Language Teacher Leadership

Insights from Research and Practice

Edited by
Hayo Reinders

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New Language Learning and Teaching Environments

Series Editor
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New Language Learning and Teaching Environments is an exciting new book series edited by Hayo Reinders, dedicated to recent developments in learner-centred approaches and the impact of technology on learning and teaching inside and outside the language classroom. The series aims to:

- Publish cutting-edge research into current developments and innovation in language learning and teaching practice.
- Publish applied accounts of the ways in which these developments impact on current and future language education.
- Encourage dissemination and cross-fertilisation of policies and practice relating to learner-centred pedagogies for language learning and teaching in new learning environments.
- Disseminate research and best practice in out-of-class and informal language learning.

The series is a multidisciplinary forum for the very latest developments in language education, taking a pedagogic approach with a clear focus on the learner, and with clear implications for both researchers and language practitioners. It is the first such series to provide an outlet for researchers to publish their work, and the first stop for teachers interested in this area.

Hayo Reinders
Editor

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Foreword

Sometimes we describe a person as a born leader, referring to one who has the innate capacity to be able to set goals for others, to inspire them to follow the leader's vision, and who can manage others to realize collective goals. The goal of an organization from this perspective is to find people with these skills and to promote them to positions of leadership. An alternative understanding of leadership is reflected in this book. This describes the nature of leadership in schools that function as communities of practice. These are places where teachers collaborate to set goals, find creative solutions to problems, and recognize and support the potential and development of others. The goal of the school is to develop a culture that recognizes and nurtures the role of teachers as leaders and understands the role this can play both in teachers' career development and in developing the quality of the school. This means establishing a school culture where individual responsibility and agency for teaching and learning are shared among teachers and students, teachers and colleagues, and teachers and administrators.

For many teachers, goals for professional development often reflect an aspirational identity as a leader and one whose leadership abilities are recognized and supported. The teacher's future self may be envisaged as a course-coordinator, a mentor, a curriculum specialist, a workshop leader, or head of department. The teacher may look for opportunities to draw on and develop their leadership potential, to make use of their

interpersonal skills and their ability to establish collaboration and team-work with others. But as teachers transition to leadership roles they may discover that there can also be a negative side to leadership. Issues may arise relating to power, roles, and identity that can be both rewarding and challenging. Institutional leadership often involves unwelcome adminis-trative tasks such as managing meetings, planning budgets, and giving performance appraisals. It may also involve supporting teachers who may be having difficulty with their teaching or with their students or col-leagues resulting in stress, frustration, and other emotional issues.

Graduate teacher education programs for language teachers such as the MA TESOL degree often neither acknowledge how being a leader is a core dimension of teacher professional identity and practice nor address the nature of the knowledge, awareness, interpersonal and social skills needed to succeed in leadership responsibilities and decision-making in one's career as a language teaching professional. The challenges teachers face as they transition to roles that require leadership potential are often underreported, as well as how teachers can be supported along this jour-ney. This book is therefore a welcome addition to the nature of leadership in language teaching. Contributors describe their own leadership stories providing engaging examples of the challenges they experienced and the avenues of support they made use of in their professional journeys.

The collection raises important questions both for teachers and for teacher educators. For teachers these include:

What does leadership mean to me and in what ways do I experience issues related to leadership in my class and school?

Where and how have I developed my understanding of the nature of leadership?

Which of the activities I am regularly involved in as a teacher, call upon specific qualities or dimensions of leadership?

What are potential benefits and challenges for me of further developing my knowledge and experience of leadership?

For teacher educators, questions include:

What would a leadership program for ESL teachers look like and what would it seek to achieve?

How can teachers become involved in exploring the nature and functions of leadership in their own teaching contexts?

What can schools and institutions do to provide opportunities for teachers to recognize, develop, and apply their leadership potential?

This timely collection is hence an invaluable resource for deepening our understanding of the nature and role of leadership in language teaching. It also provides fascinating accounts of how leadership is addressed in a wide and representative range of language teaching and second language teacher education contexts.

Victoria University   Jack C. Richards
Wellington, New Zealand, Sydney University
Sydney, NSW, Australia

Praise for *Language Teacher Leadership*

"This edited collection on Language Teacher Leadership, comprised of 13 chapters on three broad areas of leadership is an essential addition to any language teacher leader's professional library. The volume editor, Hayo Reinders, has brought together chapters related to personal, organizational and professional leadership and given voice to authors within the global context of ELT on language teacher leadership and program administration. A must read!"

—Dr Christine Coombe, Associate Professor, *Dubai Men's College, Higher Colleges of Technology, UAE, TESOL International Association President (2011-2012)*

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Notes on Contributors

Laura Baecher is a professor at the Hunter College School of Education, City University of New York, where she also serves as a faculty fellow in the Academic Center for Excellence in Research and Teaching. Her interests relate to teacher/faculty learning, observation and coaching, and professional development. Recent books include Study Abroad in Teacher Education: Transformative Learning for Pre- and In-Service Teachers and Global Perspectives on the Practicum in TESOL. She is the professional development blog author for TESOL (2021-2022), has served as TESOL's Teacher Education Interest Section Chair, as an English Language Specialist for the US Department of State, and as president of the New York State TESOL affiliate. The winner of multiple awards for teaching and service, she is committed to advancing the professional knowledge base of educators in ways that build community, inspire growth, and support reflection.

