A Study on Teacher Leadership: A Systematic Review

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Abstract – This review is designed to initially allow readers to learn about teacher leadership and the different aims and types of teacher leadership. The analysis then shifts to national and international methods and frameworks for teacher leadership. The analysis then identifies the attributes and competences of good teacher leadership, the criteria for progress and suggestions for future growth, as teacher leadership needs to be cultivated and encouraged.

Keywords: Teacher Leadership, Models, Review

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INTRODUCTION

Education is a mechanism that brings or forms a young individual for a stable and fun existence. The ultimate aim of schooling is to grow a child harmoniously and steadily. Teaching is teaching to empower others or to help them understand through the appropriate knowledge. In the society teaching position is of utmost importance according to the Radhakrishnan Commission (1948-49) since it helps to hold civilization luminaires burning down from generation to generation. The Commission on Indian Education (1964-1966) found out, that the teacher's impact on the standard of education is the most significant. The International Commission for Education (1996) report, headed by Jacques Deloris, discussed the four foundations of education and announced that, without collaboration and active involvement of teachers, no change would be effective in education. In its view, both the schools and the community, with regard to the teacher's personal characteristics, professional credentials and preparation, have a highly significant role for the Secondary Education Commission (1952-53). The quality of a country depends upon the quality of its citizens in the American Commission on Teacher Education (1946), which in turn depends on the qualities of the teachers of the nation. In India, about 1,4 million secondary school teachers are engaged in secondary education, according to the District Information System for Education Database (DISE, 2013-14), jointly developed by the National University of Education Planning and Administration (NUEPA), Ministry of Human Resource Growth, the Government of India and UNICEF, Therefore, for the quality of the country the quality of these teachers is quite critical.

In the last 50 years, the academics, educators and decision makers all over the world have been challenged by improving teacher quality by improving teacher performance. The productivity of individual lecturers is the single most important factor shaping student academic growth.

WHAT IS TEACHER LEADERSHIP?

In an informal context, teacher leadership might have persisted as long as teacher leadership itself existed. Moving deeper and further to help the school environment is implicit in the profession of certain instructors. In that sense, education districts, decision officials, academics and educational associations around the nation started to discuss ways of formalizing the term to identify more teachers in their classrooms, to facilitate them and to benefit from leadership. Fullan and Hargreaves characterize teaching leadership as "the ability and commitment to contribute to a classroom beyond". An extended concept of "specific roles and responsibilities that recognizes and deploys the talents of the most effective teachers in the fields of student learning, adult learning and collaboration, education and the improvement of the system". Leadership is commonly characterized in several respects by the background in which it lives. Instructor leadership Demystify teacher leadership by sending a variety of assumptions to be considered to allow a more meaningful description, including:

1. Any teachers opposed to chosen teachers;

2.   Formal or informal leadership versus informal leadership;

3.   Leadership focused on schools versus administration;

4.   The concentration on teaching and studying versus the concentrate on operational matters;

5.   Outcome responsibility versus impotence;

6.   Leaders are born and management can be learned;

7.   Efficiency career learning guided by performance versus disconnected workshops for personnel development;

8.   Skilled reflective instructor vs specialized teacher.

These expectations trigger conflicts that affect teacher leadership's definition and interpretation. A broadly-city and agreed concept for teacher leadership is that of individuals "leading the classrooms and abroad; identifying with and contributing to a group of teacher learners, affecting those in better education practice".

RATIONALE FOR TEACHER LEADERSHIP

The argument for teacher leadership is partially attributed to detailed analysis that demonstrates how successful teaching has a significant influence on student study. As argued, school districts must maximize the effect, placing "the highest number of students or students with the highest education needs" before the most powerful professors. Teacher leadership options allow teachers to stay heavily active and exert control, particularly in high-need schools, on professional futures (ladders, lattices). The teacher leadership opportunities were particularly effective recruiting and retention method, double the number of teachers who wanted to serve in a low-level classroom.

