Development of Teacher Leadership Guiding Principles in Preparing Teachers for the Future

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Abstract

This paper aims to describe how the researcher develops guiding principles in preparing teacher leaders for the future in Malaysia's education system. This was done by comparing various literature on established teacher leadership models around the world. The process started with a brainstorm session to list possible indicator in a teacher leadership model. This process listed indicators such as curriculum and instruction, teacher leadership, administrative function, collaboration/sharing expertise and mentoring, practice professional learning for continuous improvement, and professional networking. The literature review conducted showed that although the different leadership models outlined different dimensions, they share some common elements. These elements were used as the research's provisional guiding principles in an attempt to understand the leadership practices among teachers in Malaysian schools. Each provisional guiding principle was then detailed out in term of values, skills and knowledge associated with it. This will assist the researchers in designing research instruments to assess every guiding principle. In summary, the guiding principles identified are: teaching, learning, assessment and clinical experiences; passion for life-long learning; engage in positive social interactions for professional development and self-fulfillment; competency to adapt to changing technology and its application for teaching and learning, and management; attitude and capability to provide ideas, innovations and manage change through evidence-based practices; and foster continual outreach programmes with diverse communities and capitalize on opportunities through networking to provide a sense of belonging and responsibility to the local and global communities.

Key words: Collaboration, Principles, Professional, Teacher Leader, Teacher Education, Teaching And Learning, Model

Introduction

As Malaysia works her way towards achieving the status of developed country, many initiatives in various sectors have been geared to ensure this agenda fulfilled by the year 2020. Malaysia's Ministry of Education has proposed a few initiatives such as the Malaysia National Education Plan, Malaysia Higher Education Strategic Plan and Malaysia Education Blueprint 2013-2025 (KPM, 2012). While other plans focus mostly on increasing students' performance, skills and values, the Malaysia Education Blueprint highlights the importance of leadership skills which are becoming increasingly important in the present educational scenarios. Shift 4 in the blueprint aims to transform teaching into the profession of choice'

through the following initiatives: i) Raise the entry bar for teachers from 2013 to be amongst top 30% of graduates; ii) Upgrade the quality of continuous professional development (CPD) from 2013; iii) Focus teachers on their core function of teaching from 2013; iv) Implement competency and performance-based career progression by 2016; v) Enhance pathways for teachers into leadership, master teaching and subject specialist roles by 2016; and vi) Develop a peer-led culture of professional excellence and certification process by 2025.

The transformation will allow the teachers to '... develop the world-class capabilities needed to facilitate desired student outcomes and gain more enjoyment and fulfillment from their jobs. They will enjoy more fulfilling professional development, improved career pathways, and fair and transparent evaluation processes that are directly linked to relevant competencies and performance' (KPM, 2012: E-35). The Blueprint continues to use the National Education Philosophy's vision of a balanced education as its foundation for individual student aspirations. The specific skills and attributes that have been identified as necessary for students to thrive in tomorrow's economy and globalized world are listed as knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity.

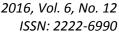## Objective and Methodology

In line with the national agenda, this research aims to contribute towards the development of a teacher leadership model in Malaysia's education system. Specifically, the objective of this paper is to describe how the researcher develops guiding principles in preparing teacher leaders for the future. This is done by comparing various literature on established teacher leadership models around the world.

Research Background

Although Malaysia Education Blueprint (2012) highlighted the intention to create pathways for teachers into leadership, the target group is only selected individuals to be prepared for various administrative posts. The need for leadership training for teachers who are not directly involved in administration is not addressed despite the increase awareness on such skill among the teachers. Emphasis on achievement and accountability has made it necessary for teachers to be learners, effective teachers, and participants in continuous school improvement (Azwani Masuwai, Nor'ain Mohd Tajudin & Noor Shah Saad, 2016; Merideth, 2007).