Kathleen M. Bailey is Professor Emerita of Applied Linguistics at the Middlebury Institute of International Studies. She is a former president of TESOL, AAAL, and TIRF (The International Research Foundation for English Language Education). Her interests include language assessment, teaching speaking and listening, leadership studies, and qualitative research methods.

MaryAnn Christison is Distinguished Professor of Linguistics in the Department of Linguistics at the University of Utah and was founding director of the International Program and English Training Center at Snow College for 20 years prior to her university appointment. She has authored, co-authored, and co-edited 24 books and written 185 articles and chapters on applied linguistics and English language teaching. Three of her co-edited books were specifically on leadership and management (with F. L. Stoller) and one was on leadership (with D. E. Murray). Christison has also served as president of TESOL International Association.

Andy Curtis is a professor in the Anaheim University Graduate School of Education. From 2015 to 2016, he served as the 50th president of TESOL International Association. In 2016, he received one of the Association's 50-at-50 Awards, when he was voted one of the fifty most influential figures in the field, over the first 50 years of the Association. Curtis has (co)authored and (co)edited 200 articles, book chapters, and books, presented to 50,000 language educators in 100 countries, and his work has been read by 100,000 language educators in 150 countries. He is based in Ontario, Canada, from where he works with language education organizations worldwide.

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Luciana C. de Oliveira, PhD, is associate dean for Academic Affairs and professor in the School of Education at Virginia Commonwealth University in Richmond, VA, USA. Her research focuses on issues related to teaching multilingual learners at the K-12 level, including the role of language in learning the content areas and teacher education. She has authored or edited 24 books and has over 200 publications in various outlets. She served as president (2018–2019) of TESOL International Association and was a member of the Board of Directors (2013–2016). She was the first Latina to ever serve as president of TESOL.

William Dunn   is Professor of Second Language Education and Graduate Program Coordinator in the Faculty of Education at the University of Alberta. His areas of interest include teacher education, second language education, task-based language teaching (TBLT), and addressing language, literacy, and culture across the curriculum. He has investigated these areas within the context of blended learning as well as connections between teacher education, language learning, and social inclusivity.

Okon Effiong teaches English in the Foundation Program, Qatar University. Before Qatar, Okon taught in Nigeria, the UK, and Japan. He is a member of the Board of Directors, TESOL International Association, and was the chair of the Diversity & Inclusion Committee, chair-elect of EFL Interest Section, and a member of Nominating Committee of TESOL International Association. He is the founder and past president of Africa TESOL and was the president of Qatar TESOL (2014/15). He holds a PhD in Applied Linguistics from University of Southampton, UK. He also has an MSc in Applied Genetics, MA TESOL, and a PG Diploma in Management and Information Technology.

Hind Elyas works as an English instructor at the Leading National Academy LNA, Niagara College in Saudi Arabia. She is the incoming chair of the TESOL International Professional Development Professional Council and the Executive Secretary at Africa ELTA. Hind is also a founding member at the English Language Testing Society (ELTS) and her main areas of interest include testing, curriculum development, and student engagement. Hind was selected as a 2021 TESOL International Leadership Mentoring Program Award recipient and a TESOL International Convention Ambassador.

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Tammy Gregersen,   a professor of TESOL at the American University of Sharjah in the United Arab Emirates, received her MA in Education and PhD in Linguistics in Chile, where she also began her academic career. She is co-author, with Peter MacIntyre, of *Capitalizing on Language Learner Individuality* and *Optimizing Language Learners' Nonverbal Communication in the Language Classroom.* She is also a co-editor, with

Peter and Sarah Mercer, of *Positive Psychology in SLA* and *Innovations in Language Teacher Education.* She also co-edited *Peacebuilding in Language Education: Innovations in Theory and Practice* with Rebecca Oxford, Matilde Olivero, and Melinda Harrison and *Research-Driven Pedagogy* with Nihat Polat and Peter MacIntyre. Her latest two books, *Teacher Wellbeing* and the *Routledge Handbook of the Psychology of Language Learning and Teaching*, were written in collaboration with Sarah Mercer. She has written extensively in peer-reviewed journals and contributed numerous chapters in applied linguistics anthologies on individual differences, teacher education, language teaching methodology, positive psychology, and nonverbal communication in language classrooms. She is passionate about exploring other cultures and has enjoyed the opportunities that participation in international conferences around the world and Fulbright scholar grants to Chile and Costa Rica have provided.

