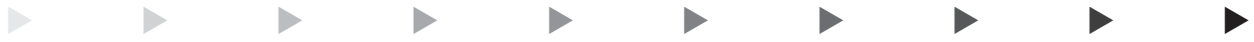


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# Introduction



This book offers an overview of leadership as a dynamic process available to all teachers. Accordingly, it reviews research-based theories applicable to teacher-leadership and presents strategies for the development of leadership skills for all classroom teachers. While designed for teachers, this text can also be helpful for professional developers, administrators, and students of school improvement as they consider the establishment of school-wide learning communities.

Chapter 1 explores teacher-leadership behaviors through the REACH model. Specific strategies in goal-setting, health and wellness, reflective decision making, and conflict resolution as well as a case study involving a teacher's ethical dilemma support these leadership functions (see Figure 0.1).

Chapter 2 describes four roles of teacher-leaders that evolve from being a change agent, to curricular designer, situational leader, and transformational leader. Strategies that bolster these areas of action examine force field analysis, backward curriculum design, and frames of leadership.

Chapter 3 discusses the professional growth and development of teacher-leaders by investigating the concept of professionalism, the five major models of professional development, and collaborative learning and leading. Strategies involving the integration of the inquiry process with thinking skills, card storming, forming and functioning within a collaborative learning group, and mentoring offer practical ways of active involvement with continued learning.

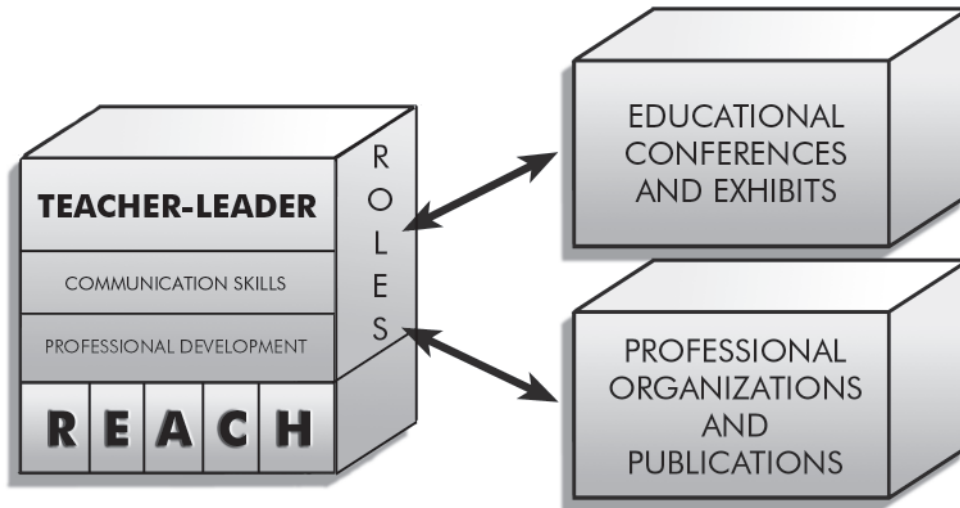
Chapter 4 explains the connections between success in leadership endeavors and communication skills. General concepts of effective communication introduce the specialized topics of communicating with colleagues, communicating with students, and communicating with families. Strategies provide practice in presentation techniques, supportive communication, and a family-school expectations projection.

Chapter 5 discusses connecting teacher-leaders beyond their schools through professional organizations and publications as well as education conferences and exhibits. Strategies outline how to organize a professional development conference or teaching exhibit and provide guidelines for periodical publication.

This text reflects the philosophy that leadership is best developed through the combination of theory and experience that lends confidence to action and satisfaction in defining oneself as teacher and leader.

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## The REACH Model



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Figure 0.1

# Teachers as Leaders



In early America when teachers ran their own schools, structured all their own curricula, and recognized their ability to impact the learning of every student who attended school, teacher-leadership was an imperative, not an option. As one-room schoolhouses became multi-room buildings and then multi-building school systems, the status of the teacher moved from expert to employee. The increasing size of schools and their complexities also led to administrative hierarchies and power structures that placed teachers at the lower end of the order. Unfortunately, educational reforms initiatives in the 19th century designed to increase professionalism within teaching only succeeded in increasing school systems' bureaucracy. Popkewitz explains the consequence of these events: "Standardized hiring practices, uniform curriculum policies, and teacher evaluation practices eroded spheres of teacher autonomy and responsibility as there was an increased rationalization of school organization and didactics" (1994, 4). With such a background, it should not be surprising that some teachers do not think of themselves as leaders or may be hesitant to embrace a role they believe may remove them from their classrooms or separate them from their peers.

The only safe ship in a storm is leadership.

—FAYE WATTLETON

## WHO ARE TEACHER-LEADERS?

Despite extensive research in the general area of leadership, there is not a definitive understanding of contemporary teacher-leadership. Studies that identify leadership characteristics, emphasize strategic planning, and address moral issues and human relations are important sources of leadership theory,