



مجله‌ی علمی-تحقیقی حوزه‌ی علوم
اجتماعی پوهنتون کابل، ۳ (۳) ۱۳۹۹

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تقریظ دهنده: پوهندوی یلدا عظیم

چکیده

این مقاله معلومات ارزنده را در مورد ابعاد مختلف رهبری مرتبط به تدریس مؤثر بیان می‌دارد. طی این مقاله بیشتر بالای موضوع رهبری تدریس تمرکز نموده ایم. در ابتدا هدف و تعریف از رهبری تدریس را بیان داشته و متعاقباً نقش‌های کلیدی یک استاد و یا معلم را من حیث یک رهبر مورد بحث و تشریح قرار داده شده است. رهبریت بحث جدید نیست، بلکه در طول تاریخ انسان‌ها شایستگی‌های رهبریت را در ماحول‌های مختلف از خود نشان داده اند که نشان‌دهنده‌ی دست‌آوردهای چشم‌گیر بوده اند. می‌توان رهبریت را در ماحول آموزشی، جایی که استادان می‌توانند از طریق رهبریت خوب باعث دست‌آوردهای چشم‌گیر شاگردان گردند. شواهد ادبیات بین‌المللی نشان می‌دهد که رهبریت مؤثر به شکل غیرمستقیم ولی با قوت بالای اداره و دست‌آوردهای شاگردان تأثیرگذار می‌باشد (Leithwood & Jantzi, 2006).

اصطلاحات کلیدی: رهبری؛ استاد؛ بهبود؛ نوع رهبری؛ صنف درسی

Teaching Leadership

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Abstract

This Article will provide valuable information on different aspects of leadership relevant to effective teaching. This paper will focus on teaching leadership. Initially, it will define teaching leadership and explain key roles of teachers as leaders. Leadership is not a new phenomenon; throughout the course of history, human beings have demonstrated leadership qualities in different contexts which has led to significant achievements. And, the same could be applied at the context of education where teachers could have significant impact over the improvement of organization and students learning through demonstration of good leadership skills. The evidence from the international literature demonstrates that effective leaders exercise an indirect but powerful influence on the effectiveness of the institutions and on the students' achievements (Leithwood & Jantzi, 2006).

Keywords: Leadership; Teacher; Improvement; Leadership Style; Classroom

ارجاع

بهرام، زیتون. (۱۳۹۹). رهبری تدریس. مجله‌ی علمی-تحقیقی حوزه‌ی علوم اجتماعی پوهنتون کابل، شماره ۳ (۳)، صص ۳۳۳ - ۳۴۳.

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Introduction

Leadership plays a crucial role in every context. Be it political, economic, social or educational contexts, leadership has emerged to be a pre-requisite for achieving success. Leadership is widely accepted as being a key constituent in achieving educational improvement. Today, more than ever before, leadership has emerged to one of the most discussed and required skills to ensure stability, sustainability and effectiveness of an organization. Specially, in the context of higher education, leadership is considered as one of the most important phenomena. The impact of a good leader on institution of higher education is invaluable. And, teachers with remarkable leadership skills are always differentiated from the rest based on their commitment and effectiveness in handling the classes.

There is no single definition for teacher leadership as different experts define the term in various ways (Jackson et al, 2010). Childs- Bowen indicates that teachers become leaders when they act efficiently in professional learning communities to affect student learning, contribute to institutional improvement, inspire excellence in practice, and empower stakeholders to participate in educational improvement.

Furthermore, Crowther (2003), says that teacher leadership facilitates principled action to foster whole-institution success; teacher leaders transform teaching and learning and tie the academic institution and community together, and advance the community's social mission and quality of life.

Murphy states that teacher leaders hold influence outside of the classroom and are autonomous in their own work. Still, they do not engage in managerial or supervisory tasks (Jackson et al, 2010).

The above definitions clearly demonstrate the fact that leadership has a growing role in the success and effectiveness of teaching where teachers hold a key position not only in the class room but also at the overall success of the institutions.

Leaders play a significant role in identifying as well as supporting learning. Leadership works on shaping the teaching institution such as setting goals and structure, instructions to be followed, the number of students in each section, the forms of pedagogy among others. Needless

to say, that these factors are responsible for the learning of students which are pre-set by leaders as part of their job (Khasawneh & Futah, 2012).