Xavier Gutiérrez is Associate Professor of Applied Linguistics and Spanish and the coordinator of the Spanish Language Program in the Department of Modern Languages and Cultural Studies at the University of Alberta, Canada. His research interests include language program evaluation, with a specific focus on teachers and learners' perceptions, the impact of teacher education, professional development and teacher leadership on the diffusion of pedagogical innovations, task-based language teaching (TBLT), and student retention in bilingual programs.

Lenora Haranaka has been working in the educational field since 1998. She works at Cultura Inglesa São Paulo as a Remote Teaching Branch Manager, responsible for 41 amazing teachers, 4500 learners, and 10 sales people. A DELTA holder, she has presented in ABCI and Braz-Tesol conferences. Her professional interests are Leadership, Remote Teaching and Learning, and Design Thinking for Educators and Management.

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Dagmar Keatinge is a lecturer in the English department at Paderborn University and has previously worked as an English language instructor in continuing education. Her research interests include the use of language corpora in teaching, language learning and assessment, and the development of teacher identities and language attitudes at different stages of teacher education. In her research project, she investigates influences on language development and assessment competencies of language teachers in secondary schools.

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Denise E. Murray is professor emerita at Macquarie University, Sydney, and San José State University, California. She was founding chair of the Department of Linguistics and Language Development at San José. Subsequently she was executive director of the AMEP Research Centre and the National Centre for English Language Teaching and Research at Macquarie University. She served on TESOL International's Board of Directors for seven years, including as president (1996–1997). Her research interests include the intersection of language, society, and technology, and leadership in language education. Her extensive publication record includes the co-edited volume *Leadership in English Language Education*.

Jennifer D. Pendergrass is the president of Georgia TESOL (GATESOL). She served two years as GATESOL Regional Liaison for Regions 1 & 2. She also served as secretary in 2018 and second vice president in 2019 on the Executive Board of GATESOL. Jennifer is an elementary ESOL teacher and Coordinator of ESOL Professional Learning for Floyd County Schools. She holds a bachelor's degree in deaf educa-

tion from Ball State University, her master's degree in curriculum and instruction from University of Phoenix, her ESOL endorsement from Northwest Georgia RESA, and her doctorate in teacher leadership from Walden University. Her doctoral thesis, "Increasing the Vocabulary Acquisition Rate for Third Grade English Learners" has been published in 2017. GATESOL In Action published her manuscript, "Cultivating Respectful Classroom Discourse in Trump's America," in 2017 as well. She was selected by the Conferences Professional Council of TESOL International to be the Poster Sessions Team Leader for the 2019 TESOL International Convention & English Language Expo.

Caleb Powers is a World Languages Educator who holds an MA in Teaching French as a Foreign Language with a Specialization in Language Program Administration from the Middlebury Institute of International Studies at Monterey in 2021. Cal enjoys conducting and publishing research in burnout prevention and teacher leadership. He works at Immerse teaching English as a second language in virtual reality.

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Hayo Reinders (www.innovationinteaching.org) is TESOL Professor and Director of the doctoral program at Anaheim University in the USA and Professor of Applied Linguistics at KMUTT in Thailand. He has authored 26 books and over 150 academic articles. He is the editor of the journal *Innovation in Language Learning and Teaching* and edited a book series on "New Language Learning and Teaching Environments". He founded the Institute for Teacher Leadership.

Mary Romney-Schaab is a professional in the field of the teaching of English to speakers of other languages (TESOL). Although her work with the TESOL International Association is still a major part of her

professional activity, she has also recently written "An Afro-Caribbean in the Nazi Era," a book on a completely different area. The book chronicles the wartime experiences of Lionel Romney, an Afro-Caribbean civilian, who, by chance, was caught in the deadly violence of the Nazi concentration camp system. Based on the oral history recorded by his daughter, Mary Romney-Schaab, the book is part history, part memoir, and part oral history.

Araceli Salas has a PhD in Language Science and an MA in ELT. Salas is a professor/researcher in the *Benemérita Universidad Autónoma de Puebla* (BUAP), México. She has been a speaker in local and international events and written several academic articles and chapters in the field. Salas serves as the editor-in-chief of *Lenguas en Contexto* (BUAP) and an associate editor of the TESOL and MEXTESOL journals. She is involved in TESOL and is the past chair of the EFL-IS as well as a member of the Awards Professional Council. Her research interests include teacher education, ESP, Discourse Analysis, and Leadership in ELT.

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Willingness to Lead: A Framework for Language Teacher Leadership Development

Hayo Reinders

I don't know who to pick for the team!
Just pick any of 'em and act like you're sure. That's called leadership.
—From Batman Lego 2

The Importance of Teacher Leadership

Perspectives on leadership have developed significantly over the years. Especially in education it is now recognised that all teachers benefit from developing leadership skills and that the most successful and sustainable teams are those where responsibilities are distributed among teacher leaders, rather than centralised at the top. Previous models often placed considerable emphasis on a single leader and the qualities and behaviours needed to be successful in a leadership role. Over the years, leadership has come instead to be seen more as a process in which multiple actors play a

H. Reinders (✉)
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role and leadership emerges as a result of what happens between people, the relationships they have and the context they work within.