Leadership is a term generally understood by most people as a characteristic of a person who can lead an organization in achieving its goals. Normally people associate the term with the person at the management level of an organization. For an educational organization, the administrators such as the school principal, headmaster and senior assistant are normally expected to have leadership skill. Prior research on school leadership had put much focus on the principal, headmaster and senior assistant as leader of the school (Anderson & Wahlstrom, 2004; Marzano, Waters & McNulty, 2005). Muijs and Harris (2003). However, research by Witziers, Bosker and Krüger (2003) has found that principals only had a minimal direct effect on student performance and that most leadership effects can be traced to indirect causes such as the principal's influence on instructional goals and school climate.

Rapid development in educational context requires that those largely involved in classrooms activities also possess leadership skill to enhance their effectiveness. Teachers need to be prepared with values, knowledge and skills that will enable them to plan,

organize and implement various tasks in their profession. Teacher leadership had been found to have desirable effect on school improvement, school effectiveness and teacher morale (Frost & Harris, 2003; Gronn, 2000; Leithwood & Jantzi, 2000). Thus, it is important that teachers are trained to have some leadership characteristics to ensure their effectiveness in performing their duties.

"Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement" (York-Barr & Duke, 2004; p. 287). Teacher leader as defined by Katzenmeyer and Moller (2001) is a teacher who can 'lead within and beyond the classroom, influence others towards improved educational practice, and identify with and contribute to a community of teacher leaders' (p. 6). Merideth (2007; p. 3) had summarized the roles of teacher leaders as to: improve student achievement; extend their own learning; collaborate for school improvement; and support shared vision and values—evolve from knowledge, dedication, and experience. The conception of leadership can be classified according to several types or models. Among these are instructional leadership (Southworth, 2002), transformational leadership (Miller and Miller, 2001), moral leadership (Leithwood et al 1999, p.10), participative leadership (Leithwood et al. 1999, p.12), managerial leadership (Leithwood et al. 1999, p.14), interpersonal leadership (West-Burnham, 2001, p.1) and contingent leadership (Leithwood, et al., 1999). The inculcation of leadership characteristics should begin when trainee teachers begin their teacher education programme and continues until they join an educational organization as in-service teachers. The Malaysia Education Blueprint 2013-2025 (PPPM, 2013) did not capture this need as it covers only leadership trainings for those selected to hold administrative functions within Ministry of Education's educational institutions. The trainings are for the principal, headmaster and senior assistant of the organizations. The fourth shift in PPPM aims to 'Transform teaching into the profession of choice' (PPPM, 2013: 28). 'Teachers will receive the best training possible, from the time they enter their teacher training programmes, through to the point of retirement' (PPPM, 2013: 28). One of the strategies to achieve this is 'Enhance pathways for teachers into leadership, master teaching and subject specialist roles by 2016'. Through this initiative teachers are expected to have '...the commitment to investing in their development and in building an environment of professional accountability will be maintained across their careers'. However, the effort for this initiative is known to focus only those selected to hold administrative posts. This highlights the need for teacher education programmes across the country to look into ways to ensure the leadership element is not left out from the curriculum developed for such programmes. This paper will highlight the approach taken to develop teacher leadership guiding principles to prepare teachers for the future.

Development of Teacher Leadership Guiding Principles
The process started with a brainstorm session to list possible indicator in a teacher leadership model. This process listed indicators such as curriculum and instruction, teacher leadership, administrative function, collaboration/sharing expertise and mentoring, practice professional learning for continuous improvement, and professional networking (Table 1). Further reading then was done to list descriptors for each indicator identified. Descriptors for curriculum and instruction are: i) Learn from one's own teaching; ii) Classroom teacher/ instructional manager; iii) Facilitate improvements in instruction and student learning; iv)

Subject expert; v) Instructional expert; and vi) Teaching related skills. Teacher leader is an indicator with descriptors such as: i) leadership styles; ii) leadership skills; iii) entrepreneurship skills; and iv) decision making. Administrative function includes descriptor including: i) resource manager/ mgmt skills; ii) promote the use of assessments and data for school and district improvement; iii) ethics and policies; iv) accountability; v) empowerment; and vi) vision. Descriptors for collaboration/sharing expertise and mentoring are: i) foster collaborative culture (*school based*); ii) share responsibility/ expertise for student success and educator development; iii) mentoring; iv) teamwork; and v) openness. Indicator practice professional learning for continuous improvement highlights: i) access and use research to improve practice and student learning; ii) performance management; and iii) capacity building as descriptors.

