Leadership Learning in Initial Teacher Education (LLITE)

Dr. Fiona King, Prof. Margery McMahon, Dr. Stephen Roulston and Dr. Dong Nguyen.

Table of Contents

Executive Summary

Introduction

This report provides results from the establishment of a new collaborative working group of three colleagues from the Republic of Ireland, Northern Ireland and Scotland who sought to conduct a study on leadership learning across three respective systems. The study titled *"Leadership Learning in Initial Teacher Education (LLITE)"* began on 1st September 2018. Leadership in this study refers to "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2013, p.23). An important distinction is made between leadership and learning and learning for leadership (i.e., preparation for an imminent or future leadership role). Leadership learning is concerned with developing the professional knowledge and skills to make sense of the leadership that newly qualified and early career teachers will experience and see enacted in schools. It also aims to enable teachers to develop the leadership knowledge and skills necessary to practise leadership within their classrooms and in the wider school community as part of their collaborative professional practice (Hargreaves and O'Connor, 2017; King and Stevenson, 2017).

The study aimed to explore the extent to which leadership learning is embedded within the initial teacher education curricula and featured in national policies of the participating systems (i.e., Republic of Ireland, Northern Ireland and Scotland). The specific objectives are:

- to examine current models and approaches of leadership learning for teachers adopted in each of the systems;
- to review curricula within initial teacher education programmes with a view to identifying opportunities to further strengthen leadership learning for (pre-service) teachers;
- to provide a seminar for academic staff, school partners and initial teacher education students in each of the participating systems to engender further debate and innovative practice in relation to leadership learning; and
- to prepare a position paper for the policy, practice and academic communities and a planning and delivery resource for teacher educators.

Rationale

Leadership at different levels in schools is a critical contributor to improving schools and securing student learning (Leithwood, Harris, & Hopkins, 2019). In the current ambivalent and fast-changing time, teachers face emergent challenges beyond their classroom teaching. It is important to prepare,

develop, and support teachers with leadership learning to manage these varied challenges, for example, in leading school change for improvement, supporting in-school professional learning, and promoting equity in schools. However, research has suggested that teachers struggle to exercise leadership, formally and informally, as a result of inadequate preparation for leadership competences (Nguyen, Harris, & NG, 2019). This ongoing process of leadership learning should commence from the early stages of initial teacher leadership programme (Quin et al., 2006). Taking a broader view, leadership learning is influenced by multiple factors from initial teacher education programmes to national policies. Therefore, this study examined leadership learning in initial teacher educational programmes and that reflected in national policies across Republic of Ireland, Northern Ireland and Scotland. This examination has provided insights into the status quo that enable the research team to propose recommendations to further support (pre-service) teachers with more effective leadership learning.

Context

The research project explicitly focuses on the embedding of leadership learning in the initial phase of teacher education, known more widely as pre-service education. Across the globe, and in particular in the three jurisdictions / systems in which this research is being undertaken, policy and curricula for teacher education are increasingly recognising the importance of effective school leadership and developing leadership at all levels (Donaldson, 2011; Department of Education Northern Ireland, 2015; Centre for School Leadership, 2017). While many programmes and curricula have been redesigned to support leadership at all levels, there is a paucity of research related to leadership in pre-service education programmes (King, 2017; Pucella, 2014). Noteworthy is that two of the participating systems have existing models focusing on leadership learning within pre-service education and this collaborative research aimed to explore these in more detail with a view to sharing lessons learned and possibilities for advancing research, policy and practice within and beyond these participating systems.

Collaborative Interactions

This study involved collaborative interactions among three academics from the University of Glasgow, University of Ulster and Dublin City University respectively. The group adopted a qualitative case study approach to explore leadership learning in each individual case (Stake, 1995). Each jurisdiction was considered as a separate case study, thus allowing for analysis and theorisation of practice both within each case and across cases. The case study approach supported in-depth

exploration from a variety of sources and perspectives on leadership learning in pre-service teacher education (Tellis, 1997).

Ethical approval was sought and approved from Dublin City University Research Ethics Committee and ethical guidelines were adhered to at all stages of the study. Data collection involved working meetings and focus group meetings of the three partners in relation to above aims. These took place on a rotational basis at each of the participating institutions to enable engagement with other staff, students, newly qualified/early career teachers and various national stakeholders including representatives from Teaching Councils, Teacher Unions, Teacher Educators, Government Departments of Education, Leadership bodies and various Teacher Support Services. Interviews were audio recorded, transcribed and coded directly after taking place. While they were analysed as individual case studies initially a meta-analysis of the complete data set was undertaken and results presented in this report.

Findings

Following a robust process of data analysis, as detailed in the body of the report, the following key findings emerged related to the aims of the study: current approaches and models reflected in the curriculum of leadership learning at pre-service level and; challenges for implementation and enactment of leadership learning.