We have also seen a shift away from a focus on technical processes, outcomes and resources to one that places people at the centre (also referred to as a move from a 'things to people' paradigm). Most importantly this shift has resulted in a greater emphasis being placed on developing teachers' leadership or 'the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement' (York-Barr & Duke, 2004, p. 288). This shift has been noticeable in the field of language education too, with a number of influential publications covering the topic in recent years (Coombe et al., 2008; Christison & Murray, 2009; Curtis, 2022; Knight & Candlin, 2015).

Language teacher leadership is important for many reasons. Laura Baecher, one of the contributors to this volume, summarised these in her 2012 article (p. 317–318) where she writes that engaging in leadership:

(1) improves teacher quality, and hence student learning, as accomplished teachers serve as models of practice for colleagues (York-Barr & Duke, 2004);
(2) supports reform efforts, by guiding colleagues through implementation of new practices;
(3) encourages the retention and recruitment of teachers through providing avenues for motivation and recognition;
(4) provides opportunities for teacher leaders' ongoing professional growth;
(5) creates a more democratic school environment;
(6) increases the sense of professionalism among teachers;
(7) extends teachers' influence beyond the school and into the district; and
(8) extends principal capacity by reducing principals' workload.

One can add to this from the general education literature that there are important relationships between teachers engaging in leadership and academic achievement of their schools, as shown by a recent meta-analysis (Shen et al., 2020a, b). However, as shown by a recent scoping review of the teacher leadership literature in language education there is almost no empirical research on whether teachers (want to) engage in leadership

activities and how they could be better encouraged to do so. This chapter will explore this issue by drawing on the Theory of Planned Behavior and the contributions to this volume to develop a framework of Teacher Willingness to Lead (WTL) to better understand the factors that inhibit or facilitate teachers assuming leadership roles.

Theory of Planned Behavior

The Theory of Planned Behavior (TPB) was developed by Ajzen in the 1980s to explain why people do or do not engage in particular behaviours over which they have control (Ajzen, 2011, 2020). As shown in the model below background factors engagement in an activity is influenced by our attitudes, subjective norms and perceived behavioural control. TPB has been used in hundreds of studies in fields ranging from healthcare (smoking, breastfeeding), to consumer attitudes and behaviours (decisions to buy 'green' products), and—relatively sparingly—education (in particular in predicting technology adoption; Lee et al., 2010; Chu & Chen, 2016). None as far as I am aware have been carried out in the area of teacher leadership (Fig. 1).

In detail, *background factors* mediate propensities for and practical constraints on certain behaviours through a person's beliefs. *Behavioural beliefs* are the subjective probability that the behaviour will produce a given outcome or experience. For example, a teacher may believe that assuming leadership responsibilities will lead to greater teacher agency. *Attitude towards a behaviour* is the degree to which performance of the behaviour is positively or negatively valued. Someone who thrives on having greater freedom with regards to the curriculum may be more positively inclined towards assuming leadership than someone who lacks confidence. *Normative beliefs* reflect the perceived pressure to engage in a certain behaviour. The greater the pressure and the stronger the connection with those who exert the pressure (e.g. a direct manager versus a colleague), the greater the perceived social pressure or *subjective norm* to engage or not to engage in a behaviour. *Control beliefs* refer to the perceived presence of factors that may facilitate or impede performance of a behaviour (e.g. whether time is given to engage in leadership activities).
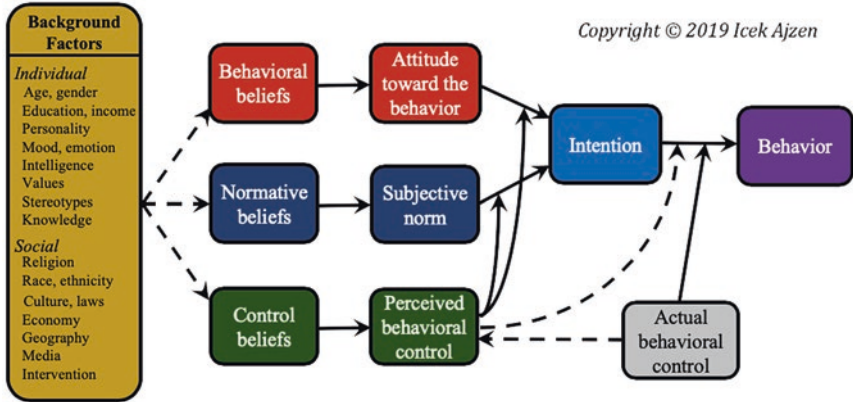
Fig. 1 Theory of Planned Behavior (Ajzen, 2011)

Perceived behavioural control refers to people's perceptions of their ability to perform a given behaviour (impacted by, for example, prior experiences with leadership, self-beliefs and so on). These six variables determine a person's intention, or a person's readiness to perform a given behaviour.