The Aspen Institute along with leading educators have combined efforts to build a roadmap named Leading from the classroom front for teacher leadership (2014). The principle that the teacher leadership form must fit its role is the cornerstone of this roadmap. The first step should be the determination of the function. Work implies that the "teacher leadership initiatives are not designed to promote other pressing priorities but are not created for themselves;" form means that "teacher leaders are clearly defined in terms of leadership roles with time, support and resources sufficient to be effective." They call for a transformation in the community of classrooms, and promotes the redeployment of teacher leadership duties. The

policy, aimed at attracting staff, provides the opportunity for teachers to engage in additional leadership programmes, enhancing their capacity for increasing the career ladder and facilitating the workload of the principal. It provides groundbreaking kindergarten, district and state programmes profiles. This roadmap explains the way a teacher management system is designed and includes: Effect architecture (purpose), learning your climate (challenges and opportunities), assessing measures (setting progress and evaluating methods) and creatively improving them (clear roles and responsibilities). This path map is a retrospective modelling framework that allows structures to analyze how the circumstances under which leadership of teachers can be most successful both for individuals and systems are defined and cultivated.

A further study project that justifies the leadership of teachers includes the growth of professional and teachers. Studies say that teachers' most active career learning is based on educational concerns, requires long-term engagement and is incorporated into practice. Teachers are better prepared with coaching and tailored resources to meet these criteria and provide "a more direct path to improving teacher practice."

Leaders may profit from their school in many other respects, such as the guidance and encouragement of others, the implementation of educational, hiring or other administrative positions. This will reduce the workload of directors thus leading to the creation of a natural pipeline to the leadership. A latest study from the Center for Quality Teaching, the National Council for the Principles of Skilled Teaching, and the National Association of Educators (2014) further illustrates the ability of teaching leaders to extend their influence across and beyond schools by educating decision makers on education policy and practice within their districts and beyond.

In addition to the advantages of teacher leadership for schools and districts, the dual function of teaching and leadership in association with the assistance of school administrators may be personal and professional fulfilling. The hybrid position helps professors to "enhance their education, foster meaningful cooperation, increase independence and flexibility, learn new skills, and view the school district's picture."

For such positions, multiple teacher leaders will be appointed, including teaching instructor, trainer, programme planner, department manager, grade head, Professional Development Supervisor and technology coordinator. Regardless of the positions assumed by teachers and others, it is important to give high-quality professors with job prospects that will both lift the profession and

enable them to have a significant effect on colleagues and students".

TEACHER LEADERSHIP MODELS

While some claim that 'good teaching is leadership' and all teachers are leaders, the position that teacher leaders carry on inside and beyond the classroom is more clearly specified and formalized. Despite the evolving practice of structured teacher leadership, there is relatively few evidences to help the advancement of best practices or philosophy structures. However, certain reports have some considerations to take into consideration in the creation of teacher management systems. For example, teachers taken out of the classroom in their full-time jobs "take the risk of losing their credibility in the teaching community." As such, the Teacher Leadership Exploratory Consortium (2011) recommends: the development of hybrid positions for teachers to be put at least partially in their classrooms; the advancement of leadership mechanisms exchanged and distributed; collaborative planning; career prospects and release time.

While there will be obstacles due to the absence of formal templates or structures for teacher leadership, it presents schools with a rare ability to build initiatives that address their particular priorities and principles. For example, leadership positions can represent organizational goals, such as teamwork, mutual responsibility, ongoing change, greater potential for differentiated education, or increased numbers of students reaching highly productive teachers. Factors such as the history, ability and behaviors of the district may often be considered through locally-developed programmes. "It works the informality of the leading role of the teacher," he said.

Many school districts have built their teacher training services to address local demands utilizing "multiple approaches and definitions." For example, in response to teacher shortages and inadequate standard of education the model in Singapore – providing pathways for Master's instructors, curricular specialists and educational leaderships. Likewise, the District of Columbia Public Schools and the First Charter schools Success network have developed professional growth, development and enhanced appreciation and pay programmes for recruiting and inspiring qualified teachers to remain in classrooms. The goal in Denver Public Schools was to improve the willingness of teachers to fuel student achievement by helping their counterparts with the most successful teachers. In fact, it depends strongly on the professional growth internally, like educational coaches who assess isand advise the classroom teaching of their colleagues.