Across the jurisdictions, there was general agreement that leadership is an intrinsic part of being a professional as teachers evince leadership in many ways, for example leadership of curricular areas, leadership of professional learning, and leadership with parents and other staff in schools. However, it was also argued that there is an additional dimension to leadership where teachers advocate for their students, and 'step up' and demonstrate agency by going above and beyond the perceived expectations of their role. Teachers felt strongly about the importance of sowing the seeds of leadership from pre-service level and explicitly using the language of leadership in pre-service education. Consensus was reached about the need for both an explicit and implicit focus on leadership through standalone modules and permeating throughout the programme with an emphasis on leadership within the classroom, the school and the wider education system.

Despite their receptivity of leadership learning, the early career teachers in this study reported two major challenges. Firstly, while these teachers tended to agree on the needs for strengthening leadership learning, they felt the curricula of teacher education programmes were overloaded. These

teachers also felt concerned about the readiness of both micro system (i.e., department, school) and macro system at regional and national levels in promoting leadership learning.

Based on these findings a resource for teacher educators and principals is offered to support those involved in leadership learning in pre-service teacher education and in the enactment of the leadership in schools (Appendix 1). This also includes a blog based on the project available at this link: https://wordpress.com/block-editor/page/leadership-learning.com/8. Finally, this report provides a link to an article published on the findings of this study along with a link to a website which will continue to be developed as further research is undertaken. It is hoped that these will be of interest to pre-service teachers, teachers, teacher educators, school principals and a range of stakeholders involved in education.
system.

Recommendations

The empirical findings and review of the literature enable the research team to proffer an evidence-informed set of recommendations to strongly support teachers with leadership knowledge, skills, and qualities. Generally, this research highlights a clear need for strengthening leadership learning in pre-service teacher education programmes and in schools. More specific recommendations are presented as follows.

1. This research found some evidence of leadership learning elements incorporated in teacher education programmes. The participants had a sense of overloaded curricula in the investigated programmes. Therefore, the first recommendation is not to add heavy content of leadership theories but to carefully embed leadership learning into the current pre-service teacher education programmes, both implicitly and explicitly.

2. There should be explicit language conceptualising, elaborating on and advocating leadership in the curricula of pre-service teacher education programmes. This may support pre-service teachers' understanding of the nature of leadership that is an influence-based, social process and is not necessarily hierarchical.

3. Providers of teacher education programmes should formulate and implement policies and strategies that promote understanding among Initial Teacher Educators and students: that

leadership is an inherent feature of teacher professionalism and a teacher's daily professional life, and that leadership learning should start from the early stages of pre-service teacher education.

4. Teacher Education programmes should afford   pre-service teachers lived experiences of leadership, rather than an over-emphasis on leadership theories and styles.

5. There should be explicit language in policy documents that conceptualises and elaborates on leadership at all levels in schools. This should include explicit acknowledgement and advocacy for leadership enacted by early career teachers.

6. There should be clear structures at all levels of the system to support early career teachers to exercise agency in their roles. These structures must ensure time, space and opportunities for leadership learning and enactment.

Introduction

Programmes and initiatives to promote and support teacher leadership have grown in many countries, reflected in the increasing literature on teacher leadership (Nguyen, Harris, and Ng, 2019). However, its place in initial preparation programmes is given little attention (King, 2017; Pucella, 2014). Given the complexities of 21st century classrooms and schools and changing conceptualisations of what it means to be a teacher, leadership learning should arguably form an essential element of curricula for pre-service preparation. For the purpose of this study leadership was understood as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2013, p.23). Therefore, leadership is seen as influence and as a social process whereby individuals use their individual collective agency to work towards a shared goal. An important distinction is made between leadership and learning and learning for leadership (i.e., preparation for an imminent or future leadership role). Leadership learning centres around developing the professional knowledge and skills to make sense of the leadership that newly

qualified and early career teachers will experience and see enacted in schools. It also aims to enable teachers to develop the leadership knowledge and skills necessary to practise leadership within their classrooms and in the wider school community as part of their collaborative professional practice (Hargreaves and O'Connor, 2017; King and Stevenson, 2017).

While the growing empirical research on teacher leadership has advanced understandings of teachers' roles and their influence across levels, from classroom to school and district levels (Nguyen, Harris, & Ng, 2019; York-Barr & Duke, 2004), the scope for leadership learning in the initial stage of teacher preparation and in the early career stage is less evident (Forde, Dickson and McMahon, 2018; King, 2017). Recent initiatives by two of the participating systems (Ireland and Scotland) offer the potential to break new ground in advancing a case for leadership learning at an earlier stage in teachers' careers and possible models for sharing practice. In the Irish context this involves a discrete specialism for pre-service teachers to exercise teacher leadership for inclusion and in the Scottish context a new 'Leadership for Learning' Elective for final year students which has been recently introduced. Research has argued strongly for unlocking the potential for leadership to begin with student teachers (King, 2017) and to contribute to the scant literature on newly qualified teachers exercising leadership (Forde and Dickson, 2017).

Research Aims and Objectives

The aim of this study was to establish a new collaborative working group to:

> 1. investigate the extent to which leadership learning is embedded within the initial teacher education curricula in the participating systems (Republic of Ireland; Northern Ireland and Scotland);
>
> 2. examine models which have been successfully adopted;
>
> 3. review curricula for initial teacher education to identify opportunities to further embed leadership learning;

4. provide a seminar for academic staff, school partners and initial teacher education students in each of the participating systems to engender further debate and innovative practice in relation to leadership learning; and

5. prepare a position paper for the policy, practice and academic communities and a planning and delivery resource for teacher educators.

