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Abstract
The aims of this study to identify teacher leadership practices. This article is based on a literature review of teacher leadership studied by local or international researchers. Most of the teachers are not clear about the practices of leadership which should be in every teacher. Therefore, this article was written based on the history of teacher leadership, teacher leadership models and previous studies that have been done locally and internationally. There are several practices and a summary of teacher leadership models was discussed in this article. The summary of teacher leadership practice consists of knowledge, collaboration, skills, reflection, and continuous improvement. For further studies are needed to examine teacher leadership practice in the school.
Keywords: Teacher Leadership, Teacher Leadership Model, Practices, Knowledge, Collaborative, Skills, Reflection, Continuous Improvement, Teacher Effectiveness

Introduction
Educational Institution is the anchor of a country. Most of the education systems in foreign countries have moved ahead faster in producing human capital which is useful to the country especially at the leadership level in schools such as Finland. Teacher leadership exists at all levels. But most of the researchers concentrate on the instructional leadership at schools. However, teacher leadership should not be ignored because leadership not only occurs at the principal level but also on teachers as well. Most of the scholars found that teacher leadership can bring a good impact on student academic achievement. This achievement is an important element that led to school effectiveness. In the Malaysia Education Blueprint (2013-2025), undoubtedly, the Ministry of Education (MOE) also emphasizes the quality of leadership in an education system. Students would receive a holistic education that emphasizes the development of intellectual, spiritual, emotional, and physical.

Teachers nowadays are in a challenges profession that is constantly changing and evolving. All teachers should be willing to learn continuously, develop their ability and ready to receive a

greater leadership responsibility to ensure student success. (Ash & Persall, 2000). Thus, a school requires leadership capabilities not only among principals but teachers as well. According to Snell and Swanson (2000), many scholars pay much attention to teacher leadership and it should give recognized. Katzenmeyer & Moller (2009) state that teacher leadership is a great responsibility to ensure that teachers are always striving to make improvements and also to maintain the quality of teachers. Abdullah et. al (2011) state, the teacher leadership in terms of teaching, teachers need to indicate that the diversity of teaching method and goal by using the available resource. It can be realized through education planning strategies, teacher experience in the teaching and learning process, to ensure that the educational program can be performed effectively.

While Barth (2001); Sparks (2003) and Wehling (2007) also state that the teachers nowadays play their important role as an agent of change to ensure the effectiveness of the school. Every student has the opportunity to get quality teachers. Meanwhile, Danielson (2006) said that the teaching skill is very important to teach students, and then the teacher approach should be expanding to others especially outside or inside the classroom. According to the scholars, teacher leadership will affect school improvement, such as increased student achievement (Durant & Frost, 2003; Leithwood & Riehl, 2003; Pugalee, Frykholm and Shaka, 2001; York-Barr & Duke, 2004). Silva, Gimbert, and Nolan (2000) also support that the definition of teacher leadership as a teaching practice that emphasizes student achievement through collaboration and discussion among teachers.

Literiture Review
Teacher Leadership has been a part of education. Teacher leadership has been introduced since the 1980s (Murphy, 2005; and York Barr Y. & Duke K., 2004). Now, the responsibility for teacher leadership has more challenging. Now, many literature concerns about teacher leadership. Teachers are encouraged to share or contribute their skills in school improvement and decision-making (Bryk et. al, 2010; Leithwood & Louis, 2012; Spillane, 2006). Based on Curtis (2013); Duncan (2014); and Pennington (2013), there is more research about teacher leadership and there is a great debate about why this teacher leadership required until now (Goldstein, 2014; Mangin & Stoelinga, 2008; Pounder, 2006). There are more opportunities and various models in teacher leadership to develop widely (Alexandrou & Swaffield, 2014; Barnett Berry et. al. ,2010; Hargreaves & Fullan, 2012; Margolis, 2012).