Table 1 Indicator and Descriptor in Developing Teacher Leadership Guiding Principles

No.	INDICATOR	DESCRIPTOR
1.	Curriculum and Instruction	-Learn from one's own teaching. -Classroom teacher/ instructional manager (pedagogical content knowledge). -Facilitate improvements in instruction and student learning -Subject expert -Instructional expert -Teaching related skills

2.	Teacher Leadership	-Leadership styles.
		-Leadership skills.
		   o Inspire actions, Integrity, Confident, Decisive
		-Entrepreneurship skills.
		   o Creative & innovative, Productive, Risk taking, Opportunistic, Be optimistic, Decision making

3.	Administrative Function	-Resource manager/ management skills:- o Financial management, ICT management, Physical asset management. - Promote the Use of Assessments and Data for School and District Improvement. - Ethics and policies - Accountability -Empowerment -Vision
4.	Collaboration/Sharing Expertise & Mentoring	-Foster collaborative culture (*school based*) - Share responsibility/ expertise for student success and educator development. -Mentoring -Teamwork -Openness
5.	Practice Professional Learning for Continuous	- Access and use research to improve practice and student learning.

	Improvement	- Performance management - Capacity building
6.	Professional Networking	- Improve outreach and collaboration with families and community - Social management
7.	Supreme-Practitioner/ Reference Leader	Make personal contributions to the teaching profession. -Advocate for student learning and the profession.

A comparative literature review was then conducted to understand the element or dimension in the various models of teacher leadership in various countries. Summary of the review is as in table 2.
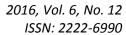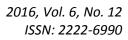
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Table 2 Domains of Teacher Leadership

Model	Malaysia Education Blueprint 2013-2025 (KPM, 2012)	Teacher Leader Model Standard (TLEC, 2012)	(Katzenmeyer & Moller, 2001; 2009)	(Harrison & Lembeck, 1996)	(Australian Institute for Teaching and School Leadership, 2011)	(Harris & Muijs, 2003)	(Harris, 2002)	(Smiley & Denny, 1990)	(Krisko, 2001)	(DeHart, 2011)	(Riel & Becker, 2008)	(Angelle & DeHart, 2010)	(Jackson, Burrus, Bassett & Roberts, 2012)
Domains	Upgrade the quality of continuous professional development (CPD) from 2013.	Fostering a collaborative culture to support educator development and student learning.	Identify with and contribute to a community of teacher learners and leaders.	Individuals who are actively involved in promoting change.	Leading teaching and learning.	The leadership of other teachers through coaching, mentoring, leading working groups.	Teachers influence practice in school.	Facilitator and enabler.	Intrapersonal sense: awareness of personal strengths, weaknesses, and goals (most important attribute).	Classroom teacher	Learning from one's own teaching (learning from adaptive practice).	Sharing expertise.	Teacher Leadership
	Focus teachers on their core function of teaching from 2013.	Accessing and using research to improve practice and student learning.	Influence others to improve their teaching practice.	Effectively communicate with multiple constituents.	Developing self and others.	The leadership of developmental tasks that are central to improved learning and teaching.	Teachers focus on empowering teachers and giving them some ownership of a particular change or development	Helper for teachers.	Interpersonal skills: build collegial relations, communicate, and interact.	School facilitator	Collaborating and sharing responsibility for student success (local collaboration).	Sharing leadership.	Mentoring
	Implement competency and performance-based career progression by 2016.	Promoting professional learning for continuous improvement.	Accept responsibility for realizing the goals of their leadership.	Possess a global understanding of school and district organizations.	Leading improvement, innovation and change.	The leadership of pedagogy through the development of	Teacher leaders' take on a mediating role.	Catalyst for individual teacher improvement.	Creative: motivated, energetic, and tolerant of stress.	Resource manager	Participating in geographically diverse communities of practice (professional networking).	Principal selection.	Work Ethic