Background

This research focused on examining leadership development for pre-service and early-career teachers. Within this, pre-service teachers are defined as those who are pursuing an initial teacher education programme to be qualified as teachers. Early-career teachers are defined as those who have 1-5 years of teaching experience.

Routes to pre-service teacher education are quite similar across the three systems. For example, in Northern Ireland, students undertake a four-year undergraduate degree or a one-year postgraduate diploma to achieve Qualified Teacher Status. The participants from Northern Ireland in this study undertook the postgraduate qualification. Similarly, in Scotland students undertake a four-year undergraduate programme or a one-year postgraduate qualification. However, there is an option to do an additional year of study to receive Master's qualification in both jurisdictions. The Republic of Ireland also has a four-year undergraduate degree for pre-service teacher education or a two-year postgraduate Master's qualification.

Leadership Learning in Initial Teacher Education

This report presents findings from a qualitative research study that explored the extent of leadership learning in pre-service teacher education in three education systems: Northern Ireland, the Republic of Ireland and Scotland. It discusses participants' receptivity and challenges of leadership learning at the pre-service and early career stages. The study highlights a need for strengthening leadership elements in pre-service teacher education programmes and for developing supportive structures and cultures within and beyond schools, to promote leadership learning for teachers.

The project seeks to advance understandings of 'next practice' in relation to leadership preparation and development in the context of an increasingly global challenge of recruitment and retention of school leaders; increasing emphasis on distributed and collaborative leadership within schools and higher expectations of teacher leadership for school improvement (McMahon and Forde, 2018). The project focuses specifically on the embedding of leadership learning in the initial phase of teacher preparation. Internationally curricula for teacher education have been redesigned to provide new teachers with the professional knowledge, skills and competences needed to align with the increasing pace of change. Central to this is the recognition of the critical role of effective school leadership and a policy focus on developing leadership at all levels (Donaldson, 2011; Centre for School Leadership, 2017).

In many contexts, programmes and initiatives, both formal and informal, to promote and support teacher leadership, have grown. However, its place in initial preparation programmmes is given little attention (King, 2017; Pucella, 2014). Recent initiatives by two of the participating systems (Ireland and Scotland) offer the potential to break new ground in advancing a case for leadership learning at an earlier stage in teachers' careers and possible models for sharing practice. In the Irish context this involves a major specialism for pre-service teachers to exercise teacher leadership for inclusion and in the Scottish context a new 'Leadership for Learning' Elective for final year students which has been introduced recently. Research relating to this argues strongly for unlocking the potential for leadership to begin with student teachers (King, 2017) and to contribute to the scant literature on newly qualified teachers exercising leadership (Forde and Dickson, 2017).

Methodology

A qualitative case study approach was undertaken to explore each jurisdiction (Stake,1995), namely Northern Ireland, the Republic of Ireland and Scotland. This allowed for detailed exploration from a variety of sources and participants (Yin, 2014). Ethical approval was obtained prior to data collection and each participant received copies of plain language statements and signed informed consent forms before participating in the study. Invitations to participate were sent to academics and

teaching staff in teacher education universities, pre-service teachers, early career teachers and various national stakeholders. Participants included five pre-service teachers, three early career teachers and 23 various stakeholders including representatives from Teaching Councils, Teacher Unions, Teacher Educators, Government Departments of Education, Leadership bodies and various Teacher Support Services. In the findings section participants are indicated by their position (PT pre-service teacher, T teacher and ST stakeholder) and their jurisdiction by NI (Northern Ireland); RoI (Republic of Ireland); and SC (Scotland).

The team undertook a review of pre-service teacher education curricula, policy documentation, teacher professional standards and codes in each of the three participating systems, which informed the design of the research. An Open Seminar was held with participants in each jurisdiction to engender debate and explore innovative practice in relation to leadership learning. As part of this, six focus group interviews were held with 31 participants across the three jurisdictions

Data Analysis

Data analysis began on completion of the focus group interviews in each jurisdiction. An iterative thematic data analysis approach (Braun & Clarke, 2006) was employed whereby initial themes and patterns were identified following data collection in Scotland. These informed subsequent data collection in the Republic of Ireland. The same cycle of analysis was repeated with the data from the Republic of Ireland context and these findings similarly helped preparation for data collection in Northern Ireland. Following analysis of this data a final round of thematic analysis across all six focus groups was undertaken. In this way the data analysis was iterative and developmental across the study where initial themes and patterns were questioned and challenged before final agreement.

Findings

This study set out to investigate the extent to which leadership learning is embedded within the initial teacher education curricula in the participating systems (Republic of Ireland; Northern Ireland and Scotland) and examine models which have been successfully adopted. It also aimed to review curricula for initial teacher education to identify opportunities to further embed leadership learning. Finally, it aimed to prepare a position paper for the policy, practice and academic communities and a planning and delivery resource for teacher educators.

