Lessons from Geese
Not the Lone Ranger - Leadership Takes a Team

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Cherry Hill Public Schools
What made you want to become a leader?

- What opportunities did you have?
Goals:

- To identify the importance of creating teacher leadership in your own buildings.
- To identify the growth mindset cultivating teacher leadership.
- To map out opportunities that exist in your buildings to build on or create teacher leadership.
What is ‘teacher leadership?’
“Within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change.”

- Marilyn Katzenmeyer & Gayle Moller, *Awakening the Sleeping Giant*, (2001)
What does the research say about teacher leadership?

“The best solutions to problems in education may just come from those closest to the students.”

“Everyone benefits when teachers have space for collaborative problem solving.”

-Ariel Sacks (2013)

What does The Research Say about Teacher Leadership?

“..educators can work to build collective efficacy and improve the learning environment for students by looking collaboratively at their grading practices, creating restorative justice programs, or finding strategies to improve their teaching of conceptual understandings to students. What matters is that teachers are able to take charge of an element of teaching and learning and see the difference they can make through working together.”

- ASCD July 2019 / Volume 76 / Number 9 - High Powered Teams
- How Collective Teacher Efficacy Develops, P. DeWitt
Think about what you just heard—
With people around you bounce an idea off of it to discuss.
For example: start your sentence with—
“That reminds me of…”
“I agree, because…”
“True, another example is when…”
“That’s a great point…”
LEADERSHIP
The video is considered a prime example of leadership at its core. We see examples of children as leaders, as well as adults.

What do you think each of the following?

- Leaders are born, yes/no? Why?
What do you think?

- Leaders are molded - yes/no? Why?
WHAT DOES LEADERSHIP LOOK LIKE IN YOUR SCHOOL/DISTRICT?
Seven conditions for TEACHER LEADERSHIP

The seven domains were identified by Mark Smylie and Jon Eckert as consultants to the Center for Teaching Quality. For a more detailed review of the literature undergirding these conditions, see their paper, “A framework for teacher leadership development and a close look at school organizational conditions that may support or impede it,” presented at the 2014 Annual UCEA Convention.

How do we as administrators either enhance or extinguish these conditions?

ACTIVITY

On chart paper, identify the different types of leadership opportunities that currently exist in your building for teachers.

External

Formal

Informal

Internal
Activity Continued...

When your chart is complete hang it on the wall.
Let’s Discuss...
A Debrief
## What it looks like in Cherry Hill Public Schools

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<thead>
<tr>
<th>External</th>
<th>Social Media</th>
<th>Networking</th>
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<tbody>
<tr>
<td>District PD</td>
<td>Presenters (flex)</td>
<td>Presenting at Conferences and Workshops</td>
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<td>PLC</td>
<td>Pursuing Leadership</td>
<td>Degree/Certification</td>
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<td>CPEACE</td>
<td>EdCamps</td>
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<tr>
<th>Informal</th>
<th>Self-initiated, organic opportunities</th>
<th>Seeking Mentoring</th>
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<tbody>
<tr>
<td>Formal</td>
<td>Coaching</td>
<td>Leadership Team</td>
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<td>ORDINATORS</td>
<td>Restorative Practices</td>
<td>SCiP Team</td>
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<td>I&amp;RS/Success Teams</td>
<td>LEADERS/Collaborative Conversations</td>
<td>Volunteering</td>
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Teacher Leaders at work...
WHAT DOES TEACHER LEADERSHIP MEAN TO YOU?

Megan: “It means that others in the building see you as a resource, someone to go to when they need support in a specific area or someone to bounce ideas off of.”

Andrea: “Teacher leadership means being a good listener, a good communicator, and being willing to try out new ideas and methods. Being a teacher leader requires me to be a representative of my colleagues and my students at different times. It means being open and willing to learn as well as to help others learn.”

Sarah: “Leadership opportunities came when I questioned myself... I realized this, I SOUGHT to impact students, school culture and instruction by engaging in tough conversations, challenging the status quo, and preparing for the hard and meaningful work that lay ahead.”

Dave: “I’ve always been motivated to improve... in teaching and coaching. Teacher leadership is reflecting on your practice, seeking feedback and then sharing that with your colleagues.”
How did you develop as a teacher leader?

Julie: “I am part of online PD communities. I work with other teachers that I admire. I listen to other teachers. At times I read article about best practices and I am always striving to learn and grow.”

Angie: “I feel like I have a positive relationship with my department and love sharing ideas.”

Sarah: “As I reflected on the first few months in my new administrative role, I can say with certainty that my leadership opportunities came from a group of people that never said ‘no’, that always cultivated an environment where it was ok to take risks, and that gave me their time.... Leadership is calling your mentee after school and saying, “what happened today, how are you doing, and let’s work to solve this together.”

Dave: “My teaching role has evolved and I found myself in a new and challenging situation. The team I work with believed in me, supported me with resources and time. They stayed late to hear my ideas and engaged in deep dialogue as I took on this challenge.”
Thoughtful Challenge

How will you continue to cultivate leaders in your building/district?
QUESTIONS?

thank you

BYE!