Even some of the teachers expressed their desire to lead (Metlife, 2013). The teacher leadership evolved into more complex which researchers must show the interpretation, theory, organization's rule, and new concept (Talbert, 2010). Teachers need their initiatives to improve toward the excellent leadership, as a teacher in the United State of America (USA) are encouraged to practice their leadership in each level such as school, district, country and federal. This is how to reflect their characters as successful leaders (Berry et al, 2013). In the USA and Europe, emphasize the teacher leadership at the university, college, etc. such as involvement of teachers in developing various educational leadership programs so that the teachers were exposed to the various leadership task (Simkin et. al, 2009).

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Teacher Leadership Models
There are many researchers study in teacher leadership. Based on Fullan's (1995) study, emphasizes the teacher should know the context of education, collaborative, improve in teacher's knowledge through education continuously. Silva, Gimbert & Nolan (2000), identified six key skills related to teacher leadership, namely build trust and good relationships with co-workers, understand and know how to manage the change process, fulfill all the sources such as human and equipment to achieve a goal, task management, build skills and confidence, and using the data collection to diagnostics an organization. While Snell and Swanson (2000), Found teachers will be a leader if they can develop the skills to a higher level (knowledge and pedagogy), collaboration (working with other teachers) and reflect on the leadership that has been implemented. The literature suggests several ways to improve and develop leadership in schools.

First, teachers need to find a time to plan and discuss specific issues such as curriculum, school development planning, study groups, visiting other schools and collaborate with students and colleagues. Second, the literature suggests the teacher leadership need professional development not only in teacher's skills and knowledge but leadership role as well. It is very important for training and workshops, working collaboratively, as a mentor, teaching for adults, research, collaboration with other people and giving initial training for teachers to help teachers cope with the new leadership role (Katzenmeyer and Moller, 2001).

Third, the main practice to build leadership is teachers should increase the confidence level. The literature also explains that teachers can develop their leadership potential through collaboration with other teachers in different schools by organizing a collaborative program. Therefore, teachers will acquire new teaching approaches, sharing their knowledge with other colleagues. Some of these activities can develop teacher's confidence and reflect on the leadership practice (Romerdahl, 1991; Munchmore and Knowles, 1993).

Lieberman and Wood (2003) stated that there are eight elements of teacher leadership such as close with the potential contributors, teacher knowledge, practice of human teaching and relationship, guidance during teaching by making a reflection on learning, community involvement, leadership sharing, strict on the critical questions and encourage teachers to show their professional identity. There are four elements of teacher leadership submitted by Day & Harris (2003) namely, make a school improvement through their classroom practices, make

changes and developments, teacher as a mediator in school improvement and good relations between colleagues. The first dimension for school improvement comes from individual practices in the classroom. It is the responsibility of the teacher as chairman to ensure the strong relationship between schools and have a good opportunity for teachers to create chances.

The second dimension, focusing on participating all the teachers to make change and development. Teacher Leadership can help other teachers to work collaboratively. Teachers will collaborate and make an effort for school improvement and lead teachers toward the main goal. Third, the teacher as a mediator for school improvement. Teacher leadership is one of the important sources of expertise and giving information. Fourth, the teacher has a close relationship with another teacher through learning collaboratively. Sometimes, other scholars state that making research one of the dimensions of teacher leadership (Ash R. C. and Persall J.M., 2000), making observations and examine the classroom (Little, 2000), establish a collaborative culture at school (Lieberman et al., 2000).

Other than that, there are four dimensions proposed by Harris and Mujis (2004) such as first, reflects the way teachers implement the role. This is to create a relationship with the school community. As a leader, this is a major responsibility to ensure that these relationships can increase development among teachers. Second, focused on the involvement which teachers need to work together in teaching strategies. Third, the teacher as a mediator to deliver important information. Fourth, become an instructional leader to build a close relationship with other colleagues for learning activity (Harris, 2015).

Merideth (2006) said that the teacher emphasizes student learning as the main goal of improving student achievement. These are important practices in teacher leadership. Researchers have suggested five elements as teacher leadership models such as a) "risk-taking" in which teachers can cope with challenges and create something new. The second element, b) 'effectiveness' which teachers have become role models to show the best practices c) 'autonomy' which teachers should have the initiative, independent and responsibility d) 'collegiality' or the relationship between partners that teachers should have good communication skills between communities and e) 'honor' is integrity, honesty, and ethics in the practice of professional teachers.