In the first instance, findings from this study will be explored under the current approaches and models reflected in the curriculum of leadership learning at pre-service level. Secondly the challenges for implementation and enactment of leadership learning will be considered. Thirdly a resource for teacher educators and principals will be shared with a view to supporting those involved in leadership learning in pre-service and in the enactment of the leadership in schools (Appendix 1). Finally, a link to a position paper to disseminate findings to the policy, practice and academic communities will be furnished.

Current approaches and models reflected in the curriculum of leadership preparation and development at ITE level

While some literature has argued for the inclusion of leadership learning in the curricula of pre-service teacher education programmes (e.g., Mowat & McMahon, 2019; Neumann et al., 2007; Bond, 2011; Pucella, 2014) there is little consensus around how best to do this. Despite an extensive and growing literature on educational leadership there remains a dearth of leadership learning in the pre-service stage (King, 2017; Forde and Dickson, 2017). Arguably it depends on how leadership is conceptualised varying from leadership as a formal role and preparation for principalship/headship, to leadership as being within the remit of all teachers, for example in, leading their own learning and that of others (General Teaching Council Scotland, 2012; Department for Education Northern Ireland (DoENI), 2015; Teaching Council of Ireland, 2016).

Evident in the findings was some confusion and overlap between the concepts of leadership and professionalism with one participant in Scotland asking "Are we using leadership as a proxy for professionalism?" and "what differentiates ideas of leadership from professionalism around duties, values and beliefs" (ST ,S). Many participants in the RoI agreed that leadership and teacher professionalism are very similar but suggested that the current focus seemed to be on preparing teachers as professionals in pre-service but not as leaders.

Across the jurisdictions, several participants agreed that "Leadership is an inherent part of being a professional" (ST, RoI) and that "as a professional they [teachers] are leading in all sorts of ways" for example in a "curricular area" (ST ,NI) (Firestone and Martinez, 2007). One stakeholder (RoI) argued that there is an extra dimension to leadership where "sometimes you have to be an advocate for your students, put yourself out there, take a risk on behalf of your students…[and that] courage is all part of leadership". Similarly, a stakeholder in Scotland recognised leadership as "taking responsibility and stepping up" which some might argue is part of professionalism or being an active professional (Florian & Spratt, 2013).

However this concept of stepping up was mentioned by several participants with a stakeholder (RoI) stating that teacher educators of pre-service students need to be explicit in developing "an attitude of step[ping] up to leadership" which is not entirely about their own classroom". A stakeholder in Scotland also saw leadership as an activity outside of your own classroom. However, in NI, one stakeholder stated that "a lot of people assume that it [leadership] is above the classroom level, yet some of the best leaders in our education system will never want to go beyond the classroom." Equally "there are some teachers that think that leadership starts outside their classroom door and haven't conceptualised their own potential as leaders" (ST, RoI). The new policy on *Learning Leaders* in NI (DoENI, 2015) may support this change of mindset by focusing on leaders as "the facilitator, the risk taker, the learner and the delegator" (ST, NI). Overall stakeholders posited that teachers may

show evidence of leadership of student learning and their own learning (Allen, 2016), along with leadership with parents (Quinn et al., 2006) and possibly teaching assistants in their classrooms and that this is largely collaboratively as they interact with others to enhance professional practice (MacBeath et al., 2018). Perhaps leadership learning is about preparing pre-service teachers for the collaborative interactions taking place as distinct from where they are taking place. It is also about developing the professional knowledge and skills to help early career teachers understand the leadership they will experience in schools and to support them in developing the necessary knowledge and skills to practise leadership within their classrooms, schools and wider school communities (King, McMahon, Nguyen and Roulston, 2019).

Pre-service teachers in this study argued that they need to be "introduced to the idea that no, actually, when you're out in schools you are stepping into the role of a leader" and "the seeds [of leadership] need to be planted in pre-service education" (S, NI) reflecting previous findings from King (2017), Mowat and McMahon, (2018) and Pucella, (2014). However, some stakeholders felt that while teachers were undertaking their teaching duties they were not exercising leadership through 'stepping-up' and "exhibiting agency" by going above and beyond the perceived expectations of their role (Buchanan, 2015). This may be reflective of the challenges of socialisation within schools, teacher identities and school cultures, thus raising the need for an explicit "language of leadership, describing behaviours that teachers might engage in...behaviours that support it [leadership] at a school level and at system level" (ST, RoI).

Differing approaches to leadership learning in pre-service education were in evidence varying from an explicit focus to an implicit focus to a combination of both. It was argued that leadership learning was implicit in the pre-service phase, especially in Northern Ireland and Scotland. One pre-service teacher (RoI) who had undertaken a leadership module in her final year argued that "content knowledge can only get you so far... [need] competencies of a leader as well... [to] try and overhaul the system...I think I would feel confident enough to try and change things". This explicit focus on

13

leadership learning was evident in the Leadership for Learning (University of Glasgow, Scotland) and in Dublin City University (RoI) where many pre-service teachers engage in a leadership capstone module within their specialism area within their degree (e.g. special and inclusive education, literacy) in 4th year. In addition to the explicit focus on leadership learning was an implicit focus through various modules within the teacher education programmes across each of the jurisdictions. However, the language of leadership may not have been used and therefore may not be picked up by pre-service teachers. this is especially important given that leadership learning and development involves a shift in teachers' vision and perspectives (Xu and Patmor, 2012) and requires teachers to articulate their values and beliefs related to their vision as these influence practices (Brown, 2006; King, 2017). This approach would arguably require the involvement of all teacher educators, rather than only those delivering leadership courses.

