

# Leadership



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## Teacher Leadership and Its Impact on Teachers Teacher Leadership

Introduction Effective leadership in education makes an excellent difference in improving learning. All reforms on school programs aim at improving teaching and learning. Leadership is a key factor that accounts for major and minor differences in success accountability in fostering learning. Research indicates that the contribution of effective leadership is largest in the times it is needed most. The big question comes when identifying who to provide quality leadership that will impact positively in learning. Consequently, the leadership should be factored in development strategies. The chosen leaders need to have enough knowledge on the forms of leadership that will foster student learning and teachers' cooperation. This paper seeks to discuss key characteristics reflected in teacher leadership that positive impact on teachers.

### Characteristics

Theory of leadership is a fundamental characteristic of teacher leaders. The concept of leadership is a vital organ when it comes to development of effective leadership. The fundamental distinctions of leadership models are providing direction and exercising influence. The different ways employed in carrying out or executing these functions is what makes a leadership theory (Wilmore, 2007).

Capturing the attention of school personnel is an important aspect in leadership. The above is a significant characteristic factor that contributes greatly to positive teacher leadership. In most institutions, students and teachers are found to possess low attention to initiatives from the leaders. In effecting leadership, such leaders should be able to capture the attention of these teachers and students in a variety of ways. The leaders can engage in

using formative and summative student assessments aligned along the new standards (Wilmore, 2007).

The leaders should develop capacity building. As much as assessment captures teachers and students attention, must a robust response to the dilemmas and conflicts created in order to generate productive change. Effective response is brought through development of a strong, in-house, systematically aligned, professional development strategies (Wilmore, 2007).

The leaders should create and develop a sustained competitive edge in their jurisdictions. When the leaders create competitive but interactive forums among the teachers and the students, they will be able to sensitize on the positive impacts of their leaderships. Positive creation of competition facilitates empowerment of the teachers towards performing their tasks. Empowerment fosters accountability mechanisms including giving greater voice to teachers (Wilmore, 2007).

A good leader should be equipped with good communication. A leader who is a good communicator has listening abilities. The leader must be willing understand the needs of the teachers and students. The leader should understand and categorize the desires of the teachers and students. In the light of it, a good leader should be able to ask many constructive questions and consider all options. Such guidelines will enable the leader to lead in the right direction (Wilmore, 2007).

A good leader is defined by the level of flexibility in his or her leadership. The leader should be able to adapt to new changes and be open to change at all times. Being open to change stipulates that the leader should take into account all points. Flexibility facilitates ability to change a policy that has

less impact or adverse impact to leadership (Wilmore, 2007).

Delegation is an important aspect of leadership. This means that the leader should be able to delegate and disseminate some of his work to the junior teachers. One person cannot accomplish all the aims of leadership alone.

Consequently, delegation is an important aspect (Wilmore, 2007).

#### Conclusion

There are many characteristics of teacher leaders. Examples of the features not discussed include open-minded, resourceful, enthusiastic and rewarding among others. These characteristics impact positively on teachers and students in general. These features facilitate quality leadership.

#### Reference

Wilmore, E. (2007). *Teacher Leadership: Improving Teaching and Learning From Inside the Classroom*. Thousand Oaks, CA: Corwin Press.