


*Facilitating Teacher  
Leadership in Asia:  
A Case Study of Change in Thailand*

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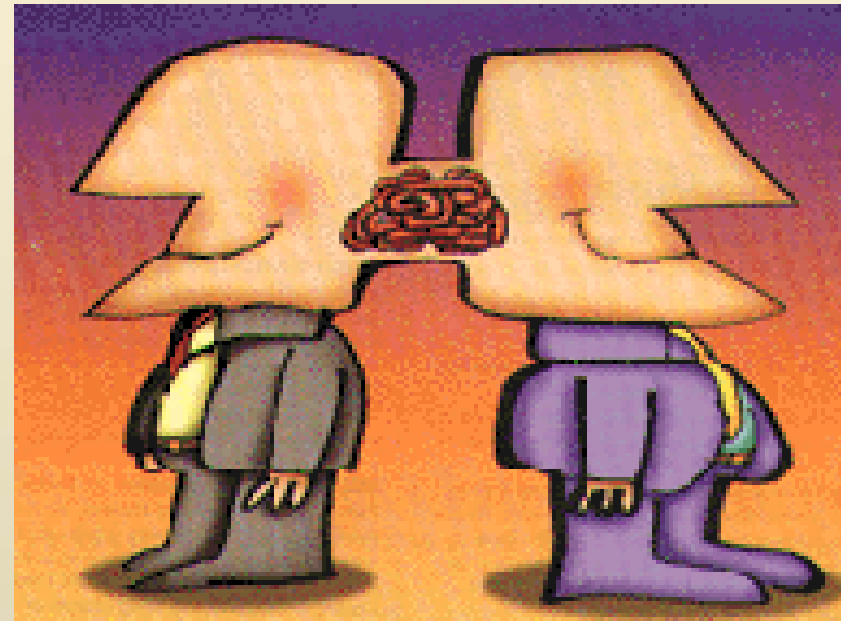
# *Objectives*

- 1. To reflect on the rationale for teacher leadership*
- 2. To identify conditions principals create to support teacher leadership*
- 3. To consider the impact of the cultural context for teacher leadership in Asia*
- 4. To share my own experience seeking to develop teacher leaders in Thailand*

# *What is a smart school?*

"Imagine that you would become a better teacher simply by virtue of being on the staff of a particular school -- just from that one fact alone."

J.W. Little



# *Defining Teacher Leadership*

*"The process by which teachers, individually or collectively, influence colleagues, principals, and other members of school community to improve teaching and learning practices with the aim of increased student learning and achievement."*

*York-Barr and Duke 2004*





# *Assumptions Behind Teacher Leadership*

- 1. Complexity requires more people to contribute expertise*
- 2. More effective decision-making results from involvement of those with knowledge and expertise of the students*
- 3. Greater teacher commitment to implement change results when they are involved in decisions that affect them*
- 4. Career development requires opportunities for teachers to grow within the profession*
- 5. Teachers themselves grow through accepting leadership opportunities*
- 6. Students benefit when teachers are fully engaged and growing in their knowledge and their job*

# *Roles of Teacher Leaders Sharing Responsibility with Principal*

- *Roles*
  - *Subject Leaders*
  - *Curriculum Coordinators*
  - *Peer Coaches*
  - *Grade Level Team Leaders*
  - *Mentors*
- *Varying degrees of role formalization and formal authority*



# *Instructional Leadership Model*

- *Creating a Vision and School Mission*
- *Managing the Instructional Program*
- *Developing a Positive School Learning Climate and Culture\**