Another approach to leadership learning evident in the literature is that of service-learning (Ado, 2016; Bond & Sterrett, 2014; Salam et al., 2019) which affords students a lived experience of developing leadership through community service and reflection (Jacoby, 1996). Findings here showed an explicit attempt to build from "leadership of self...in terms of your own professional learning, your own professional development in your own pathway through the programme" to "...leadership of others in the context of what the student [teacher]s would do in school, with their own class, the children that they're working with [and then] in the community, in terms of volunteering activities"(ST, NI).

Overall there was a call for an explicit focus on leadership learning and using the language of leadership with pre-service teacher education programmes with a focus on leadership within the classroom, the school and the wider education system.

Challenges for the implementation and enactment of leadership learning

Despite the endorsement for including leadership learning as part of pre-service teacher education, findings indicate two key challenges; an overloaded curriculum in teacher education and system readiness for teachers who are not only willing but keen to use their agency to exercise leadership in schools.

Both stakeholders and teachers in each jurisdiction highlighted an already overloaded teacher education curriculum. To include leadership learning is a "big challenge, without overloading a programme (ST, RoI). Nevertheless, a typical comment from pre-service and early career teachers is reflected in this quote: "even if we are not ready to totally embrace it…the seeds need to be planted in ITE" (T, RoI). This could be done "implicitly rather than explicitly" (ST, RoI). It was agreed that leadership is already implicit across all programmes. However, stakeholders were "not sure if the language of leadership is used explicitly…quite a bit is implicit" (ST, SC). Perhaps "an expectation" of leadership can be raised and for it to "permeate all aspects of the programme" (ST, RoI) as it was felt that leadership learning "isn't an add-on. This is in the DNA of what you're doing, to be going through everything that you do" (ST, NI). "Why limit them" [pre-service teachers]? (ST, NI). While agreement for leadership learning at pre-service level was endorsed by all participants the challenge of system readiness for these teachers willing and prepared to exercise leadership was highlighted.

The 'System' in this report relates to the 'micro system' (i.e. classroom and school) and 'macro system' (i.e., local/regional and national level) (*see* O'Brien, Murphy, Draper, Forde, & McMahon, 2016). One stakeholder (RoI) cautioned about being "careful to manage expectations of student teachers…to prevent them from being deflated…they won't change things in their first year". Many participants across the three jurisdictions talked about the system being rigid, inflexible and hierarchical and therefore challenging for early career teachers to use their agency to exercise leadership. "Agency has to be mediated by others in school. As a new member of staff, the only way you can have that agency is if someone backs you. Unless this is explained to others… it won't happen" (ST, SC). One early career teacher felt it "depends on the environment you go into. I wasn't very empowered in the first two years" (T, RoI). Similarly, another teacher reflected "it just depends on how much you're allowed to do it" (T, NI).

This highlights the need for a shared understanding of leadership and teacher's willingness to exercise leadership across all stakeholders including pre-service educators, schools, LEAs,

Departments of Education and policy makers. Of importance is the need to "educate current school leaders about young teachers" (ST, RoI) and for the system to exemplify good examples of leadership "globally and locally, especially in the Northern Ireland context where the jurisdiction was without a locally devolved administration for over two years" (ST, NI).

It was widely agreed that the language of leadership learning was not fully understood even by some Initial Teacher Educators and that support materials would be helpful in summarising what leadership learning is, why it is of importance within ITE, the approaches that could be developed and implemented and the implications of that for the work with pre-service teachers in preparing them for taking on a role in influencing others within their schools. One aspect involved system readiness, and a recognition that often the system is not prepared to support and develop newly qualified teachers in demonstrating leadership. There is a challenge in ensuring that pre-service teachers are prepared for schools which will each occupy a position along a continuum of system readiness. Some schools and some school leaders are ready and willing to support and embrace leadership opportunities for newly appointed teachers while others may not yet see the value in this or find it challenging. Pre-service teachers need to be shown how to cope whatever the level of system readiness and ITE tutors have the additional role of advocating for systemic change and having schools who welcome and understand the strengths in encouraging agency in early career teachers. To support the above actions this research created a resource for teacher educators and disseminated findings to the policy, practice and academic communities.

Dissemination of Findings

A single page leaflet was produced (Appendix 1) which contained some background on leadership learning and some of the findings of this research. While designed to support Initial Teacher Educators across Ireland and Scotland, slightly amended it may also be of value in schools in helping to encourage system change. Deliberately short and accessible, the resource highlights potential developments in teacher education through a brief description of what leadership learning is, why it is useful and how Initial Teacher Education can incorporate it, implicitly and explicitly. The implications for teacher education are also covered and, importantly, it is argued that this is not something additional for teacher educators to add to their existing curricula; instead it is about making explicit that which had previously been implicit. As the resource says, "this is about using the language of leadership". This resource has been disseminated in Initial Teacher Education providers in each of the three countries in this study, and it is anticipated that a wider circulation would be useful.