TPB is not without criticism. The most frequently levelled is that it does not give sufficient weight to affect and emotions (see, e.g., Wolff et al., 2011). Ajzen (2020) has countered that emotions and affect underpin and drive the components of the framework, such as attitudes and subjective norms. A limitation in the context of understanding teachers' leadership, however, is that TPB is not intended to identify the origins or drivers of the various beliefs and attitudes (and their antecedent affective causes). Its purpose is instead primarily to identify likely engagement in certain behaviours. In cases where the background variables and their impact are well-known this is not a major impediment. For example, in the case of smoking, a decades-long literature exists that has identified the many variables that create conditions in which smoking is more likely to be taken up. In the context of language teacher leadership, however, much less is known about such behaviours and the conditions under which they emerge, and therefore, for a framework to be useful at a practical level (as well as source for theoretically driven research), it needs to combine the predictive value of the TPB model with a better

understanding of teachers (in particular the 'background variables' in the model) and the contexts in which they work (in particular the 'control beliefs').

Specifically, I have argued for a recognition of teacher leadership as being situated at three levels: at the personal level (involving beliefs, attitudes, propensities, etc.), at the organisational level (the immediate context with all of its real-life obstacles and opportunities for leadership) and the professional level (involving for example the pre- and in-service training and support teachers have access to). In the next sections of this chapter I will review what we know from previous literature on the relevant variables on teacher leadership at these three levels and combine this with the insights from the chapters in this volume. Together, these then form the basis of a pragmatic framework for understanding and supporting teachers' willingness to lead (WTL).

The Personal Component of Teacher Leadership

For all its social and relational characteristics, teacher leadership is at its core a personal, values-driven commitment to advancement. For this reason, appointing people as leaders, without the prerequisite self-awareness and personal investment, is unlikely to lead to satisfactory outcomes, especially in the long term (Fullan, 2002). Teachers' personal goals and aspirations need to align with those of the wider context. Whether teachers are able to assess the potential alignment or not depends on a range of factors, in particular personally held beliefs and attitudes about leadership. Prior experiences, misconceptions on the nature of teacher leadership (such as equating leadership exclusively with managerial and administrative duties), the belief that teachers cannot have a significant impact beyond their own classroom or that leadership necessitates assuming a highly public role can all have a negative impact (and are very common, in my own experience in facilitating teacher leadership courses).

Equally important are the beliefs teachers hold about their own abilities and practices. Greenier and Whitehead (2016) found little awareness among the 56 teachers in South Korea of their own leadership,

something echoed by Baecher regarding teacher leaders in New York: 'While 22 of the 24 teachers surveyed for this paper participated in many activities considered teacher leadership, less than one half of them recognized these activities as such'. This is a common phenomenon, with many teachers showing low levels of confidence in their leadership abilities (Muijs & Harris, 2003). Clearly, there is room for constructively challenging teachers' beliefs (see below).

Propensity for leadership is another component, something that TPB does not take into account (it focuses on intent, not the ability to carry out the intended behaviour). Greenier and Whitehead (2016) found that teachers thought 'the primary attributes of language teacher leaders […] were passion, and a predisposition towards collaboration and involvement. An underlying passion for languages, language teaching, and language learning was described by all of the teacher leaders […]'. Assessment tools exist that will give teachers insight into what is involved in leadership and their readiness for it. The Centre for Strengthening the Teaching Profession, for example, has created 'Teacher Leader Self-Assessment' (https://cstp-wa.org/), covering six areas, including:

> Working with adult learners
> Communication: including 'building relationships' and 'technical skills'
> Collaboration: including 'collaborative skills' and 'organisational skills'
> Knowledge of content and pedagogy
> Systems thinking: this includes the headings 'working within a system' and 'skills of advocacy'
> Equity lens: including the headings 'self and identity', 'understand race, power and privilege', 'facilitate' and 'Applies Culturally Relevant and Responsive Practices'.

For all their usefulness, such studies and tools describe what successful teacher leadership looks like, not necessarily how to achieve it, or how to avoid the inevitable obstacles on the path to its development. For that we must turn to some additional sources of information, including the chapters in this book.

Starting at perhaps the most personal of all leadership planes, Tammy Gregersen and Hayo Reinders argue for the importance of wellbeing in

the development of teacher leadership. They identify eight 'mature mental mechanisms' that impact teachers' effectiveness in the long term:

> Affiliation (confronting emotional adversities by looking to others for assistance or support)
> Altruism (the dedication to fulfilling the needs of others), anticipation (considering possible emotional reactions to future problem)
> Humour (seeing the lighter side of things)
> Self-assertion (frankly expressing your feelings and thoughts to achieve goals)
> Self-observation (reflecting on your own thoughts, feelings, motivation and behaviour)
> Sublimation (channelling emotions into socially acceptable behaviour rather than expressing potentially unprofessional or 'unacceptable' feelings or impulses)
> Suppression (deliberately choosing not to indulge in conscious thought, feeling or action, but instead focusing on more urgent matters without being distracted by every impulse that arises)

Although focusing on teachers' self-care, and recognising that this would have to constitute a prerequisite for (sustainable) leadership, Gregersen and Reinders remind us that 'teachers cannot do it alone. They need systematic institutional support (including social, cultural, and political) that prioritizes their wellbeing in all of the components of the education system'. In addition, the development of the above attributes and attitudes can be positively impacted by supportive colleagues, explicit instruction and guided practice and by integrating topics of self-care and personal wellbeing into teacher education. Linking back to the Theory of Planned Practice, all of these influence teachers' long-term attitudes towards leadership, their ability to negotiate social norms and regulate perceived behavioural control.