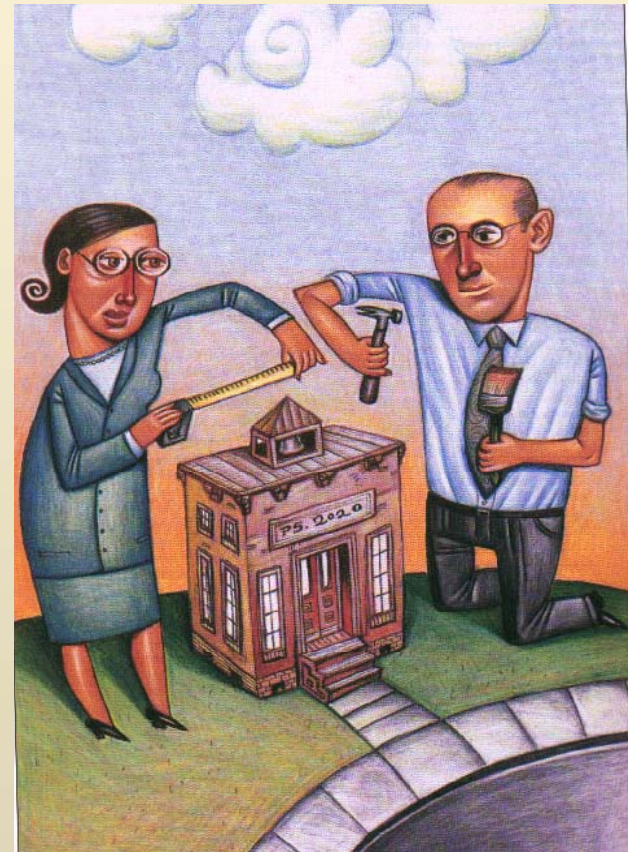


\* Hallinger, 1983, 2005

*Facilitating Teacher Leadership*

# *Means of Leadership Influence*

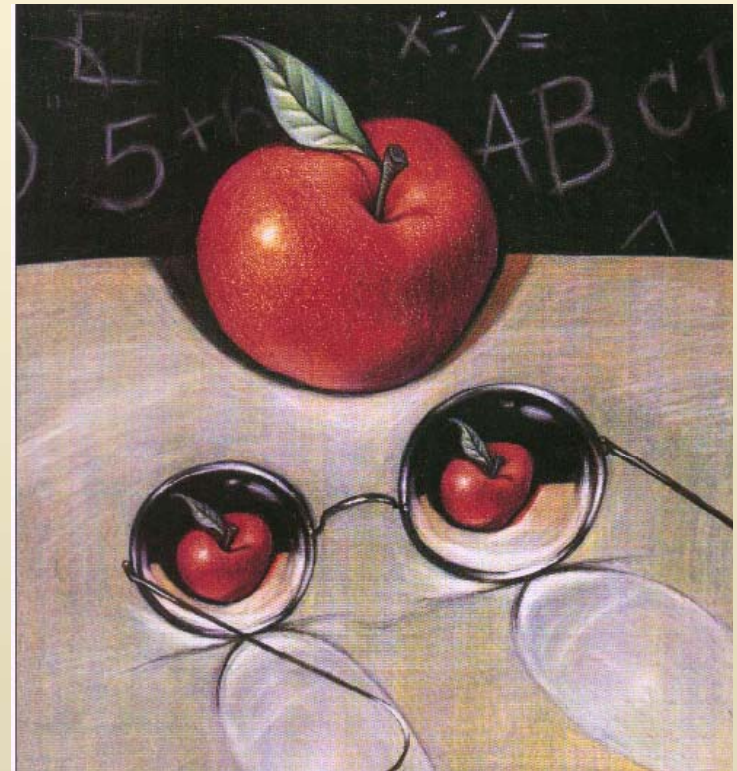
- *Formal role authority (e.g., Dept. Head)*
- *Subject and/or teaching expertise*
- *Moral authority*
- *Referent power (i.e., social influence)*
- *Modeling practice*





# *Conditions that Impact Teacher Leadership: School Culture*

- *Shared vision of learning*
- *Collaborative culture*
- *Focus on learning*
- *Teachers as role models*
- *Teacher initiative and risk-taking is valued*
- *Supportive climate for adult learning*