Khasawneh & Futah (2012), concludes that the transformational and democratic leadership styles have positive influence on student learning. The study of the informal and formal teachers' leadership styles in Australia found that teachers' behavior and their democratic leadership style had an influence on students' success, their citizenship feeling and their interaction with colleagues.

Key Roles of Teachers as Leaders

Teachers play two key roles within the framework of the context they function which are coaching and Learning Team Facilitators (Jackson et al, 2010). Coaching has been found to enhance other forms of teacher professional development.

On the other hand, Harrison & Killion (2007), write that teachers with leadership qualities play 10 crucial roles:

1. Resource Provider: teacher leaders are resource providers who gather and analyze valuable resources to be dispersed to the students.
2. Instructional Specialist: teacher leaders come up with innovative and effective teaching strategies to ensure effective teaching and impact over students' learning.
3. Curriculum Specialist: teacher leaders understand the contents, standards, various components of curriculum that help them in developing effective curriculums in pursuit of effective teaching.
4. Classroom Supporter: Teacher leaders help other teachers in the classroom to ensure successful implementation of the developed curriculums.
5. Learning Facilitator: Teacher leaders develop a learning environment in the institution where teachers extend their knowledge and skills so that others learn.
6. Mentor: Teacher leaders serve as the role models for new teachers and advise them about instructions, curriculum, procedure, practices and culture.



7. Institutional Leader: They support institution's initiatives, share the vision of the institute, align their professional goals with those of the institution, and share responsibility for the success of the institutes.
8. Data Coach: Teacher leaders act as coach to both students and peer teachers and play as a guide for effective instruction.
9. Catalyst for Change: Teacher leaders always strive for bringing positive changes inside the classroom and around the institution as a whole.
10. Learner: teacher leaders continuously strive for learning to ensure continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Teacher Leadership Skills

Several authors have suggested the required skills that might be necessary to fill the role of a teacher leader. The below skills are the personal skills rather than knowledge based skills as teachers must have the knowledge of their subject to be considered for a teaching job. However, according to (Jackson et al, 2010). below skills are of particular to the teachers will good leadership qualities.

Work ethic: Teacher leaders have been described as persistent, resourceful, action oriented, committed, and energized. The passion they have for their mission allows teacher leaders to find the motivation and courage to persist in the face of challenges and obstacles.

Teamwork: Because teacher leaders must work with many constituencies (to improve teaching practice and promote positive change within the larger learning community) they should have good teamwork skills. They must possess the ability to build solid relationships with colleagues, students, administration, and the community. To build such relationships, they must be able to engender trust, work well with colleagues and students, communicate effectively, and resolve conflict.

Leadership: Closely related to teamwork skills are leadership skills, as, often, leadership is necessary to promote good teamwork. Teacher leaders can lead by engaging, inspiring, and motivating students to improve and become better through their actions. They are able to lead by effectively communicating with students and colleagues and informing them of their goals in ways that garner support for their vision.



Openness: Teacher leaders are adaptable, open-minded, and creative. They are open to exploring options to gather the necessary resources to improve the state of education. Furthermore, teacher leaders are able to adapt and adjust to situations through their creativity and flexibility.

Vision: Related to the concept of openness to new ideas, a good teacher leader has enough vision to be able to identify opportunities for improvement or to fix problems within the class. They actively seek out such opportunities rather than simply waiting for them to appear. They also have the ability to see the big picture and how/ what they are doing fits into the larger goal of student learning.

Positive affect: Positive emotions have been demonstrated to have a number of beneficial outcomes. For example, the presence of positive emotions can help people to think more creatively, deal with stressful situations, be more engaged in activities, and build social relationships. As such, it is not surprising that successful teacher leaders often succeed with the help of positive affect. Their tendency to display optimism, enthusiasm, and confidence leads others to think creatively and work together to solve problems.

Risk taking: Teacher leaders are willing to take risks in order to achieve their goals. They are willing to take the chance to attempt new and innovative initiatives despite the fact that what they are doing may end up failing and expose them to external criticisms.