The ability to maintain wellbeing is particularly important when teachers face a range of obstacles in the form of normative beliefs and control beliefs that can impede their willingness and ability to assume leadership. Investigating these and how they uniquely impact subjective norms and perceived behavioural control differ for teachers of different backgrounds is an important first step in better understanding WTL. Laura Baecher, Araceli Salas, Luciana de Oliveira, Jennifer Pendergrass, Lenora Haranaka

and Hind Elyas offer an impressive example of this that involved using collaborative autoethnography to 'explore how women in the field of English language teaching worldwide navigate their professional advancement'. By drawing on 'personal narratives as a source of understanding the complexities of leadership development' they were able to identify and develop a 'range of suggestions for the creation of empowering practices in which women in the ELT field can experience leader development and so have their voices heard, shared and amplified', such as the use of mentoring, networking and coaching, to name a few. This is an excellent example of leadership development at the personal level but obviously also something that could be encouraged and supported in the workplace and embedded in the profession through initial and ongoing teacher development. Either way, I would contend such practices are a key factor in enhancing WTL.

Continuing with factors operating at the personal level Andy Curtis, Okon Effiong and Mary Romney used reflective interviews to provide insight for the experiences of 'visible minorities' as leaders in language education, whose voices 'appeared to be few and far between, if present at all' in the existing literature. The personal accounts show the delicate balancing of conflicting aspirations and burdens that such leaders face. It also shows the importance of critical self-reflection and a deep understanding of the various assumptions, experiences and expectations that impact them. Such reflection could be included into the professional discourse, whether in the context of initial teacher training or beyond it, in order to impact control beliefs, or perceived ability to achieve desired long-term outcomes. Curtis and colleagues offer a number of practical suggestions for addressing such issues that, I would argue, can enhance perceived behavioural control.

Together, these chapters and the existing research literature point towards a number of facilitative actions that can be taken to support WTL. These have been included in the framework introduced further down. But first we must look at the role of leadership and its development at the organisational level.

The Organisational Component of Teacher Leadership

The educational context (school, university, centre) presents a complex web of interrelated affordances and obstacles for leadership to emerge. A number of such organisational conditions have been suggested (although often not based on empirical research). For example, the Institute of Educational Leadership offers a checklist (2008) that distinguishes between structural, interpersonal and social/cultural conditions. The former include access to resources (such as time). Many teachers already experience high levels of stress due to increasing workloads (Clandinin et al., 2015) and although assuming leadership roles has been shown to positively impact teachers' job satisfaction and wellbeing (Torres, 2019), there is an initial investment on the part of both the individual and the organisation, which requires adequate resourcing. *Interpersonal conditions* deal with the presence of positive relationships between teacher leaders and others, and the presence of effective teamwork between colleagues. *Social/cultural conditions* include the establishment of school standards and expectations for leadership; whether teachers are made aware of leadership activities; are encouraged to participate in and initiate leadership activities; whether there is a school-wide focus on learning and reflection; whether teachers are valued and respected; the presence of supportive principals/school leaders who model teacher leadership. This and other similar tools (see the 'school orientation to school renewal' instrument, for example: Shen et al., 2020a, b) and checklists can be fruitfully used as a starting point for schools to consider where improvements might be made.

Investigating leadership at the organisational level, Xavier Gutiérrez, Leila Ranta and William Dunn provide an interesting example of a research-practice partnership that was set up to enhance collaboration between the university and the language teaching community using an online community of practice. This became a 'hub for developing teachers' leadership qualities and leveraging those qualities in support of pedagogical improvement, innovation and change'. One recommendation from their study is 'to devote greater attention to the concerns of

practicing teachers and their classroom realities', so as to enhance teacher agency. Without such active involvement changes are likely to continue to be perceived as top-down impositions rather than opportunities for genuine collaboration and growth. The way in which organisations encourage and support such collaborations is clearly a key factor in teachers' norm beliefs and social norms, each of which impacts WTL.

Marella Tiongson's chapter deals with the specific case of interdisciplinary collaborations in the context of ESP writing classes offered by subject matter and language teachers in a Philippine university. It describes how in this and other contexts language goals often 'become subordinate to content goals, resulting in a lack of parity between language and content teachers, thereby relegating the language teacher to a lower position in the partnership'. She argues that one of the reasons why such disparities are hard to overcome is because of the academic insularity that exists, with different norms and epistemologies. In addition, deeper partnerships are difficult to achieve because 'teachers are not explicitly taught how to collaborate' and lack clarity on what the university's policies and expectations are. The variables Tiongson identifies are likely to negatively affect behaviour beliefs and norm beliefs and are likely to reduce WTL.