Three general types of leadership arise from these descriptions and others: 1) each instructor is the

principal, 2) the structured teacher chief, and 3) the hybrid position or a mixture. In order to expand the reach of outstanding lecturers to more pupils, innovative leadership practices are being placed in motion. The following sections identify and explain teacher leadership models in each of the three groups, as well as a segment on wide range models.

Models: Every Teacher a Leader

The model of the Educational Round encourages all teachers to research their school practice. Educators form small teams who frequent several classes to learn what is occurring in the school in conjunction with a practice issue. Teachers and managers who watch classes, gather data, interpret data and prepare the next move learn to develop their own experience actively. The outcome of the course is a reflective and collegial process in which everybody understands how to represent the students in their classrooms better. A trained instructional round facilitator is needed and can eliminate partiality from outside the classroom. The engagement of teachers will improve resources and prospects. Trainers should participate in a professional discussion on teaching and studying, and benefit from peers through action and thought. When a faculty unites around a collective practice challenge, vocational learning is centralized and mutual inheritance is emerging for student learning and best practice. The Collective Action Research model is enabled by an investigation by teachers and a technical learning group system, which creates, fosters and shares action research initiatives. Both teachers are tools for their colleagues on this teacher investigation trip. When teachers cultivate the practice of finding their peers' guidance, they are more open to their students' concept of receiving input and fulfilling their requirements. Both teachers are educated to promote themselves through a range of protocols through the action studies. Both teachers are in a leading place and able to obey their colleagues as they deem it good for their work.

Models: The Teacher Leader as a Formal Role

The Collaboration Approach to Training Coaching is a formal model of teacher leadership where the teacher serves as well as mentor in an equitable partnership with data collection, data processing and analysis, defining priorities, making lesson plans and refining instructional practices for students. Training coaches are officially qualified to promote teacher development by enrolling teachers, defining expectations, listening, answering questions, describing instructional strategies, modelling and receiving guidance. A distinctive aspect of this educational style is that the instructor is the sole decision maker. They set themselves targets and push learning themselves. Each group is benefiting from contact, is respected and has options. Leaders of teachers have no fixed selection of instructor techniques.

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Both the professor and the coach have developed closely by constant contemplation.

The strength-based style of coaching means that the mentor is free from teaching duties such that he/she has time to meet, track and promote professional growth of the actual teachers. The teacher leader is a mentor who collaborates with teachers to enhance teacher productivity through a "teacher-centered, non-fault, force-based approach." The positions of coach and evaluator are well defined. The instructor is left to assess, but the instructor chief will be utilized talents instead of paper failures to celebrate them. The leaders of the teachers develop a high-confidence link to free their teachers to meet new challenges. Teachers should explain what they want and need, draw on their strengths and experiments that allow them to be more involved and more accountable. Coaching "can enhance the professionalism of teachers and increase teacher efficacy to a continuous, collective pursuit of excellence".

Models: Combination or Hybrid

The Teacher Turnaround Teams (T3) model built by Teach Plus in desperately distressed Boston schools and the Columbia Public Schools District offers teacher leaders with a hybrid model that encourages their classroom leaders to stay and support their peers understand. 20 to 25 per cent of teachers in these schools are qualified to direct and provide their colleagues with consistent encouragement over organized cooperation. They are paid additionally for their leadership position and considered as "more efficient and able to improve their knowledge and ability." Leaders collaborate with teacher teams to examine and react to details. They develop and execute action strategies, compile data and share responsibility for the success of student learning. This potential of leadership "attracts highly successful teachers to poor schools," and maintains competent teachers. Further advantages involve matching the most successful teachers with high-needed pupils, better working standards and school atmosphere and replacing "turnaround" as a school status.

The peer coaching model helps the best teachers to partner with one or two colleagues to hold a complete or minimum teaching load on a weekly basis. Teachers are relieved from further responsibilities and could be reduced to take on extra peer coaching duty. Peer coaches watch the professor, review the feedback session with the principal, and then send the instructor "bite-size" feedback each week. Leaders communicate together with peer mentors to enhance their evaluation mechanism. Peer coaching is an educational leadership that is distributed and endorsed not only by school authorities but also by district administrators. Peer mentors get input from district-wide learning classes to help improve their adult

education strategies. The limited emphasis of the guidance given to the instructor (e.g. what should the teacher do this week to make the students more successful) and the continuity of realistic practice and feedback are other aspects of this model.