Teaching related skills: Teacher leaders display outstanding teaching skills, hold a comprehensive philosophy of education, and are relatively altruistic. Furthermore, they have a deep understanding of various theories and practices of teaching. Teacher leaders are willing to expand their role as teacher to develop their career, and have the time, energy, and patience required to assume such a role (Jackson et al, 2010).

Hence, it could be perceived that teachers can demonstrate skills beyond those of teaching such as risk taking, setting vision, leading the team and students, motivating the students and peers among the others. Thus, teachers act beyond the traditional scope they pursued and now show high level skills to contribute to overall institutional and students' development.

Teachers' Leadership Styles

There is no single effective teachers' leadership style. Teachers have to shape their leadership style in consensus with the situations offered. Hence, this paper discusses the six common leadership styles pursued by teachers and the impact of teachers' leadership over students' learning.

As like other professions, teachers tend to demonstrate different leadership styles considering the context and culture in which they function (Stremba & Bisson, 2009). state that teachers sometimes believe that a specific leadership style that works effectively in one situation is often the style the teacher uses in all situations. However, while facing the ground reality, they recognize that conditions change rapidly, students have different level of experience and individuals are developing their technical and interpersonal skills. Thus, the teachers require flexible leadership style that could respond to all aforementioned changes.

1. Autocratic Teachers Leadership

According to Dinham & Scott (2008), authoritarian leaders are high on demand and expect compliance from all concerned. They follow a traditional concept of leadership based on obedience and respect for positional authority and status. They tend not to consult with staff, students or the community, but expect their orders to be obeyed without question. This demonstrates that such teachers expect all followers to follow the direction set by them unquestionably and without certain negotiations or discussions.

Reflecting their low responsiveness, authoritarian leaders focus on procedures rather than people. Because of their use of rules, punishments and sanctions, they may be feared, rather than respected or liked. Recognition and positive feedback from the authoritative leader are lacking, although people may occasionally receive a blast from the leader as he or she reinforces control and authority through pulling people back into line and reminding them who is the boss. Standards and expectations of the authoritarian leader may be high and reinforced by extrinsic mechanisms. Control, consistency and order are emphasized at the expense of flexibility and compassion (Dinham & Scott, 2008).

2. Democratic Teachers Leadership

Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and lead to higher productivity, better contributions from students, and increased student morale. Democratic leadership style is also known as a leader who encourages all of his students involved in the class. Democratic leadership involves a team guided by a leader where all individuals are involved in the decision-making process to determine what needs to be done and how it should be done. The leader has the authority to make the final decision of the class (Razak et al, 2015).

There are benefits associated with the Democratic Leadership. Students are encouraged to share their thoughts, and students can generate better ideas and more creative solutions to problems. Students also feel more involved and committed to projects, making them more likely to care about the end results. Research on leadership styles has also shown that democratic leadership leads to higher productivity among students (Razak et al, 2015).

Okiriji et al. (2014), quotes from Fred (2001), that in a democratic system the students are surely involved in any efforts aimed at finding solution to the problems and planning the classroom of the organization. The leader in this style makes for easy flow of information and also provide avenue of steady feedback mechanism.

3. Laissez Fair Teachers Leadership

The laissez-faire leadership style means a passive role of the leader, who limits his or her participation as much as possible, leaving the students to take all initiatives. He / she exhibits a friendly attitude but by all he or she does suggests indifference and non-involvement: he / she hesitates when put in the situation of offering suggestions and constantly avoids any evaluation of participants' ideas or behaviors (Drobot & Rosu, 2012).

Irrespective of the concrete content of the manager teacher's work, his or her actions fall within one of the following: processing information, engaging interpersonal relations and decision making. The educator's roles are associated with the personal values and attitudes incorporated in the structure of each student's personality. The students address to teachers to get advice only if the latter are close enough to students, if the former trust to be understood and well advised. When they do it, students do not address to any teachers but only to those who understand them. Students wish to have closer relations with teachers in order to find in the latter moral support whenever they need it (Drobot and Rosu, 2012).

A teacher with this style seems tired, careless, disappointed or demotivated and satisfies the necessary minimum. The division of the work of teaching as well as the simplification of the tasks is thorough to the extreme, not offering any stimulant, and there is no challenge to be surmounted (Mahmood, 2007).