Clearly, there are many ways in which organisational conditions and actions can positively and negatively WTL. The framework introduced in the final section includes recommendations for leadership-supportive mechanisms that can be implemented. However, first we look at the final level of teacher leadership, the profession.

The Professional Component of Teacher Leadership

The wider profession (and beyond that society as a whole) has a major impact on WTL. Initial and ongoing teacher training, the setting of standards and the general discourse within the discipline (e.g. at conferences, in journals and in informal (online) teachers' community spaces) are some examples of the ways in which leadership is inculcated into

teachers' awareness. As Smylie and Eckert (2018) and others have argued, teacher leadership is not sufficiently systematically developed in pre-service training and Curtis (2022) found the same for in-service teacher, considering it 'one of the most commonly recurring themes' in the cases he analysed (2022, p. 108).

Underpinning much of the above is teachers' ability to recognise, reflect on, challenge and develop their multiple identities as well as the language ideologies around them. Elbwart and Keating's study in this volume concluded that 'critical reflection can lead to a change of attitudes and thus a (re-)construction of LTI in different learning environments which aim at providing a multifaceted perspective on language teaching', thus providing an avenue for teacher leadership development. Another such avenue is offered through critical reflection, or 'the process of critical examination of experiences, a process that can lead to a better under-standing of one's practices and routines' (Richards & Farrell, p. 7). Thomas Farrell, building on the concepts of John Dewey (1939), argues that 'the reflection itself must also be accompanied by a set of three essential attitudes to make it profound for the teacher or the leader'. These are *open-mindedness* ('a desire to listen to more than one side of an issue so that we can give attention to possible alternative views'), *whole-heartedness* ('overcoming fears and uncertainties to continuously review their practice') and *responsibility* ('careful consideration of the consequences to which an action leads; in other words, what the impact of our reflection is, as well as who is impacted by our reflection'). Clearly such attributes and the ability to engage in critical reflection do not develop overnight. They have the dual characteristic of being both a prerequisite for developing one's own leadership and benefitting from others' leadership in encouraging and supporting in the professional context, in particular in pre-service and in-service teacher development.

At the level of structured teacher preparation for leadership, William Davis and Brianna Janssen Sánchez argue that 'a stronger understanding is needed regarding the pathways—both semiformal spaces and formal programs—through which language teachers' leadership capacity can be developed to prepare them to address the needs of their specific contexts'. Especially with regards to formal programmes, more insight into their rationale and structures is needed, 'including how those programs

conceptualize language teacher leadership, the components of the program, and how the program is experienced by those involved'. Davis and Sanchez identify a number of ways in which teacher leadership can be fostered. For one, 'through a combination of programmatic and community support, teachers can begin to understand that leadership is already part of their identity and work'. This involves challenging of preconceptions of what leadership (and management) entails and welcoming the diversity of experiences goals and needs of potential leaders. They offer a number of practical suggestions for leadership programmes, such as drawing on previous participants as facilitators, modelling relational and distributed forms of leadership and facilitating communities of leaders, all of which will significantly impact teachers' control beliefs and perceived behavioural control.

Casting the net wider, Caleb Powers and Kathleen Bailey surveyed 223 teacher leaders of world languages in the United States of America to identify their leadership journeys, or 'the sequence, timing, and setting of experiences and influences that culminate in teaching professionals acquiring leadership responsibilities and (usually) gaining awareness of their potential to carry out those roles'. They identified six characteristics of leadership pathways: 'the timing and sequence of experiences; any catalysts that caused individuals to first act on their leadership potential; the locality, or context, in which the work took place; any external influences the leaders received; the leaders' motivations regarding their current responsibilities and/or future roles; and the individuals' overall perception of their pathways'. Their findings have important implications for the profession. For example, awareness of leadership was less likely to happen during university if it had not already developed earlier in teachers' lives. This means that professional programmes can probably do more to incorporate leadership awareness building and that future employers cannot assume that new teachers are clear on their potential on arrival into a new organisation. Another finding was that only a minority of respondents had had access to leadership training of any type and that informal resources such as role-models and mentoring were much more prevalent. This has implications for the types of support that organisations can offer and the ways in which teachers may be motivated to engage in leadership.

The Framework

Integrating the three situational domains (personal, organisational and professional) and combining these with the six components of the model for Planned Behaviour yield a 3 × 6 grid. Combining the insights from the chapters in this volume with the general literature on the drivers of WTL affords the drawing up of a framework for actions that can be employed by individuals, their schools and the wider community to support a move towards teacher leadership. Each of these presents a lever that can be adjusted, and is illustrated in the suggestions in each of the 18 cells that make up the framework.