Findings were due to be presented at AERA 2020 and BELMAS 2020 but due to Covid-19 this is no longer possible. However, it is hoped that findings will be disseminated at ECER 2020 and SCoTENS 2020. Noteworthy is the first of a number of articles from this research is already published ([King, McMahon, Nguyen & Roulston, 2019](#)) and widely available. Additionally there is a blog based on the project available at this link: https://wordpress.com/block-editor/page/leadership-learning.com/8.

Implications and Recommendations

This research suggests a clear need for strengthening leadership preparation in pre-service teacher education programmes. Attitudinal change in pre-service teachers themselves may be an important component of any development, encouraging a reconceptualision of themselves as 'leaders' and it is important that an expectation of exercising leadership is established early in Initial Teacher Education. That responsibility lies largely with Initial Teacher Educators, perhaps by explicitly using a language of leadership and demonstrating that leadership can be an influence-based, social process and is not necessarily hierarchical. Incorporating an examination of leadership in schools as currently exercised into ITE might also be valuable in highlighting and developing an understanding of the 'leadership' that pre-service teachers experience, and in supporting their own emerging leadership skills, whether in their classrooms, across a school or in wider educational settings.

While changes within ITE provision may be necessary, they are unlikely to be sufficient. There also needs to be development of those structures within and beyond schools which can help to support the incipient leadership culture among newly qualified teachers. In a global context where recruitment of teachers is becoming more challenging, and retention is an increasing problem, it is vital that structures are established which allow early career teachers to exercise agency in their roles. This can only help to develop teacher leadership for school improvement across the profession and help to address some of the issues with retention. Thus, system readiness is as important as changes within Initial Teacher Education in ensuring that developments exploit fully the potential that leadership learning can bring, ensuring that the leadership skills and aptitudes that early career teachers might bring to schools are not stifled but are instead expected, welcomed and utilised to the full.

There is the potential to introduce leadership elements at an early stage of teacher education, and there are strong arguments for ensuring that it is there from the beginning. There are models for achieving this in terms of introducing it as a major specialism or as an elective in the final year.

However, while valuable, this might mean that most teachers would qualify without being exposed to the potential of leadership learning, and there may be an argument that it needs to be provided as an underpinning theme across all teacher education in addition to being available as an elective or a specialism. There is also the issue of preparing individuals for leadership when the system is not ready to accept or support these leadership-ready, early career teachers, and there is considerable capacity building required to achieve that, if maximum benefit is to accrue.

Challenges remain. There is a widespread perception of an already overloaded teacher education curriculum, and this development would have to justify its inclusion if it is in addition to or in replacement of other content. It could be argued that it may largely require a new approach to existing provision, a change of language and of emphasis, a shared understanding of what leadership learning entails and a change of 'mindset' in Initial Teacher Educators, rather than additional 'content'. It is hoped that the blog and the one-page infographic will help in this regard by raising awareness and justifying a novel approach. System readiness is a further challenge and that may require considerable intervention by ITE providers working with their partners in the wider education service to change perceptions and expectations across the system, engaging those partners in the implementation of this system improvement.

Bibliography

Adams, A., Ross, D., Swain, C., Dana, N., Leite, W., & Sandbach, R. (2013). Preparing teacher leaders in a job-embedded graduate program: Changes within and beyond the classroom walls. *Teacher Education and Practice, 26*(3), 581-598.

Ado, K. (2016). From Pre-Service to Teacher Leader: The Early Development of Teacher Leaders. *Issues in Teacher Education, 25*(1), 3-21.

Allen, D. (2016). The resourceful facilitator: Teacher leaders constructing identities as facilitators of teacher peer groups. *Teachers & Teaching, 22*(1), 70-83.

Avidov-Ungar, O., & Shamir-Inbal, T. (2017). ICT Coordinators' TPACK-Based Leadership Knowledge in Their Roles as Agents of Change. *Journal of Information Technology Education: Research, 16*, 169-188.

Baker-Doyle, K. J. (2017). How Can Community Organizations Support Urban Transformative Teacher Leadership? Lessons from Three Successful Alliances. *Educational Forum*, *81*(4). 450-466.

Beachum, F., & Dentith, A.M. (2004). Teacher leaders creating cultures of school renewal and transformation. *Educational Forum, 68*(3), 276-286.

Bond, N. (2011). Preparing Preservice Teachers to Become Teacher Leaders. *The Educational Forum, 75*(4), 280-297.

Bond, N., & Sterrett, W. (2014). Developing teacher leaders through honorary professional organizations in education: Focus on the college student officers. *Education, 135*(1), 25-38.

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.

Brown, K. (2006). Leadership for Social Justice and Equity: Evaluating a Transformative Framework and Andragogy. *Educational Administration Quarterly, 42*(5), 700-745.

Buchanan, R. (2015). Teacher Identity and agency in an era of accountability. *Teachers and teaching: theory and practice, 21*(6), 700-719.

