

Teacher leadership as a catalyst for change



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BUSTER**

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School leaders are continually attempting to discover alternative approaches to use and investigate teacher leadership potential in their schools. Teacher leaders will go well beyond their general obligations as an educator, and are the kind of teachers that fall under the theme of conceivably taking on added duties that will enhance the school community. This study takes the opportunity to look at approaches to use connections between teacher leaders and school leaders, keeping in mind that the end goal is to get the most output from the school staff. By injecting shared administration in the school group, duty and responsibility turns into a common belief that can be used as a catalyst for change throughout the school community. (Ankrum, 2016) The researcher of this study expected the following to come from their research: “ a) The results to conclude teacher leaders play an important role in changing the climate of a school; b) Teacher leader professional development is impactful to the teaching staff; c) Teacher leaders provide valuable guidance and support to the teaching staff; d) Teacher leaders increase the level of rigor provided by the teaching staff; and e) Teacher leader led professional development does in fact improve instruction in schools.” (Ankrum, 2016) The research done for this study was completed as a Google Forms survey, which provides users with data collection, along with an analysis of the data collected. The survey was comprised of five questions fixated on teacher leadership, its role in culture change, enhancing

professional development, and establishing professional learning groups that enhance educational practice. (Ankrum, 2016)

When it came to the outcomes and findings of this particular study, the researcher concluded that teacher leaders are catalysts for change in schools. This research digs into exactly how significant teacher leaders are to the process of progress and change in school. The article explained that teacher leaders frequently go unacknowledged in light of the fact that they don't have titles, but titles do not make their impact any less important. Question number one examined the role that teacher leaders play in enacting change in the culture of schools. 90% of participants profoundly concurred that teacher leaders assume an instrumental part in changing the culture and way of life at a school. Question number two analyzed the effect of teacher driven professional development and its impact. 75.5% of participants profoundly concurred that teacher leader professional development is important to the educating staff. Question number three measured whether or not teacher leaders have direction and support to whatever is left to the educating staff. 93% of participants profoundly concurred that teacher leaders give direction and support to whatever remains of the educating staff. Question number four reviewed whether or not teacher leaders increase the level of thoroughness in classrooms. 70% of participants profoundly concurred that teacher leaders increase the thoroughness in classrooms. Question number five looked at whether or not educator driven peer observations were important. 90% of participants highly concurred that teacher leader driven peer observations were impactful to the educating staff. (Ankrum, 2016)

Much like the teachers who were surveyed for the study in this article, I believe that teachers have the ability to play an instrumental role in changing the culture of a school. I also believe that teacher led professional development can greatly impact a school and can be very meaningful to the teaching staff, as I have been asked to lead a professional development session this school year, and have really enjoyed my teacher colleagues lead professional development session this school year as well. I agree with the survey participants that teacher leaders not only provide guidance and support to the rest of the teaching staff, but increase the rigor in classrooms as well. I also believe that teacher leader led peer observations can be tremendously beneficial to teaching staffs. In my current teaching situation, there are actually only three classrooms in our entire school, so we've essentially all taken on teacher leader positions, each focusing on our own strengths to share with the other teachers in our school. This article left me curious as to how this study would turn out if it were to be done nationwide, instead of the few teachers selected by the researcher for this study.