	Personal	Organisational	Professional
Behaviour beliefs	Guided or self-reflection on prior experiences of leadership Understanding personal values and aspirations Shadowing of (teacher) leaders	Modelling distributed, instructional and other forms of teacher-oriented forms of leadership Sharing and celebrating of teachers' successes Identifying and supporting emerging teacher leaders Using assessment tools to review the conditions for teacher leadership Measuring and sharing the impact of (teacher) leadership	Introducing the wide range of ways in which teacher leadership can be manifested Evidence from studies on the impact teacher leaders have had, teachers' experiences and so on

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	Personal	Organisational	Professional
Attitudes towards the behaviour	Sharing of experiences of language teacher leadership Identifying role models Developing a willingness to challenge one's assumptions and step out of one's comfort zone Wellbeing practices	Providing the necessary resources for leadership responsibilities Offering leadership pathways and training for teachers Explicitly recognising the wide range of leaders and leadership practices in the organisation Providing venues for teachers to share concerns about leadership and potential/perceived lack of parity	Challenging ideas about leadership Encouraging risk-tasking Identity work Preparing teachers for self-care and personal wellbeing
Normative beliefs	Learning about the types of leadership and the ways they can be put in practice	Offering choice through a range of (optional) leadership options. Recognising the wide diversity of needs, experiences and goals among the teachers	Inviting teachers to explore how leadership practices can help them to achieve their personal aspirations
Subjective norms	Aligning external demands with internal aspirations Employing self-care	Critically investigating existing leadership expectations and practices Focusing on teacher wellbeing	Focusing on teacher wellbeing

(continued)

	Personal	Organisational	Professional
Control beliefs	Identifying inhibiting and facilitative factors and reflecting on how they can be overcome and who can be enlisted for support with this Networking Connecting with professional communities outside the organisation itself	Clarity on leadership expectations Provision of resources such as time and recognition for leadership activities Teacher leadership development courses and support Providing opportunities for networking Evaluations from teachers of their leadership experiences (leading and being led) in order to identify inhibiting and facilitating factors	Giving teachers tools to identify the opportunities for and obstacles to leadership Setting standards Developing resources Guidance on ways of dealing with obstacles Guidance on ways to enlist support
Perceived behavioural control	Personal SWOT analysis (strengths, weakness, opportunities and threats) Teacher leader self-assessment Confidence building Informal mentoring Informal coaching Participating in supportive networks Wellbeing practices	Mentoring programmes Coaching programmes Experiential learning opportunities, such as co-teaching or leadership shadowing	Constructive feedback Experiential learning opportunities during preservice training Developing critical reflection

Behaviour beliefs: The subjective probability that the behaviour will produce a given outcome or experience. *Attitude towards the behaviour*: The degree to which performance of the behaviour is positively or negatively valued. *Normative beliefs*: The perceived pressure to engage in a certain behaviour. *Subjective norms*: The perceived social pressure to engage or not to engage in a behaviour. *Control beliefs*: The perceived presence of factors that may facilitate or impede performance of a behaviour. *Perceived behavioural control*: People's perceptions of their ability to perform a given behaviour.

Looking Ahead

Three major caveats are in order. Theoretically, TPB assumes a well-defined domain with a clear understanding of relevant background variables and contextual drivers. We do not yet in the field of teacher leadership have such a knowledge base. A great deal more research is needed to identify and understand the interrelationships between the myriad background and situational variables that impact teachers.

Pragmatically, the framework attempts to explain intention and behaviour (and mediating variables therein), not predict outcomes. Just because someone is willing to lead does not make them a good leader. Although many of the mediating variables that impact WTL (training, support) are likely to improve the chances of successful leadership behaviour, this is not guaranteed. In other words, there is practical merit in considering the use of evaluative tools, such as the Teacher Self-Assessment Tool developed by the Center on Great Teachers & Leaders (https://gtlcenter.org/sites/default/files/TeacherLeadership_TeacherSelf-Assessment.pdf) to (self-)identify likely success. Additionally, the framework does not list all of the component parts that make up leadership itself, but rather the mechanisms by which WTL may be impacted. For example, 'mentoring' and 'coaching' are included, but what skills might be developed through such activities is not detailed. This happens during implementation.

Practically, the framework is in its first iteration. For one, gaps, overlaps (some of the borders between individual cells are porous) and inaccuracies will have to be addressed. It can be made more useful by linking to various resources that could be used for each of the activities, for example by linking from 'setting standards'(under Control Beliefs at the Professional level) to illustrations of such standards from different organisations and countries. This is planned for the next version of the framework. On the other hand, a potential benefit is that the framework can reveal potential gaps in our understanding and a need for more research.

The contributions to this chapter both individually and collectively highlight the importance of teacher leadership and the significant need for greater support for teachers in its development and the necessary research to underpin this. I am grateful to the authors for placing teacher

leadership more firmly on the map and it is my hope that this chapter and the subsequent ones will inspire a new generation of researchers and practitioners to help us better understand teacher leadership and its development.

Reflection Questions

1. What are your beliefs about leadership? Where do they come from?
2. What factors mentioned in this chapter influence your WTL (Willingness to Lead)?
3. What resources (internal or external) do you have to help you overcome any challenges to your WTL?

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