

For further research, this article suggests that the Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium, 2011) be used to gain in-depth insight to explore and understand more teachers' leadership knowledge. Moreover, the Teacher Leader Model Standards underpins many of others teacher leadership models and frameworks to develop it. Specifically, this model was also the dominant model to synthesized the domain of teachers' leadership knowledge in this article.

Table 3 The similarities in the concept of teachers’ leadership knowledge in those four teacher leadership models

Domains of Teachers’ Leadership Knowledge	Teacher Leadership for Student Learning Framework (York-Barr & Duke, 2004)	Teacher Leadership Skills Framework (Center for Strengthening the Teaching Profession, 2009)	Teacher Leader Model Standards (Teacher Leadership Exploratory Consortium, 2011)	Spheres of Teacher Leadership Action for Learning (Fairman & Mackenzie, 2012)
<p><i>Improvement in instructions and student learning</i></p>	<p><i>Intermediary outcome of leadership</i></p> <ul style="list-style-type: none"> • Improvements in teaching and learning practice 	<p><i>Knowledge of content and pedagogy</i></p> <ul style="list-style-type: none"> • Strong subject matters knowledge • Ability to analyze subject matter and pedagogical strategies • Effective pedagogical strategies • Ability to assist colleagues 	<p><i>Domain II: Accessing and using research to improve practice and student learning</i></p> <ul style="list-style-type: none"> • Facilitates the analysis of student learning data, collaborative interpretations of results and application of findings to improve teaching and learning • Support colleagues to collect, analyze and communicate data from their classrooms to improve teaching and learning • Uses knowledge and understanding of the different backgrounds, ethnicities, cultures and languages in the school community to promote effective interactions among colleagues, families and the larger community <p><i>Domain III: Promoting professional learning for continuous improvement</i></p> <ul style="list-style-type: none"> • Facilitates professional learning among colleagues • Provides constructive feedback to colleagues to strengthen teaching 	<p><i>Sphere A: Individual teacher engages in learning about his or her practice</i></p> <ul style="list-style-type: none"> • Teachers decide to extend, deepen their professional knowledge and skills, show a commitment to engage in professional learning and improvement and build professional expertise in preparation for making instructional changes in their classrooms <p><i>Sphere B: Individual teacher experiments and reflects</i></p> <ul style="list-style-type: none"> • Teachers experiment, innovate, reflect on their beliefs as well as efforts to change practice in classrooms to improve student learning

			<p>practice and improve student learning</p> <p><i>Domain IV: Facilitating improvements in instruction and student learning</i></p> <ul style="list-style-type: none"> Facilitates the collection, analysis and use of classroom and school-based data to identify opportunities to improve instruction, assessment, school organization and school culture 	
<p><i>Modeling leadership attributes and skills</i></p>	<p><i>Teacher leaders</i></p> <ul style="list-style-type: none"> Respected as teachers Demonstrate leadership capacities 	<p><i>Working with adult learners</i></p> <ul style="list-style-type: none"> Building trusting relationships Facilitating professional learning for teachers <p><i>Communication</i></p> <ul style="list-style-type: none"> Building relationships through communication Technical skills <p><i>Collaboration</i></p> <ul style="list-style-type: none"> Collaborative skills Organizational skills <p><i>Knowledge of content and pedagogy</i></p> <ul style="list-style-type: none"> Effective pedagogical strategies Ability to assist colleagues <p><i>Systems thinking</i></p> <ul style="list-style-type: none"> Working effectively 	<p><i>Domain I: Fostering a collaborative culture to support educator development and student learning</i></p> <ul style="list-style-type: none"> Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating and identifying the needs of self and others in order to advance shared goals and professional learning <p><i>Domain IV: Facilitating improvement in instruction and student learning</i></p> <ul style="list-style-type: none"> Engage in reflective dialogue with colleagues based on observation of instructions, student work, and assessment data and helps make connections to research-based effective practices Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator Serves as team leader to harness the skills, expertise and knowledge of 	-