# *Conditions that Impact Teacher Leadership: Roles & Relationships*

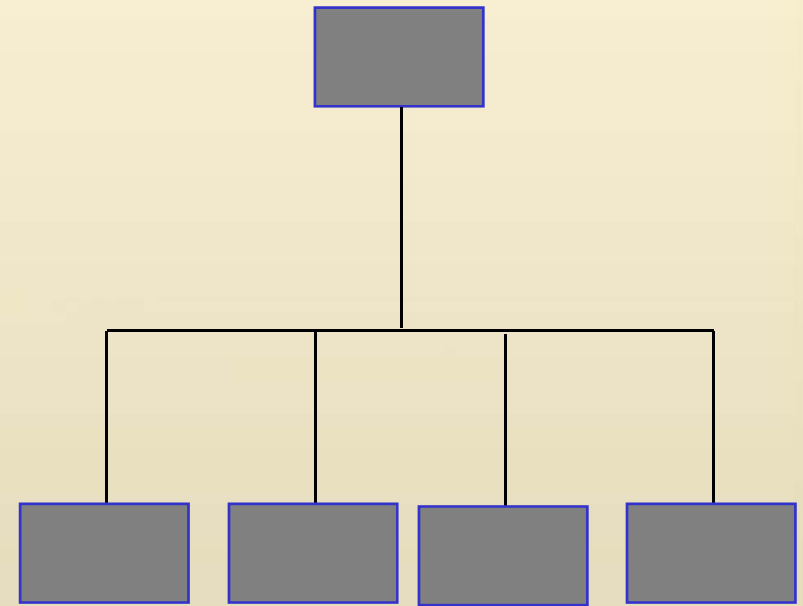
- *Colleagues recognize and respect teachers with expertise*
- *High level of trust among colleagues*
- *Principal support for teacher leaders*
- *Clarity in role relationship of teacher leaders with principal and others*



What's my role?

# *Conditions that Impact teacher Leadership: Structures*

- *Teacher leadership exists in a context of participatory decision-making*
- *Clear rewards for taking on leadership roles*
- *Schedules support ability to meet and share (e.g., coaching etc.)*



**Teacher Leaders**

- Respected teachers
- Learning oriented
- Leadership capacity

**Leadership Work**

- Valued
- Visible
- Negotiated
- Shared

**Conditions**

- Supportive culture
- Supportive principal and colleagues
- Time & resources
- Development/training

**Means of Leadership Influence**

- Focus on T & L
- Trusting relationships
- Formal & informal influence

**Targets of Teacher Leadership**

- Individuals
- Teams
- Organizational Capacity

**Intermediary Outcomes**

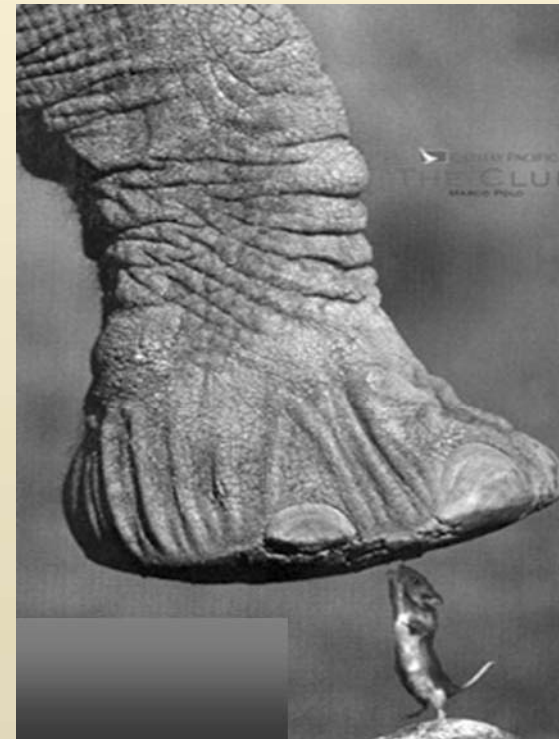
- Improvements in teaching and learning practice




A Model of Teacher Leadership  
York-Barr & Duke, 2004

# *Conditions that Impact teacher Leadership: Social Culture*

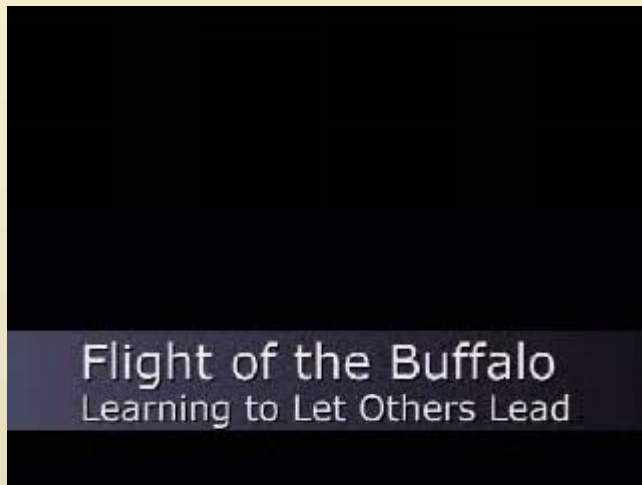
- *"Empowerment" concept comes from Western societies which value equality of status*
- *Asian cultures emphasize status differences to show respect (e.g., age, rank, role)*
- *Norm of "collectivism" creates disincentives for teachers to differentiate role or actions from colleagues*