This model is an acronym for "reach ', which was introduced by Merideth. Lieberman and Friedrich (2007) examined the leadership role. There are several roles implemented by teachers namely as decision-makers, proposal writers, coordinators, coaches and contributors, and entrepreneurs. Lieberman et. Al have studied thirty-one teacher leaders in this study. There are seven (7) elements that should be included in teacher leadership which is a) improve to build the teacher's capacity, b) teacher collaboration, c) curriculum development, d) creating a community professional, e) sharing ideas and state the problems, f) encourage other participation and g) create a forum for sharing learning.

Crowther (2008) states there are six elements in teacher leadership namely as a) expressed positive vibe to the student such as i) contribute something different in teaching methods. Second, facilitate learning communities such as i) encourage sharing pedagogy process throughout the school, ii) encourage professional learning iii) introducing new ideas and reflection activity. Third, work led to the pedagogy success as i) represent a real interest based on student need, ii) build and identify talents in teaching continuously and iii) understand the pedagogy practice. The fourth element, cope with the cultural barriers and school structure such as i) Do not ignore the students who have a deficiency and marginalized ii) solution for equality and justice and iii) encourage students to express their ideas. Fifth, deliver ideas into the system as i) work with principals, administrators, and teachers to manage an activity that can increase the equality of the school's vision, values, pedagogical practice and professional learning activities, ii) build support from other networks. The last element is to fertilize an excellent culture with i) acts on opportunities to increase a successfulness and meet the high expectations, ii) encourage collective responsibility in listing the challenges in school and iii) encourage self-support in the student community.

Meanwhile, the Phelps model (2008) was in his study "Guide Teachers Become Leaders" said the teacher should have a) knowledge, b) skills and c) disposition which can increase during the early stages of learning and teaching. According to the Centre for Strengthening the Teaching Profession CSTP (2009), teachers play a positive role in influencing student learning whether formal or informal, inside or outside the classroom (CSTP, 2009). In his study, there are three important aspects to determine the effectiveness of teacher leadership as a) knowledge and skills, b) disposition and c) role. All three of these elements will be examined through five categories: a) working with adult, b) communication c) collaborative, d) knowledge of content and pedagogy and e) system thinking.

According to Katzenmeyer & Moller, (2009), There are seven (7) dimensions related to teacher leadership namely a) awareness b) leading changes c) communication d) diversity e) instructional proficiency and leadership f) continuous improvement g) self-organization. Katzenmeyer & Moller (2009) emphasize teachers who have this leadership element, they will not merely wait for instructions but teachers will move itself to achieve the goal. Teachers who have this leadership, it would be good in the social relationships and teachers will be able to complete all the task given.

According to Exploratory Consortium (2011), knowledge is a very important practice in teacher leadership so that the teacher can collaborate with colleagues. The Standard model of teacher leadership has emphasized three elements, namely a) knowledge, b) skills and c) teacher competence in performing tasks inside or outside the classroom. This model was introduced in the United States which involve ten (10) National organizations, eight (8) Higher Education Institutions and eleven (11) education agency. All of these are involved in researching surveys, debates, sharing of experience to produce a standard to certain related parties about the knowledge, skills, and competencies of teachers.

Harris (2011) has listed four elements of teacher leadership that should be on every teacher namely a) teachers can apply the school improvement theory in the organization through collaboration with colleague, b) giving empowers to colleagues in the organization so that it can work together and make a change, c) playing the leadership role to obtain the information and expertise inside or outside of school and d) keep relationships with colleagues so that the learning process can be carried out efficiently and effectively. However, teacher leadership refers to the attitudes of teachers who seek to improve their knowledge and skills, often make a reflection, collaboratively with the school community to improve the inside or outside of the classroom.

According to Fairman & Mackenzie (2014) this model is built on the theory of action Barr & Duke (2004). Fairman & Mackenzie (2014) state that leadership is responsible for 71 teachers inside and outside the classroom. Teacher's ability able to influence colleagues while interacting formally or informally to improve teaching and student learning. The sphere model is more focused on the leadership practices of teachers in improving student achievement. This model is adapted from a teacher leadership model by York-Barr & Duke, 2004, which has seven components.