					modeling of effective forms of teaching.								
Enhance pathways for teachers into leadership, master teaching and subject specialist roles by 2016.	Facilitating improvements in instruction and student learning.		Continue to grow professionally.	Leading the management of the school.		Forge close relationships with individual teachers where mutual learning takes place.	Source of emotional support for teachers.	Flexible: open to and adjust to change.	Instructional manager	Making personal contribution to the teaching profession (knowledge building).	Supra-practitioner.	
Develop a peer-led culture of professional excellence & certification process by 2025.	Promoting the use of assessments and data for school and district improvement.			Engaging and working with the community.				Risk-taker: courageous and willing to test new strategies or ideas.	Change agent			
	Improving outreach and collaboration with families and community.							Efficacious: listens, reflective, empathetic, and understanding.	Leadership choice			
	Advocating for student learning and the profession.							Humor: witty, creative, and uses humor to relieve tensions				
								Lifelong learner striving to learn courage to				

							learn, and build on experience.			

The literature review conducted showed that although the different leadership models outlined different dimensions, they share some common elements. The common elements include:

- Teachers are able to critically examine and appreciate the educational values and concepts, explore knowledge, and create learning experiences that are meaningful to themselves and other learners.
- Teaching, learning, assessment and clinical experiences are multi-dimensional, integrated, and reflective.
- Teaching-learning environment should provide scope and opportunities to foster intellectual excitement that will optimize learners' potentials and passion for life-long learning.
- Teachers provide quality learning spaces, resources and technologies for learners to engage in positive social interactions, active and cooperative learning for professional development and self-fulfillment.
- Teachers develop competency to adapt to changing technology and its application for teaching and learning, and management.
- Teachers are leaders of educational organizations with the attitude and capability to provide ideas, innovations and manage change through evidence-based practices.
- Teachers foster continual outreach programmes with diverse communities and capitalize on opportunities through networking to provide a sense of belonging and responsibility to the local and global communities.

These elements were used as the research's provisional guiding principles in an attempt to understand the leadership practices among teachers in Malaysian schools.

Each provisional guiding principle was then detailed out in term of values, skills and knowledge associated with it. This will assist the researchers in designing research instruments to assess every guiding principle. The preliminary values, skills and knowledge for each guiding principle are presented in table 3. The preliminary values, skills and knowledge for each guiding principle will be used to construct items for the needed instruments. The next article will discuss the development, validation and reliability analyses of the instruments developed.

Table 3 Teacher Leadership Guiding Principles and Its Values, Skills and Knowledge

No.	Guiding Principles	Values	Skills	Knowledge
1	Develops teachers who are able to critically examine and appreciate the educational values and concepts, explore knowledge, and create learning experiences that are meaningful to themselves and other learners in national and	1. Teacher holds a comprehensive philosophy of education. 2. Teacher models various leadership values and behaviour.	1. Teacher applies various curriculum management skills. 2. Teacher is able to engage in establishing standards for students'	1. Teacher has a deep understanding of various theories and practices of teaching. 2. Teacher has leadership knowledge to implement

