

# Teacher leadership does culture make a difference

[Business](#), [Leadership](#)



## Introduction

Research about educational leading theoretical accounts and teacher leading has largely been done in western contexts such as the USA, the U. K and Australia ( Dimmock & A ; Walker, 2000 ) . One job of reassigning educational constructs from the West is undervaluing the impact of civilization on the successful execution of a policy in a context where the civilization is different ( Goh, 2009 ) , because taking an organisation is interwoven with the civilization of those supervised ( Busher, 2006 ) . In some contexts, the organisational construction of an establishment differs from that of the state. In such a instance, pedagogues are most likely to confront challenges when using leading manners that differ from what is considered the norm in that cultural context ( Law & A ; Glover, 2000 ) . Cultural diverseness has been associated with differences in universe positions that have bearing on behavioural differences ( Tajfel & A ; Turner, 1986 ) . These differences manifest themselves into comprehending oneself as a member of one group and the perceptual experience of others as foreigners ( Giles, Wiemann & A ; Coupland, 1991 ) . This necessitates more cross-cultural surveies because most of the surveies about civilization come from the concern field ( Dimmock & A ; Walker, 2000 ) . In educational establishment, leaders ' apprehension of their ain cultural background and that of their module is indispensable because many educational establishments now have staff from different civilizations ( Slethaug, 2007 cited in Walker & A ; Riordan, 2010 ) . This is peculiarly true in the field of TESOL in the Arabian Gulf where most module members are non- Arabs and the direction is largely Western. This instance survey purposes to research

the interrelatedness between teacher leading and civilization at a multicultural English Department at an establishment of higher instruction in the State of Qatar.

## **Literature Reappraisal**

Surveys that examine leading from an Arab position have been conducted entirely in the fields of concern and cross-cultural psychological science. There are legion models for analyzing and comparing cultural values at the social degree and their impact on household, instruction, workplace, and province ( Hofstede, 2001 ). Research referring to the Arabian Gulf derives from either the work of Geert Hofstede ( Dedoussis, 2004 ) or from the Globe Project ( Abdallah & A ; Al-Homoud, 2001 ). These surveys have been criticized for 1 ) trying to homogenise the different civilizations ( Walker & A ; Dimmock, 2000 ) , 2 ) issues associating to informations aggregation, analysis, and cogency ( Smith et al. , 2007 ) , 3 ) the alteration in values because of economic development ( Inglehart & A ; Baker, 2000 ) , 4 ) and using these findings to a national degree without accounting for single and organisational differences ( Robertson et al. , 2001 ) .

## **Teacher leading**

There is no clear cut and agreed upon definition for the term 'teacher leading '. The deficiency of consensus on a definition for the term can be attributed to the fact that it is wide and includes many facets ( York-Barr & A ; Duke, 2004 ). The same position is shared by Lord and Miller ( 2000 ) who province that there is deficiency of apprehension of the term teacher leading and how it works. The focal point of the construct instructor leading is based on the

capableness of instructors in holding and giving input on issues related to the school, which are non merely associated with decision makers and directors ( Harris & A ; Muijs, 2003 ) .

The leading functions assumed by instructors can be formal or informal ( Katzenmeyer & A ; Moller, 2001 ) . Undertaking informal instructor leader functions includes, among other things maps done by the instructor inside the schoolroom such as planning lessons, pass oning ends, oversing the pupils, and making a pleasant acquisitionenvironment( Berlinger, 1983 cited in Muijs & A ; Harris, 2003 ) . Taking the enterprise and sharing experiences with other instructors are besides illustrations of informal instructor leading. On the other manus, being in a formal instructor leading place involves duties associated with occupation rubrics such as coordinators, supervisors, course of study experts, or caputs of sections ( York- Barr & A ; Duke, 2004 ) . Keeping such occupations normally consequences in traveling off from the schoolroom ( Ash & A ; Persall, 2000 ; Katzenmeyer & A ; Moller, 2001 ) . A teacher leader could hold no teaching responsibilities so that s/he engages to the full in his/her leading place, or learn full-time while executing leading undertakings, or have reduced learning burden to set about the extra leading responsibilities ( Lord & A ; Miller, 2000 ) . Some research workers like Katzenmeyer and Moller ( 2001 ) believe that instructor leaders lead both inside and outside the schoolroom and this leads to lending to the wider community. This will take to betterment in educational patterns. Based on this definition, the function of a teacher leader is non merely confined within the schoolroom context and but goes beyond it in doing a alteration and act uponing others.