MULTI-CLASSROOM LEADERSHIP

"Teaching teams in classrooms or remotely discloses outstanding communication qualities to teachers. The instructor leaders have complete accountability for several classes, educating and guiding team members that use the strategies and instruments employed by the leader in various positions." The teacher's leaders are earning more than most teachers and are accountable for recruiting, analyzing and improving team members in an almost administrational manner.

Specialization

'Excellent teachers specialize in high-priority subjects and the most critical, demanding positions that each one needs to concentrate on the topics and the education roles.' Again, this model can be carried out independently or remotely and can be a specialist topic (alphabeting, math, science etc.) or a specialist position (academic instruction and planning, small group instruction, etc.). The topic instructor specializations only teach one or two priority topics, leaving team members or assistants with most subjects and several non-learning activities. This paradigm affects school goals and instructor availability. The leader of the Specialty Learner deals with the most demanding and important positions in the teaching method, which fit with his/her abilities. Additional workers or technological systems eliminate non-training activities.

Class-Size Changes

"Exceedingly good teachers choose to teach larger schools to the limits of each professor, student, and school." If class sizes for outstanding teachers are expanded, the class size should be reduced to 35, but the borders of each school should be fixed. While teacher leaders meet more pupils, they do not influence their peers or operate in a team strategy. When a curriculum is changed, students transition into instructor classrooms that are always popular in such topics. Increases class size and the adjustment in class size may be achieved both centrally and directly.

Time-Technology Swaps

"Digital teaching substitutes sufficient teachers' resources for these professors to instruct more students in person or remotely. For 25 or more percent of instructional time, students are

expected to utilize multimedia teaching. The swap may either be set or adjustable, based on the evolving needs of students." This mixed learning method can be achieved with the instructor face-to-face or instruct students online to optimize the effect and scope of excellent teaching personnel. When teacher leaders are positioned remotely, teaching helpers are required to track students and take care of non-educational activities.

The comprehensive scope models here described are not a full collection, but provide various approaches for design consideration as a springboard. In order to meet relational concerns, less hierarchical approaches to teacher leadership have been established over time. What do students need to maximize their learning in this specific school? What do teachers need to maximize their teaching practice in this specific school? In education systems today personalization and customization are the focus. These goals also concern teacher leadership approaches.

TEACHER LEADER CHARACTERISTICS AND COMPETENCIES

With the growing public engagement in teacher leadership, scholars and policy groups seek to explain and conceptualize this issue by answering the question, "What do teacher leaders know and should do? "Multifarious guidelines and issues have arisen from their activities that can play a role in recognizing and helping future teachers in their new role.

Study results demonstrate aspects of effective teacher leaders that must be taken into consideration throughout the process of evaluation and placement: expertise, temperament, personal and ethical behaviors, partnership comportments, and material and instruction. A warning about the preference of teachers' representatives is that an out-group cannot be formed if a group is selected. The representatives of teachers must be closely associated with the teachers they endorse and identified with. When choosing teachers who are perceived to be a confident principal or member of the 'gang,' they would fail to establish a trustworthy partnership.

Even where there are no structured leadership systems for teachers, leadership in schools is always spontaneous, as teachers show excellence and earn their peers' appreciation and confidence. The Exploratory Consortium for Teacher Leadership (2011) notes:

Learners are led by their colleagues, are a constant learner, may be approached and utilized community skills and power to develop their peers' school practice. They model successful activities, influence formally and informally, and help team organizations in their schools.

Leading Educators (2015) defines in addition to these attributes many universal principles that should be adopted by productive teacher leaders including:

- Equity: keeping confidence and questioning inequity across all skills of children;

- Service: respond to, recognize and function to satisfy the demands of students;

- Community: help, rejoice, challenge and collaborate alongside fellow members; Community:

- Growth: improve yourself and others, recognize your shortcomings and find ways to exploit your strengths and develop areas for growth;

- Results: diligence, strong aspirations, engagement and professional obligation are illustrated.