# *Leadership that Facilitates Teacher Leadership*

- *Create a shared vision of learning*
- *Create enabling roles, culture and structures to support teacher leadership*
- *Motivate each other through shared values and modeling*



Flight of the Buffalo  
Learning to Let Others Lead



*Case Study of  
Facilitating Teacher  
Leadership in Thailand*

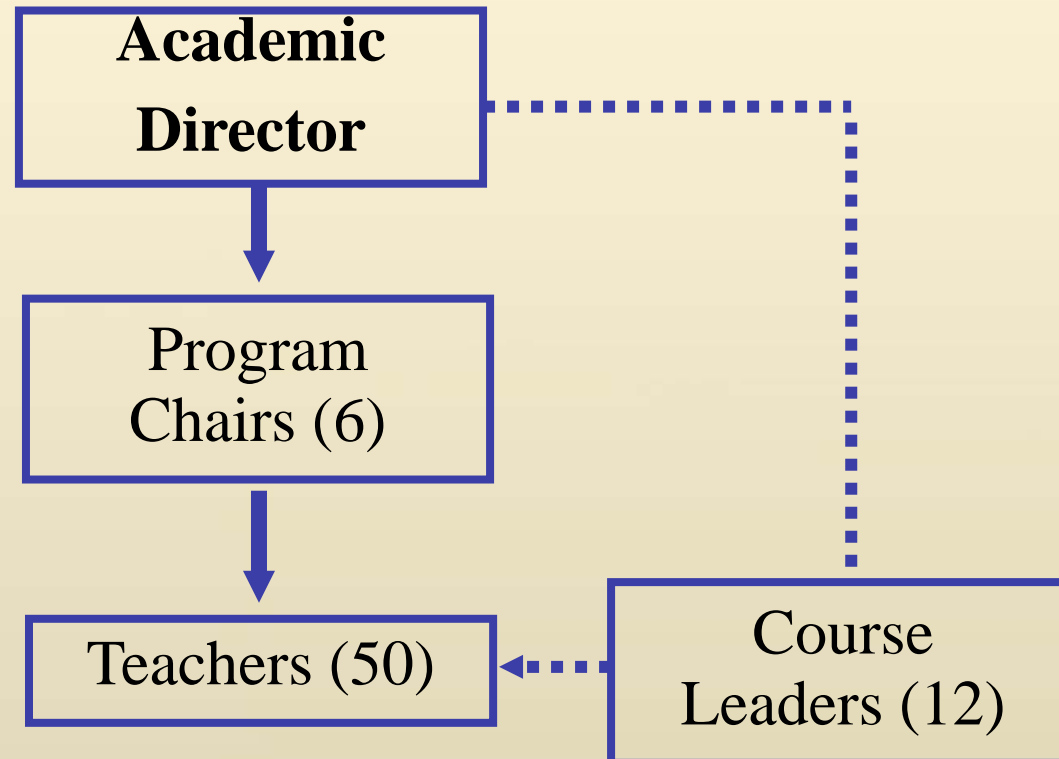
# *Case Study of a Business School*

- *Two-year Master degree*
- *750 students*
- *50 faculty members*
- *12 course leaders*
- *Part of a larger 6-year quality effort aimed at creating a "learner-centered school"*





# *Organizational Structure*





## *Purposes of Teacher Leadership in Our Context*

- *Increasing teacher commitment and involvement*
- *Sharing expertise among faculty members*
- *Socializing and developing the skills of new faculty through informal mentoring*
- *Empowering more people to contribute expertise*
- *Increase curriculum coordination*
- *Increase the quality of student assessment*
- *Reduce the work load of Senior Managers*
- *Succession planning for future leaders*



# *Leadership Role: Course Leader*

- *Role*
  - *Not a management role*
  - *Course leaders designated for 12 courses*
  - *Leaders and teachers are a mix of different nationalities, about 50% are Thai*
  - *Selected by management based on expertise*
- *Responsibilities*
  - *Coordinate course planning, development, and delivery among a team*
  - *Develop exams with colleagues*
  - *Responsible for grading across class sections*
  - *Informal peer coaching for new faculty*
  - *No evaluation*