Summary of Teacher Leadership Practices

Based on the history of teacher leadership, teacher leadership models and previous studies that have been done locally and internationally. Table 1 shows a summary of teacher leadership practices that be frequently stated by previous researchers. There are five important practices should be applied by teachers inside or outside the classroom. For further studies are needed to examine these five teacher leadership practices in the school. To be a good teacher leadership should be able applied knowledge, excellent collaborative, good in skills, keep reflection during classes, and always think a new idea for continuous improvement. All these five practices will bring a good impact in school especially in student achievement and school effectiveness. Supported by Mansor, Yunus & Yuet (2018) state that the result of teacher leadership constructs shown the good internal consistency value namely i) continuous improvement ii) communication and others. Therefore, these items are suitable for use in exploratory research.

Table 1: **Summary of Teacher Leadership Practices**

Teacher leadership Practices	Researchers
Knowledge	Fullan (1995), Lieberman and Wood (2003), Phelps (2008), CSTP (2009), Exploratory Consortium (2011), Fairman J. C., & Mackenzie S.V., (2014)
Collaborative	Fullan (1995), Silva, Gimbert &Nolan (2000), Snell and Swanson (2000), Lieberman and Wood (2003), Lieberman and Wood (2003), Day & Harris (2003), Harris & Mujis (2004), Eunice M. Meredith (2006), Lieberman & Friedrich (2007), Crowther (2008), CSTP (2009), Exploratory Consortium (2011), Harris (2011), Fairman J.C., & Mackenzie S. V., (2014)
Skills (Communication, Knowledge)	Silva, Gimbert & Nolan (2000), Snell and Swanson (2000), Lieberman & Friedrich (2007), Phelps (2008), Katzenmeyer M. & Moller G. (2009)
Reflection	Snell and Swanson (2000), Silva, Gimbert & Nolan (2000), Lieberman and Wood (2003), Lieberman & Friedrich (2007), Crowther (2008), Exploratory Consortium (2011), Fairman J. C., & Mackenzie S.V., (2014)
Continuous improvement	**DAY & HARRIS (2003), YORK BARR Y. & DUKE K. (2004), KATZENMEYER M. & MOLLER G. (2009), EXPLORATORY CONSORTIUM (2011),**

Note:
Summary of Teacher Leadership Practices by previous researchers

Methodology and Discussion
This article based on previous research was conducted in two secondary schools in the district of klang, selangor with the total sample 200 of teachers. The methodology involved quantitative research. The stratified random sampling method is used in this study. Based on previous research showed that communication is a key dimension of teacher leadership practice was influences student learning success. According to a study by porter and brophy through his study of "research on teacher effectiveness," he said that among the main determinants of an effective

teacher is a teacher able to communicate well. Good communication system capable of helping teachers to dominate and understand the subject.

Conclusion

The teacher leadership practice is very important as a reference to the school administration line to improve the quality of school management. The teachers could trigger a better idea in solving problems in school because there is two-way communication by sharing opinions and information. This concept can bring the administrative task to implement easily because the workload was distributed to teachers as appropriate. Also, the teacher leadership allows teachers to enhance the ability of the strategy, leading change, build the teacher's skills and knowledge which able led to school success. Therefore, the school administration line needs to look important in teacher leadership as a requirement for school development.

The teacher leadership practices can be a resource for teachers. According to Abdul Ghani (2009), teacher leadership is a lead process able to influence a group of students moving to meet the goals. According to Abdul Ghani, the teacher leaderships can identify new opportunities and help students build their future goals. Teachers need to understand their tasks and responsibilities in teacher leadership. The teacher can change the perception of a colleague, in terms of teaching methods, teaching equipment, and others. Generally, teacher leadership based on the principles that all teachers have the skills, abilities, talents that should be polished and reliable. The leadership competencies and meet the criteria can create a good environment in the workplace such as job satisfaction. Indirectly it can improve student outcomes and school effectiveness.

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