The range of much of the definitions of the term instructor leader discussed is limited to what instructors do indoors, outside the schoolroom, and the positive results of teacher leading on pupils ' accomplishment. A more comprehensive and delineated apprehension of the construct is covered in Leithwood 's et. Al ( 2003 ) survey in which they categorized leading. Some of the aspects covered in their survey and did non have as much attending in the literature were: personality, orientation to people, and communicating accomplishments. ( finish ) - from Patricia

The inclination in the literature is to associate teacher leading with administrative functions in stead of informal functions performed in the schoolroom. Danielson ( 2006 ) is of the sentiment that formal instructor leading functions designated by disposal do non represent existent leading. True leading is the self-generated response to a demand which is initiated by the instructor. For the intent of this survey, teacher leading refers to instructors ' ability to take outside the schoolroom without holding a formal occupation rubric.

## **Factors act uponing instructor leading**

The teacher leading literature reveals a figure of hindrances that make exerting teacher leading hard ( Katzenmeyer & A ; Moller, 2001 ) . Barriers to teacher leading can be instructors themselves. Teachers may non see themselves as leaders because they think they are lone instructors ( Lieberman et. Al, 2000 ) . This reflects some instructors ' strong belief that being a instructor involves learning merely and the undertaking of a school disposal is to pull off and take ( Barth, 2001 ) . Another related aspect is the

premise that it is portion of the instructor 's occupation to implement programs devised by others higher up in the school direction ( Boles & A ; Troen, 1996 ) . Colleagues can suppress exerting teacher leading when they are non accepting and supportive of teacher leading enterprises ( Little, 2000 ) by doing teacher leaders feel isolated ( Katzenmeyer & A ; Moller, 2001 ) . However, co-workers can besides be a encouraging factor of teacher leading and this will be discussed in the following subdivision.

### **Collaboration and collegiality**

Collegiality and coaction have both been identified as factors lending to instructors ' authorization and committednes ( Fullan, 1994 ; Jarzabkowski, 2000 ) . A sense of collegiality leads to trueness, trust, and a sense of community ( Katzenmeyer & A ; Moller, 2001 ) . Collegiality and coaction are used interchangeably in the literature and there is a deficiency of consensus on their specific significance. Hargreaves ( 1994 ) is a good instance of point as he suggests that assorted signifiers of collegiality and coaction exist and each has a different intent. He farther notes that collegiality as a term lacks lucidity.

### **Professional development**

Within the literature, it is argued that instructors ' battle in professional activities support their leading functions. Effective instructor leaders strive to better their instruction accomplishments ( Katzenmeyer & A ; Moller, 2001 ) . These professional development activities should besides concentrate on facets refering to instructors ' leading functions ( Harris & A ; Muijs, 2003 ) such as presenting workshops, carry oning action research, and join forcing with others ( Katzenmeyer & A ; Moller, 2001 ; Sparks, 2002 ) .

Formal professional development activities include going to workshops and conferences whereas informal ones involve reading about issues related to professional development and involvement and being aftering with instructors ( Ackerman, Katzenmeyer & A ; Moller, 2001 ) . The principals ' function is to recommend instructors ' professional development by offering clips and resources ( Muijs & A ; Harris, 2003 ) . Developing instructors ' leading accomplishments will enhance/ optimise the likelihood that staff members will be successful when taking on a leading function ( Danielson, 2006 ) .

### **Why should teacher leading be promoted?**

One statement for advancing teacher leading is affecting instructors in the decision-making procedure will take to doing more informed determinations. Teachers have a deep apprehension due to their day-to-day contact with pupils ( York-Barr & A ; Duke, 2004 ) . Another statement in favour of implementing teacher leading is to increase instructors ' feelings of ownership ( ibid ) . This alteration in instructors ' function is needed because their feeling of impotence affects their functions and standing ( Moore, 2001 ) . Teachers ' engagement in determination devising makes them less disposed to experiencing they are inactive victims ( Barth, 2001 ) . She states that instructors would experience as a consequence of such authorization as `` a excellent citizen in the school house instead than stay the subsidiary in a universe full of superiors '' ( ibid, p. 445 ) . Teaching is a lone occupation and making an environment where instructor leading is encouraged will ensue in making a more professional work environment ( ibid ) . Research findings besides show that teacher empowerment

encouragements instructors ' confidence and sense of fulfilment at work which play a function in better public presentation as a resulted of being extremely motivated ( Katzenmeyer & A ; Moller, 2001 ) .