		<p>within system</p> <ul style="list-style-type: none"> • Skills of advocacy 	<p>colleagues to address curricular expectations and student learning needs</p>	
<i>Organizational development</i>	<p><i>Targets of leadership influence</i></p> <ul style="list-style-type: none"> • Organizational capacity 	<p><i>Communication</i></p> <ul style="list-style-type: none"> • Building relationships through communication • Technical skills 	<p><i>Domain III: Promoting professional learning for continuous improvement</i></p> <ul style="list-style-type: none"> • Collaborates with colleagues and school administrators to plan professional learning <p><i>Domain V: Promoting the use of assessments and data for school and district improvement</i></p> <ul style="list-style-type: none"> • Increase the capacity of colleagues to identify and use multiple assessment tools • Creates a climate of trust and critical reflection 	<p><i>Sphere E: Teachers interact in groups and through relationships to re-culture the school</i></p> <ul style="list-style-type: none"> • Teachers work with and through various groups and relationships in the school to influence a change in norms, pedagogical beliefs, and practices <p><i>Sphere F: Teachers question, advocate, build support and organizational capacity</i></p> <ul style="list-style-type: none"> • Teachers question existing practices in the school, publicly advocate for change, build support for change, organize for school-wide change, thus building a foundation for distributed leadership capacity <p><i>Sphere G: Teachers engage in collective school-wide improvement, focus resources and distribute leadership</i></p> <ul style="list-style-type: none"> • Teachers participate in planned school-wide improvement efforts, utilizing multiple leadership skills and focusing resources on shared goals
<i>Collaborative culture</i>	<p><i>Leadership work</i></p> <ul style="list-style-type: none"> • Negotiated • Shared 	<p><i>Working with adult learners</i></p> <ul style="list-style-type: none"> • Building trusting 	<p><i>Domain I: Fostering a collaborative culture to support educator development and student learning</i></p>	<p><i>Sphere D: Teachers collaborate and reflect together on collective work</i></p> <ul style="list-style-type: none"> • Teachers collaborate to experiment

	<p><i>Conditions</i></p> <ul style="list-style-type: none"> • Supportive culture • Supportive principal and colleagues 	<p>relationships</p> <ul style="list-style-type: none"> • Facilitating professional learning for teachers 	<ul style="list-style-type: none"> • Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict and promote meaningful change • Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning <p><i>Domain II: Accessing and using research to improve practice and student learning</i></p> <ul style="list-style-type: none"> • Facilitates the analysis of student learning data, collaborative interpretations of results and application of findings to improve teaching and learning <p><i>Domain III: Promoting professional learning for continuous improvement</i></p> <ul style="list-style-type: none"> • Collaborates with colleagues and school administrators to plan professional learning 	<p>with new instructional approaches and curricular projects. They develop new work together, implement it and reflect on the implementation and impact on student learning</p>
<p><i>Collaboration with communities</i></p>	<p><i>Targets of leadership influence</i></p> <ul style="list-style-type: none"> • Teams or group • Organizational capacity 	<p><i>Collaboration</i></p> <ul style="list-style-type: none"> • Collaborative skills • Organizational skills 	<p><i>Domain VI: Improving outreach and collaboration with families and community</i></p> <ul style="list-style-type: none"> • Uses knowledge and understanding of the different backgrounds, ethnicities, cultures and languages in the school community to promote effective interactions among colleagues, families and the larger community • Develops a shared understanding among colleagues of the diverse educational 	<p><i>Sphere H: Teachers collaborate with the broader school community, parents</i></p> <ul style="list-style-type: none"> • Teachers collaborate with the wider school community, parents and students for school improvement efforts

			needs of families and the community	
<i>Referral leader</i>	<p><i>Leadership work</i></p> <ul style="list-style-type: none"> • Valued • Visible • Negotiated • Shared 	<p><i>Knowledge of content and pedagogy</i></p> <ul style="list-style-type: none"> • Strong subject matter knowledge • Ability to analyze subject matter and pedagogical strategies • Effective pedagogical strategies • Ability to assist colleagues <p><i>Systems thinking</i></p> <ul style="list-style-type: none"> • Working effectively within system • Skills of advocacy 	<p><i>Domain II: Accessing and using research to improve practice and student learning</i></p> <ul style="list-style-type: none"> • Assists colleagues in accessing and testing research in order to select appropriate strategies to improve student learning <p><i>Domain IV: Facilitating improvement in instruction and student learning</i></p> <ul style="list-style-type: none"> • Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction <p><i>Domain V: Promoting the use of assessments and data for school and district improvement</i></p> <ul style="list-style-type: none"> • Works with colleagues to use assessment and data findings to promote changes in instructional practices of organizational structures to improve student learning 	<p><i>Sphere I: Teacher (or group) shares work outside of school/in professional organizations</i></p> <ul style="list-style-type: none"> • Teachers share and present their work outside their own school, learning and stimulating change among other teachers, eg. through mentoring, presenting at conferences, professional organizations

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