Furthermore Schumuk & Schumuk (1998), reveals that in Laissez Faire teaching leadership style, students are allowed to behave however they want, which generally leads to classroom chaos. This causes student frustration, a high level of stress, and a feeling of being totally overwhelmed and lost. The teacher cannot teach because the students aren't ready to learn. Students' achievement and self-esteem suffer.

Teacher Leadership Attributes

The teachers with exceptional leadership qualities need to demonstrate certain attributes, (Okiriji et al, 2014). Clark maintains that if a person is a teacher leader that can be trusted, then people will grow to respect him. To be such a teacher leader, there is a Leadership framework to keep in mind. A teacher leader should be a professional who is loyal to the organization, perform selfless service, take personal responsibility; possess good traits such as honesty, competence, candor, commitment, integrity, courage, straightforwardness, imagination). A teacher leader should know the four factors of leadership follower, leader, communication, and situation, in addition to his strengths and weakness, character, knowledge and skills. It is also important for him to understand the human nature, such as human needs, emotions and how students respond to stress. A teacher leader must also know his job, namely he

should be proficient and be able to train others in their tasks. He should as well know his institution such as where to go for help, its climate and culture. A teacher leader should provide direction, namely goal setting, problem solving, decision making and planning. He should also be able to implement goal through effective communication, coordination, supervision and evaluation. He should also be a powerful motivator by boosting the moral and spirit of people in the institution through training, coaching and counseling (Okiriji et al, 2014).

On the other hands, as cited in Okiriji et al. (2014), Good and Brophy identified some general attributes of teachers that contribute to their success in socializing students. These attributes include: Social attractiveness, based on a cheerful disposition, friendliness, emotional maturity, sincerity and other qualities that indicate good mental health and personal adjustment. Ego strength, exhibited in self-confidence that allows teachers to be calm in a crisis, listen actively without being defensive, avoid win lose conflicts and maintain a problem-solving orientation. Realistic perception of self and students, without letting perceptions become clouded by romanticism, guilt, hostility or anxiety. Enjoying students while at the same time, maintaining their identity as an adult, a teacher and an authority figure. It is good to be friendly but not overly familiar. It is also important to be comfortable with the group without becoming a group member. Clarity about teacher's role, and comfort in playing them, enables teachers to explain coherently to students what they expect. It is necessary to be patience and determined to work with students who persist in testing limits. Acceptance of individual, though not necessarily all of his or her behavior, and making this attitude clear to students. The ability to state and act on firm but flexible limits based on clear expectations is another requisite. It is also important to keep rules to a minimum and liberalizing them as students become more independent and responsible over time. Developing these personal qualities and using research-based principles for managing the classroom will set the stage for student socialization and will go a long way toward minimizing the need for disciplinary interventions (Okiriji et al, 2014).

Conclusion

This study has narrated a general description of leadership by defining it in different contexts. The study, moreover, defines teachers' leadership styles. It gives thorough description of the concept of teachers' leadership in the context of higher education which is further followed by description of most common and effective teaching leadership styles. The study also tries to show the implications of teaching leadership for the language training classes- specifically ESL classes.

According to Danielson, C. (2006), teacher leadership is a set of skills showcased by teachers who are able to influence students outside of the classroom and beyond. In addition, Katzenmeyer and Moller believes that teacher leaders lead within and outside of the classroom. A teacher leader is a member and contributor to a community of teacher learners. They are influential in the continued improvement of educational practice (Jackson, 2010).

Teachers are not meant to run the classroom; today, with in- depth analysis of different leadership styles, it has been proven that teachers can impact students learning behavior, institutional effectiveness, and can directly influence the society as a whole. Teachers with exceptional leadership qualities can motivate, inspire, energize and coach the students. Successful teachers set a vision for the students, direct, support and coach them to achieve the pre- requisite goals leading to the vision. And, thereby, the students feel more committed and aspired to pursue the goals.

Furthermore, teachers with effective leadership styles play remarkable role in the learning capacity of the students. Though there are different leadership styles pursued by teachers, autocratic, democratic, laissez faire, paternalistic and transformational are the most common ones.

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