## **Methodology**

Qatar background info

The English Department investigated in this survey is multicultural. There are over 120 module members from 25 different states. However, the huge bulk are British and American. The direction squad consists of the Head of Department and five other coordinators, four of whom are westerners. These coordinators assist the Head of Department ( HOD ) on different issues and these five make determinations on all affairs referring to academic, administrative, and forces personal business. The following degree of direction includes four degree supervisors ( in-between directors ) - one supervises each degree of the plan.

All Faculty service in one of the five commissions and this constitutes 10 - 20 % of their one-year assessment class. The coordinators make determinations in their countries through audience with their commission members. Faculty 's engagement in determinations referring to policy is done indirectly through their commission work. Their direct engagement is by finishing studies, being portion of focal point groups, and giving feedback on the different countries of the plan. Decisions and of import intelligence are communicated to Faculty and staff through electronic mail and Blackboard.



A instance survey was employed in the survey because it `` involves the survey of an issue explored through one or more instances within a delimited system. '' ( Creswell, 2007 ) . Yin 's definition- what is the edge system?

Theoretical justification - why interpretative paradigm?

Why non positivist paradigm?

The participants in the survey were 10 Faculty members in an English Department of an Institution of Higher Education in the State of Qatar, a peninsula in the Arabian Gulf. The Western participants were British and American. The Arab Faculty members come from four different Arab states. The little sample size of the survey makes it hard to generalise the findings but should offer penetration into the function of civilization and its interrelatedness with the positions of teacher leading.

Informed consent signifiers were sought from the participants. There was no demand to obtain permission from gatekeepers because my ain workplace was studied. To guarantee the privatenes of the participants, anonym are used and the nationalities of the participants are non revealed in order for the respondents non to be easy identified.

The end of a qualitative enquiry is to understand a phenomenon from the point of position of the participant and this can be achieved by holding a purposeful sample which ( Merriam, 2002 ) defines as pre-determining the indispensable standards for taking who is to be interviewed or sites to be observed ( ibid ) . The survey trying technique is purposeful since

participants were chosen harmonizing to their nationalities and cultural backgrounds.

## **Data Collection**

I collected informations utilizing interviews because utilizing interviews enable respondents `` to discourse their readings of the universe in which they live and to show how they regard state of affairs from their point of position " ( Cohen et. Al, 2007, p. 267 ) . Another advantage is during theinterview, the interviewer can inquire follow-up inquiries to spread out on the issue, to seek elucidation, or to contextualize ( Books, 1997 ) . A semi-structured interview format was employed to `` obtain descriptions of the life universe of the interviewee with regard to construing the significance of the described phenomena. " ( Kvale, 1996, p. 5- 6 ) . The interview had a^|a^| . points. The instructors were interviewed separately. The interview inquiries were constructed by mentioning to relevant teacher leading literature.

Interview inquiries were discussed with Faculty members with cognition and expertness in the country of civilization and educational leading to guarantee the face cogency. The interview was piloted with two participants who had the same features as the research participants. Prior to carry oning the existent interview, all interviewees were sent a screen missive explicating the intent of the survey which stated its wide subjects and included a petition to audio-tape. The single interviews lasted 40 proceedings.

To triangulate the informations, focal point groups were used as the 2nd informations aggregation tool. The intent of carry oning focal point groups is to obtain the corporate position of a group sing an issue ( Morgan, 1997 ) .

Two focal point groups were conducted: one with Arabs and the other with Westerners. The written texts of both interviews and concentrate groups were sent to participants for intents of informations proof. The information was analyzed inductively because most qualitative surveies aim to bring forth new theories and accounts instead than get downing with a priori theories or hypotheses to turn out ( Gibbs, 2007 ) .