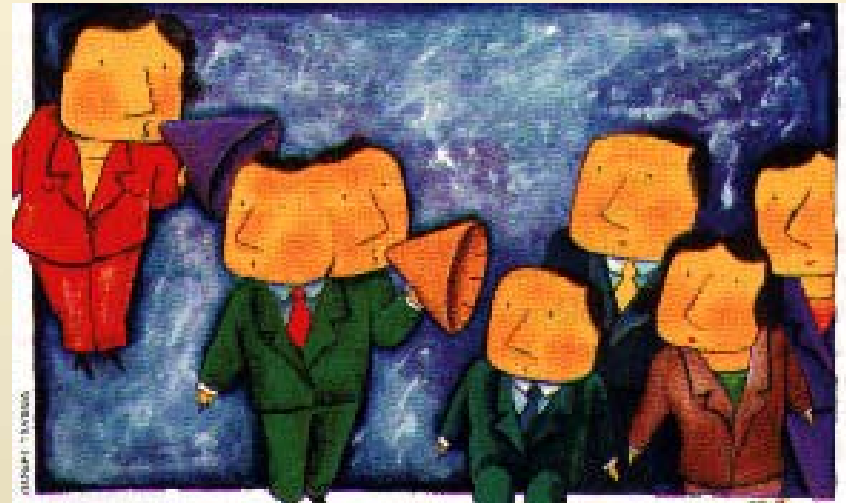
## *Innovations Implemented Through Teacher Leaders*


- *Implemented multi-media library to support teaching linked to classrooms*
- *Strong shared focus on teaching quality evaluated each term*
- *All faculty trained in basic teaching model and PBL*

- *Use of "common course curriculum" by faculty*
- *Design and use of problem-based learning "track" in the curriculum*
- *Extensive use of video cases developed by faculty*
- *Use of performance-based assessment*

# *Obstacles to Teacher Leadership in our Context*


- *Autonomy vs. Interdependence of cooperating faculty*
- *Time to meet*
- *Role ambiguity and lack of authority*
- *Finding the "right" reward structure*





## *Supporting Conditions in Place*

- *Strong authority backing the Teacher Leaders from the Academic Director*
- *Training for the Teacher Leaders to enhance their expertise*
- *Respect for the expertise of the Teacher Leaders among their colleagues*
- *A strong quality-focused culture and shared vision of innovation-driven improvement*
- *Resource support for curriculum development (e.g., PBL project design, subscription to web sites for downloading video clips) as well as training*



# Results

- *All Teacher Leaders have remained in their roles*
- *Increased organizational capacity for innovation*
- *Supported collegial implementation of staff development in teaching, curriculum, assessment*
- *Has led to growth among teacher leaders as evidenced by initiative in undertaking new curriculum development and conducting workshops*
- *Has supported Succession Planning as two of our Teacher Leaders have moved into formal management roles as Program Chairs*

# *The Impact of Cultural Issues*

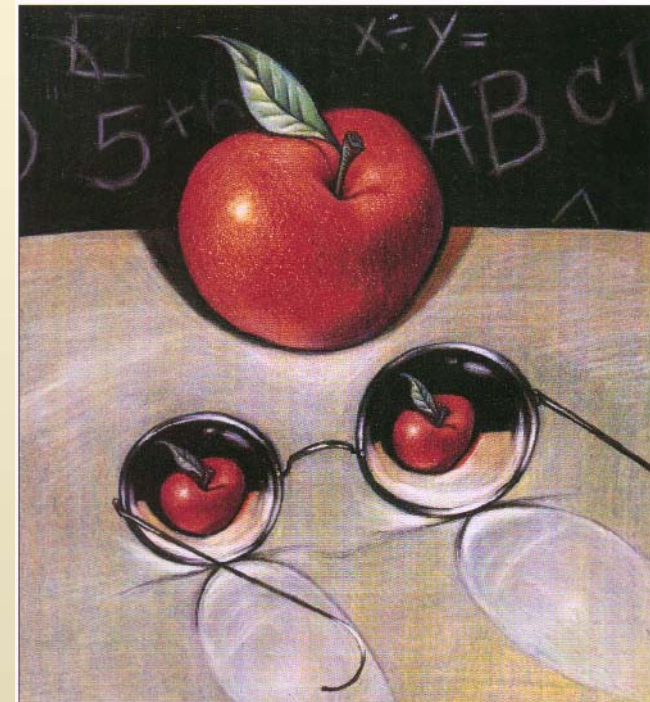
- *In the Thai context, lack of formal authority and status can be an obstacle to informal Teacher Leaders*
- *When the Teacher Leader was not sufficiently Senior in age there have been some problems of acceptance by colleagues*
- *Collectivist norm of Thai culture was only a problem when the Subject Leader was not sufficiently respected for expertise*