	global context.		behaviour and school-wide classroom management policies.	effective strategies in order to encourage continuous development of the students.
2	Teaching, learning, assessment and clinical experiences are multi-dimensional, integrated, and reflective.	1. Teacher is able to learn from one's own practice. 2. Teacher has a strong commitment to meet the needs of pupils.	1. Teacher is able to engage in establishing standards for students' behaviour and school-wide classroom management policies. 2. Teacher is able to display outstanding teaching skills.	1. Teacher has leadership knowledge to implement effective strategies in order to encourage continuous development of the students. 2. Teacher should be a subject and instructional referral leader.
3	The teaching-learning environment should provide scope and opportunities to foster intellectual excitement that will optimise learners' potentials and passion for life-long learning.	1. Teacher is capable to practice collaboration culture in order to maximize students' performance. 2. Teacher displays awareness on the diversity that exist in the classroom.	1. Teacher should be able to encourage collaborative culture in learning. 2. Teacher able to apply appropriate instructional strategies in dealing with diversities.	1. Teacher should have subject and pedagogical content knowledge. 2. Teacher should have knowledge on students' diversity.
4	Provides quality learning spaces, resources and technologies for learners to engage in positive social interactions, active and cooperative learning for professional development and self-fulfillment.	1. Teacher is able to foster teamwork in order to achieve instructional/ professional/ organizational goals.	1. Teacher should have the ability to collaborate and share responsibility with others for best practices. 2. Teacher should	1. Teacher plays the mentor and coach roles to influence others for best practices. 2. Teacher should

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		2. Teacher shares knowledge and ideas for best practices.	be able to encourage colleagues to achieve excellence in teaching.	have vast knowledge on current educational policies and programs.
5	Develop competency to adapt to changing technology and its application for teaching and learning, and management.	1. Teacher should always encourage colleagues to engage in school improvement program. 2. Teacher should access and use research data to improve managerial practices. 3. Teacher should practice self-own reflection.	1. Teacher should share effective teaching that had been implemented with colleagues. 2. Teacher should be able to practice professional learning through research. 3. Teacher should be able to reflect own practices.	1. Teacher should take into account the aims of a related policy in the planning and implementation of educational program. 2. Teacher makes improvements in management practices based on data analysis. 3. Teacher strives to learn and to build experiences.
6	Develop learners as leaders of educational organizations with the attitude and capability to provide ideas, innovations and manage change through evidence-based practices.	1. Teacher is willing to take risks in order to achieve educational goals. 2. Teachers are ready to face the challenges	1. Teacher is able to use data to make informed decision. 2. Teacher has knowledge sharing skills to	1. Teachers involve in developing the school's capacity for strategic development (vision and mission, professional development, infrastructure, finance, student activities, student achievement. 2. Teacher involves in evaluating organizational development.

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		to achieve educational goals. 3. Teacher should have lifelong learning values.	enhance school improvement. 3. Teacher is able to give feedback to the management to enhance school improvement.	3. Teacher has knowledge on instructional and management.
7	Foster continual outreach programmes with diverse communities and capitalize on opportunities through networking to provide a sense of belonging and responsibility to the local and global communities.	1. Teacher is able to capitalize on opportunities to achieve vision. 2. Teacher takes the initiative to work with the parents and the community. 3. Teacher is sensitive to the current educational development. 4. Teacher should be sensitive to the cultural and community contexts.	1. Teacher has the initiative to work with communities and other diverse group. 2. Teacher involves learning through interactions with peers, community and external organizations. 3. Teacher has the skills to get latest information on educational development. 4. Teacher should be able to coordinate and manage activities with parents and community.	1. Teacher adopts appropriate entrepreneurial skills in an educational context. 2. Teacher understands the needs of the school and community for educational development. 3. Teacher shares ideas and practices through interaction with colleagues, communities and external organizations. 4. Teacher should aware of global developments related to the teaching profession.

Conclusion

Today's learning environment require teachers to demonstrate critical values, skills and knowledge to nurture meaningful learning and teaching process and encourage collaboration among educators. This will allow them to be leaders in instructional practices by employing effective strategies in learning and teaching, guiding others in improving administrative, educational practices and students' performance, sustaining high professionalism quality, and influencing the school and the community to improve teaching and learning practices with the aim to enhance and improve students' learning and achievement. Within the Malaysian context, this has brought forward seven provisional guiding principles in developing a teacher leadership model.

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