The function of the research worker is really of import in the interpretative paradigm in both informations aggregation and analysis since the research worker is non detached from the subject of probe ( Cohen et. Al, 2007 ) .

Social and educational research is viewed as `` a societal activity that it is influenced by factors like political relations and power dealings within the research context. " The values and motive of the research workers have consequence every bit good ( Blaxter et. Al, 1996, p. 15 ) . This necessitates the research worker to be automatic about his/ her impact on the survey ( Denscombe, 1998 ) . To this extent, I am cognizant of the possible influence of my cultural background on the survey.

## **Results & Discussion**

Both Arab and Western staff members felt that it was normal to take in category and that it is the existent leading function for instructors. Informal leading functions identified by the respondents could be categorized into: instructors ' function, relationship with the pupils, and teacher personality. Teachers ' function in category was the focal point of most of the participants. Leadership facets identified under instructors ' function include: being a facilitator, patterning positive behaviour, set uping boundaries and

pull offering category, consciousness of latest inventions and theories, accomplishing the ends and aims of the course of study. The function of being a facilitator, a function theoretical account, and successful direction were the lone functions mentioned by two participants. The 2nd class is relationship with the pupils. The survey sample mentioned motive, setting up trust with the pupils, recognizing pupils' civilization and involvement, transfusing regard in the pupils. The personality facet of a teacher leader as accessible was mentioned by one Western participant. One Arab participant provinces, "Leading in category is 2nd nature to instructors." Another Western participant remarks, "Teachers are in charge in category because they know who they are."

All participants in the survey irrespective of their cultural background did not tie in teacher leading with prima outside category. Leadership outside category is exercised through giving feedback on different issues associating to curriculum and other issues. Two Western participants expressed the position that "One of the sarcasms of instruction is that in order to hold a greater leading function you need to travel off from teaching. You need to travel to disposal." They expressed the sentiment that one time you have a formal leading function you can get down to do a difference outside the schoolroom context. The differences between the Arab and the Western participants emerged when replying this research inquiry. The Western participants' responses focused on different facets associating to organisational civilization, and leaders' personality traits that limit exerting leading in the Departmental degree. One American participant believes that it all depends on the leader of the plan and states "if instructors are

allowed to follow their passion, they can go leaders in their ain countries. " Another British participant touches on the function of co-workers in furthering or hindering teacher leading. In the single interview, she maintains `` with co-workers it is difficult to further some sort of leading because you feel intimidated you have no right. " She stated the demand for regard of people 's age, gender, experience, place, and how long they have been in the Department. She is of the sentiment that `` In some establishments, some co-workers may resent instructors doing determinations if they do non keep an official leading rubric. " Harmonizing to the participants, bitterness of co-workers taking on leading functions without holding a formal occupation rubric can be attributed to personality traits instead than social civilization.

One British participant was of the sentiment that due to strong hierarchy in the Middle East direction systems teacher leading can non be applied outside the schoolroom. He believes that `` If you try to interrupt into that hierarchy, you are short-circuiting the concatenation of bid. " All Western participants agreed on the demand to separate between stereotype and personal experience. An American respondent contends that `` like any bureaucratic establishment, there are degrees that you can lift to where you won't be resented. But one time you start acquiring past a certain degree bitterness will kick in. " The other three participants agreed with him on the demand to understand and cognize how to cover with hierarchies across different civilizations. The American warned that if people insist on making things the same manner they are done in their place states they `` will run into a wall instantly. "

The influence of the leader 's personality was identified by merely one participant who expressed the demand for letting instructors to `` follow their passion " which will take to making unfastened dialogue where people can experience free to show their thoughts.

Most of the Arab participants besides believed that leading functions outside category were limited. One ground given was the fact that instructors are supervised by degree supervisors and coordinators and that a instructor 's function is to learn in category merely. Another ground identified was instructors felt everything was `` spelled out `` for them which leaves no room for instructors ' originative input. Those who believed in holding chances to take outside category maintained that denoting vacant degree supervisor and coordinator places reflected the Administration 's position that instructors are capable of taking leading functions.

The Arab respondents expressed assorted positions about the function of co-workers in taking on leading functions outside category. While some respondents felt that their co-workers ( Arab transcripts ) .