# Lessons Learned

- *Teacher leaders can work effectively in a Asia*
- *Many of same **conditions** as in "Western" contexts*
- *Asian cultural norms do impact implementation especially power relations*
- *Need to legitimize the "role and structure"*
- *Requires coaching, feedback and support from the principal*



*“I come into a world of iron, to make a world of gold.”*

You spoke of the dream and of the quest,  
How you must fight, and how it doesn't  
matter if you win or lose, if only you follow  
the quest. What is the **quest**?

To dream the impossible dream,  
To fight the unbeatable foe,  
To bear with unbearable sorrow,  
To run where the brave dare not go.

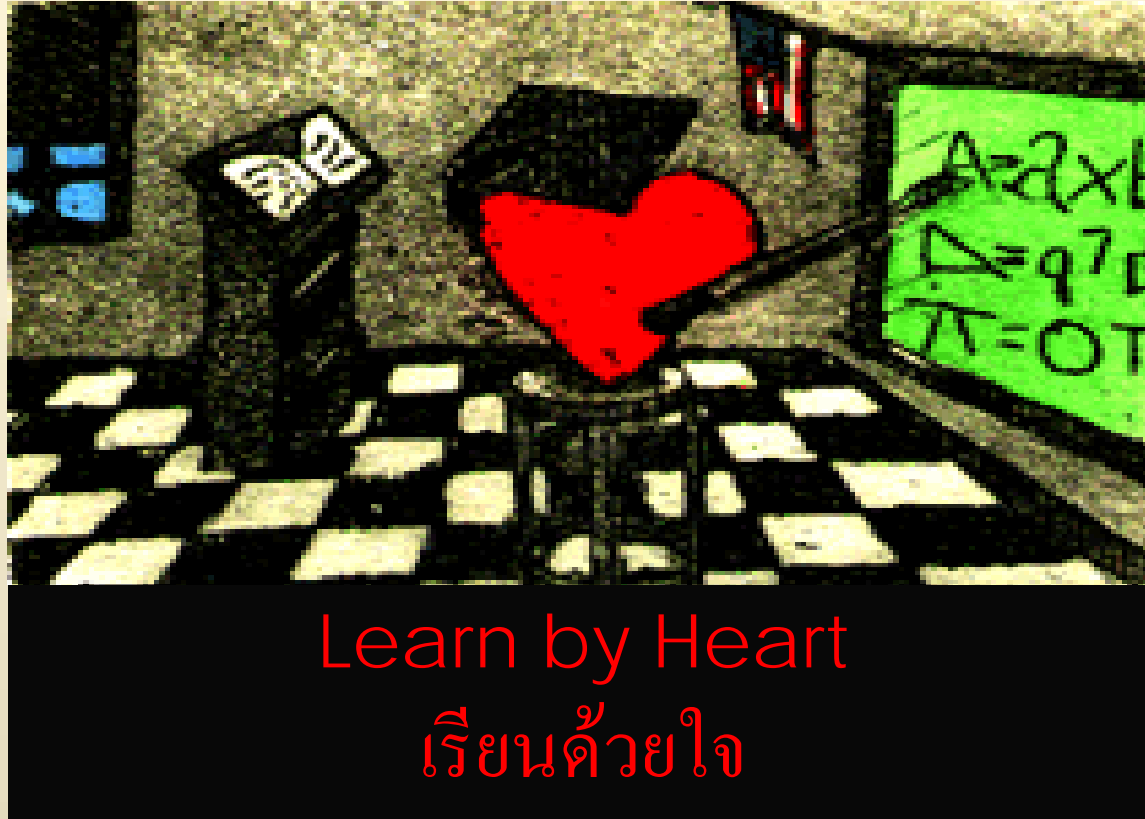
To right the unrightable wrong,  
To love pure and chaste from afar,  
To try when your arms are too weary,  
To reach the unreachable star.

To try though you're wayworn and weary,  
Though you know it's impossibly high,  
To live with your heart climbing upward,  
To reach the unreachable star.



From the Movie – The Man of La Mancha

# “เข้าใจ” - *To Understand*



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