Centre for School Leadership (CSL) (2017). The CSL Continuum of professional learning for Irish teachers. Clare: CSL Retrieved from cslireland.ie/en/impll (Accessed 12 August 2018).

Collinson, V. (2012). Leading by learning, learning by leading. *Professional development in education, 38*(2), 247-266.

Cooper, K.S., Stanulis, R. N., Brondyk, S.K., Hamilton, E.R., Macaluso, M., & Meier, J.A. (2016). The Teacher Leadership process: Attempting change within embedded systems. *Journal of Educational Change, 17*(1), 85-113.

Department for Education Northern Ireland. (2015). *Learning leaders: a strategy for teacher professional learning.* Available from https://www.education-ni.gov.uk/publications/teaching-professional-learning-strategy

Donaldson, G (2011) *Teaching Scotland's Future: Report of a Review of Teacher Education in Scotland.* Edinburgh: Scottish Government.

Firestone, W.A., & Martinez, M.C. (2007). Districts, teacher leaders, and distributed leadership: Changing instructional practice. *Leadership and Policy in Schools, 6*(1), 3-35.

Florian, L., & Spratt, J. (2013). Enacting inclusion: a framework for interrogating inclusive practice. *European Journal of Special Needs Education, 28* (2), 119-135,

Forde, C., & Dickson, B. (2017). The place of leadership development for change agency in teacher education curricula for diversity. In: Florian, L. and Pantić, N. (eds.) *Teacher Education for the Changing Demographics of Schooling: Issues for Research and Practice.* Series: Inclusive learning and education equity (2). Springer: Cham, Switzerland, pp. 83-99. ISBN 9783319543888 (doi:10.1007/978-3-319-54389-5_7)

Forde, C., Dickson, B., & McMahon, M. (2018). *Strengthening the concept of leadership in initial teacher education.* Symposium presented at the 2018 annual conference of the Scottish Educational Research Association (SERA) 21-23 November 2018, University of Glasgow.

Gao, P., Wong, A. F., Choy, D., & Wu, J. (2010). Developing leadership potential for technology integration: Perspectives of three beginning teachers. *Australasian Journal of Educational Technology, 26*(5).

Ghamrawi, N. (2010). No teacher left behind: Subject leadership that promotes teacher leadership. *Educational Management Administration & Leadership, 38*(3), 304-320.

General Teaching Council Scotland. (2012). *The Standards for Registration.* Edinburgh: GTCS.
General Teaching Council for Northern Ireland (GCTNI) (2011). *Teaching: The Reflective Profession.* Available from https://gtcni.org.uk/uploads/files/COMPETENCES/The_Reflective_Profession.pdf

Gul, T., Demir, K., & Criswell, B. (2019). Constructing Teacher Leadership Through Mentoring: Functionality of Mentoring Practices in Evolving Teacher Leadership. *Journal of Science Teacher Education, 30*(3), 209-228.

Hallinger, P., & Walker, A. (2015). Systematic reviews of research on principal leadership in East Asia. *Journal of Educational Administration*, 53(4), https://doi.org/10.1108/JEA-05-2015-0039

Hamilton, G., Forde, C. and McMahon, M. (2018) Developing a coherent strategy to build leadership capacity in Scottish education. *Management in Education*, 32(2), pp. 72-78 (doi: 10.1177/0892020618762715)

Hargreaves, A., and O'Connor, M.T. (2017). *Collaborative Professionalism World Innovation Summit for Education The Wise Report* (Boston College: Boston). Available at https://www.wise-qatar.org/sites/default/files/rr.12.2017_boston.pdf

Jacoby, B. (1996). *Service-Learning in Higher Education: Concepts and Practices. The Jossey-Bass Higher and Adult Education Series.* Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104.

King, F. (2017). Evolving Perspective (s) of Teacher Leadership: An Exploration of Teacher Leadership for Inclusion at Preservice Level in the Republic of Ireland. *International Studies in Educational Administration* (Commonwealth Council for Educational Administration & Management (CCEAM)), *45*(3), 5-21. http://doras.dcu.ie/24086/1/King_ISEA_45%283%29_2017_toproof.pdf

King, F., & Stevenson, H. (2017). Generating change from below: what role for leadership from above? *Journal of Educational Administration*, *55*(6), 657-670. https://doi.org/10.1108/JEA-07-2016-0074

King, F., McMahon, M., Nuyen, D., & Roulston, S. (2019) *Leadership learning for pre-service and early career teachers: insights from Ireland and Scotland.* International Studies in Educational Administration, 47 (2). pp. 6-22. ISSN 1324-1702, http://doras.dcu.ie/24085/

Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management, 40:1, 5-22*, DOI: 10.1080/13632434.2019.1596077

MacBeath, J., Dempster, N., Frost, D., Johnson, G., & Swaffield, S. (2018). *Strengthening the connections between leadership and learning.* Oxon and New York, Routledge.

Mowat, J.G., & McMahon, M. (2019). Interrogating the concept of 'leadership at all levels': A Scottish perspective. *Professional Development in Education, 45*(2), 173-189.

Neumann, M. D., Jones, L. C., & Webb, P. T. (2007). Developing teachers' leadership knowledge: Pillars for the "new reform". *Teaching Education, 18*(3), 233-244.

