


The call is for a radical change in thinking – a paradigm change

- collective responsibility is emphasized
- "us" replaces "me"
- shared and teacher leadership work best when we do not see or hear from them
- Shared and teacher leadership seek neither spotlight nor glory

We need to become each others' critical friends!



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The core assumptions underlying teacher leadership

When the teacher take more responsibility in leading:

- they also become active learners
- they expand and promote the leadership of the principal
- they develop the democratic community of students and all learners in the school

All teacher can lead

All teachers should lead



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Possibilities of teacher leadership


Lead by allowing leading to take place – be subordinate

- by supporting ideas presented by others
- by making your point openly

Lead as a member in your team

- Organizational learning takes place in teams and in interaction

Lead alone



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Possibilities of teacher leadership

Lead by example

- open and visible action is effective

Shared leadership is not "zero-sum-game", where someone gets something on the expense of others

- sharing leadership actually increases leadership potential

Shared leadership creates new leadership

- leadership cumulates

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The role of the principal

Hindering role:

- the principal sticks to his/her power and position
- delegating decision making and leadership involves risks
- principals' fear of extra work in guiding teachers
- the principal chooses only "clones" to become teachers
- personal safety and self-awareness

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The role of the principal

Supporting role:

- "you get what you asked for"
- shared leadership increases energy and creativity
- shared way of working increases learning
- pay attention to the different interest of teachers
- challenging tasks inspire
- be supportive and "safety" when facing risky situations (be available)
- give immediate feedback
- do not blame on failure; have joint responsibility

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