Leading Educators' research suggests three techniques for teacher leaders that maximize the effect on student learning: 1) identify goals consistent with school priorities and set specific and observable objectives; 2) build a clear, unified team to support them; and 3) construct a structured and well-designed administration schedule that guarantees ample time and opportunity for p (2015). In the leading educator research report, for example, participants (teachers administrators, leaders and managers) defined targets as being the most high-ranking teacher lead actions, particularly in alignment with the priorities of the school and the framework. By evaluating the gains achieved in meeting student objectives, momentum was established and sustained. Leaders with specific priorities and strategies will adapt without departure to evolving needs.

These broad qualities have been generalized to include unique expertise — experience, abilities, and capacity — that teaching representatives require to effectiveness through organizations, such as Leading Educators, the Teacher Leadership Exploratory Consortium, the Center for Better Teaching, the National Professional Leadership Standards Council and the National Education Associative. For starters, competences are grouped into four overarching "pillars" in the Teacher Leader Skill framework: 1) self-development, 2) counselling, 3), guiding teams and 4) pushing initiative.

The Teacher Leader Model Principles (Teacher Leadership Exploratory Business, 2011) embody a similar approach that covers seven fields representing the different facets of teacher leadership: (1) promoting shared culture for the

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advancement of teachers and the learning of students;

Finally, the Centre for Teaching Excellence, the National Board of Skilled Teaching Norm and the National Association of Education (2014) outline competencies for three particular styles of leadership positions, education, policy administration, and association leadership.

- Educational: counselling, collaboration/relationships, community; community;

- Legislation: introducing, encouraging, formulating policy, and engaging;

- Association: mission leadership, capability leadership, organization/advocacy, capacity-building and community/culture.

- All instructor leaders: reflective work, personal performance, organizational productivity, collaboration, instructional methods, group processes, learning and technical facilities for adults.

Several commonalities come from these three collections of abilities. In addition to displaying productivity in the classroom, teacher leaders should have good leadership and communication abilities, dedicate themselves to professional development and be willing to communicate with them, all with a direct eye on student achievement.

CONDITIONS FOR SUCCESS OF TEACHER LEADERSHIP

Two important criteria for their effectiveness have been consistently stressed in the practitioner, scholar and activism literature, for teachers' representatives to succeed and to have a successful influence on leadership and learning.

Leadership

The only assistance that can affect efficiency and efficacy is important for the performance of teacher management. Sadly, research supports the fact that teachers' principal assistance is more readily endorsed than promulgated. The Principal must build a community and create the conditions that will foster and inspire teaching leadership, in order to address teacher opposition. Professors must be recognized by their colleagues as leaders (Teacher Leadership Exploratory Consortium, 2011). It is worth remembering that the principal productivity and leadership of teachers will be maximized if the principal utilizes teacher leaders and skills to (Teacher Leadership Exploratory Consortium, 2011).

The role of the principal in fostering teacher management was examined by new leaders. They refer to teacher leadership as "intelligent investment" and state "the leaders are unique in developing and supporting clearly defined role-leads for teachers that promote the priorities of school improvement and that reflect the strengths, interests and needs of individual teachers." Based on their know-how in the preparing of leaders and emerging studies, they established five interlinked acts by leading directors to foster leadership in the teachers for education 14: 1) recognizing teachers ready for leaders and 2) sharing school-wide leadership; 3) delivering high-quality leadership training; 4).

Learning

Continuous technical instruction is important to the progress of teachers' representatives. Importance of school representatives, such as career advancement, technological assistance and peer cooperation. The value of a professor leader in focusing on adult learning theory is stated by other researchers. Professional development guidance, carefully organizing and data collection, successful teaching, district programmes, inclusion and integration, the introduction of curricles and sensitive preparation are all recommended fields for guiding teachers' development. The teacher's training for leadership and the preparation of directors to improve teacher leadership must obtain explicit consideration. Structures that foster teachers' regular learning and cooperation with an emphasis on valuable teaching experience are more likely to contribute to the growth of teacher leadership.

CONCLUSION

This research establishes a straightforward, oriented teacher leadership goal which is centered on students' needs. Instead of identifying teacher leadership positions first, programmes need to identify the mechanism that is most relevant to student learning and then design the leadership of teacher to help it. A simple issue concept related to a teacher leadership vision allows it easier to adopt strategic steps to accomplish progress.

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