Nguyen, D., Harris, A, & Ng, D. (2019). A review of the empirical research on teacher leadership (2003–2017). *Journal of Educational Administration*, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/JEA-02-2018-0023

O'Brien, J., (ed.), Murphy, D., Draper, J., Forde, C., & McMahon, M., (2016). *School Leadership.* 3rd Edition Dunedin: Edinburgh

Pucella, T. J. (2014). Not too young to lead. The Clearing House: *A Journal of Educational Strategies, Issues and Ideas, 87*(1), 15-20.

Quinn, C. L., Haggard, C. S., & Ford, B. A. (2006). Preparing new teachers for leadership roles: A model in four phases. *School Leadership and Management, 26*(1), 55-68.

Salam, M., Iskandar, D.N.A., Ibrahim, D.H.A., & Farooq, M.S. (2019). Service learning in higher education: a systematic literature review. *Asia Pacific Education Review,* 1-21.

SCoTENS (2019). *About SCoTENS*. Available from: scotens.org/about/ 13th October 2019.

Stake, R.E. (1995). The Art of Case Study Research. Thousand Oaks, CA: Sage.

Teaching Council of Ireland (TCI) (2016). *Cosán: Framework for teachers' learning.* Maynooth: Teaching Council of Ireland.

Xu, Y., & Patmor, G. (2012). Fostering Leadership Skills in Pre-Service Teachers. *International Journal of Teaching and Learning in Higher Education, 24*(2), 252-256.

Yin, R. K. (2014). *Case study research: design and methods.* London: Sage Publications.

York-Barr, J. and Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research, 74* (3), 255-316.

Yukl, G. A. (2013). *Leadership in organizations.* Harlow: Pearson Education.

Leadership Learning

Leadership Learning in Initial Teacher Education

Dr Fiona King
Prof Margery McMahon
Dr Dong Nguyen
Dr Stephen Roulston

Leadership Learning

What is leadership learning?

Leadership is "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2013, p.23).

Leadership learning:

1. is influence-based, rather than authority-based;

2. is a social process in which individuals have reciprocal influences on one another to accomplish a goal;

3. encourages teachers to use their individual and collective agency in a directional or purposeful process in which individuals work towards a shared goal, reflecting the notion of leadership as an interactional activity.

Why leadership learning?

Pre-service teachers in the study believed that "the seeds [of leadership] need to be planted in pre-service education". Pre-service and early career teachers are receptive of leadership learning and willing to assume leadership.

This expectation to practise leadership is set from the beginning, to support teachers in enhancing their professionalism by focusing on their individual and collective agency and advocacy (King & Stevenson, 2017) to support their students' learning.

"actually understanding that… you're always…leading by… your values, your practice…enacting values leading by learning and learning by leading" Collinson, 2012.

Teacher educators have to demonstrate their own "…confidence … to use skills [the tutor has] to bring that confidence out in other people so that they can use the skills that they have"

"Content knowledge can only get you so far… [need] competencies of a leader as well… [to] try and overhaul the system…I think I would feel confident enough to try and change things…" "[they] won't stay in the profession if not getting that" (Karen Edge, UCL)

Values may be important in letting Generation Y feel they have a purpose.

What approaches can we use?

Implicit

"We don't necessarily say 'you are being prepared for leadership'… it is the dispositions and values… [we] don't explicitly use [the term] leadership" (Stakeholder, Scotland).

Pre-service teachers need "opportunities for stepping up within pre-service education in tutorial groups…responsibilities… experiencing leadership." One stakeholder in Scotland recognised that leadership was "taking responsibility and stepping up".

Explicit

Research reinforces the need for teacher educators to model leadership in their practice with pre-service teachers, and to be explicit about identifying it and naming it (Bond, 2011; King, 2017; Ying & Ho, 2015).

Teacher educators of pre-service teachers need to be explicit in developing "an attitude of stepping[up] to leadership…which is not entirely about their own classroom."

"Encouraging pre-service teachers to articulate their values and beliefs could help them to develop their professional identity and prepare them for leadership" (Stakeholder, Scotland)

Being explicit about leadership would arguably reduce early career teachers' tensions and issues in leading colleagues as a result of uncertainty and unpreparedness (Nguyen et al., 2019)

What are the implications for Teacher Educators

Preparing teachers for variations in system readiness and advocating for system change - prepare students for lack of system readiness

[We] should model it" (Stakeholder, Republic of Ireland) and "it is about getting that message across to them as best as we can… modelling in our classes subliminally each day and just show them what we perceive a leader to be" (Stakeholder, Northern Ireland). Also "it's great to tell them how to be a leader, but if they're not seeing that practice in the lecture theatre …' go do this, go off and do that' but if they're seeing somebody who's quite didactic at the front, who isn't actually doing … leadership… the implicit is what they pick up from your behaviour"

This is NOT an add-on to the ITE curriculum - it is about being explicit about naming something you already do. This is about using the language of leadership.

They need to know "…who they are as people, where their strengths are, [and] where the areas are that they need to work on" (Stakeholder, Northern Ireland).