

Sabre Cherkowski

University of British Columbia, Canada

Jill Bradley-Levine

Ball State University, U.S.A.

This special issue started as a conversation about what has occurred in teacher leadership since York-Barr and Duke's (2004) seminal review. We aimed to explore what has been happening, and to identify promising avenues for "what's next" for teacher leader research and practice. We knew we wanted the special issue to be both a reflection on where we have been and the work that we have done as a community of scholars, as well as a look forward to developing teacher leader roles and responsibilities, ways of being and acting, and potential models for future collaboration among researchers and practitioners. We believe that the articles in this special issue addressing the theme, "Re-visioning teacher leadership for the 21st Century: What's next?" provide engaging insights that will help move forward this question.

Surveying the Field of Teacher Leadership: Looking Back

York Barr and Duke's (2004) review of the literature on teacher leadership has served as a seminal document, orienting the field to the research landscape and signaling gaps and needed advancements. Their definition of teacher leadership as "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" (p. 288) provided a description of what had been (and continues to be) an elusive, hard to define, phenomenon. In addition, their theory of action for teacher leadership provided one of the first conceptual frameworks upon which those of us who came later could expand the field of scholarship.

Mapping the conditions surrounding the rise of teacher leadership in the late 90's as part of the educational improvement model that morphed into the accountability movement, York-barr and Duke noted that "the concept of teacher leadership suggests that teachers rightly and importantly hold a central position in the ways schools operate and in the core functions of teaching and learning" (p. 255). As such, teacher leadership became inextricably merged with continuous improvement of teaching and learning, and with more active participation sought by and for teachers in shaping, through their leadership, the learning culture of the school. They reviewed 140 sources and answered several questions that served to clarify research on teacher leadership including:

- Why focus on teacher leadership?
- How is teacher leadership defined?
- What do teacher leaders do?
- Who are teacher leaders?
- What conditions influence teacher leadership?
- How are teacher leaders prepared to lead?
- What are the effects of teacher leadership?

From their review they noted that research on teacher leadership is largely atheoretical, mostly qualitative, small in scale, and using self-report methods to collect perceptions of the outcomes of teacher leadership. To continue growing teacher leadership with the ultimate aim of improving student learning, they called for a more solid theoretical foundation for teacher leadership research, for more robust research on the influences of teacher leadership on student learning, for learning how to better prepare and support principals to lead with teachers, and to develop more effective preparation and support structures for teacher leaders in their work.

A decade later, Wenner and Campbell (2017) reviewed teacher leadership research from where York-Barr and Duke left off, 2004-2013, and found that many of their calls for research had largely gone unanswered. They found that teacher leadership research remained mostly atheoretical, qualitative in nature, and still utilized small-scale, self-report methods. Building on the seven questions that framed York-Barr and Duke's review, they added questions about teacher leadership in terms of disciplinary differences, as well as how research on teacher leadership investigates issues of equity and social justice. Acknowledging that a definition of teacher leadership remained murky, they defined teacher leaders similarly to Margolis (2012), as teachers engaging in both classroom teaching and work outside the classroom to influence colleagues and/or school change. They found that the research mostly focused on conditions that affect teacher leadership, what teacher leaders do, and evaluation of preparation programs. Further, they concluded that teacher leadership offers benefits such as a sense of self-empowerment and the opportunity to empower others, growth in skills and knowledge, and new career advancement prospects. However, they also noted drawbacks associated with teacher leadership including tension with colleagues, stress that comes with additional roles and responsibilities, limited training options, and inadequate structures to support teacher leaders.

Of importance, Wenner and Campbell (2017) noted the gap in the research linking teacher leadership to student outcomes. They also determined that further research was needed on the effects of teacher leadership on teacher leaders themselves, as well as those with whom they work. Additionally, investigations of teacher leaders' work toward equity and social justice are needed. Finally, they found that research is still surprisingly atheoretical, and suggested a need to build theory based on robust research that can guide practice in a meaningful and reliable way. The field of teacher leadership has grown since York-Barr and Duke's review, and much more is known about what teacher leadership is, who teacher leaders are, and what they do in their roles. However, as was highlighted in Wenner and Campbell's review, there is still much to learn about teacher leadership. This special issue aims to bring attention to some of the current trends and issues in research on teacher leadership, while offering an opportunity to re-envision teacher leadership as we move forward in this important work.

Teacher Leadership for the 21st Century: Where are We Now?

Berg, Carver, and Mangin launch this special issue with a historical and conceptual survey of the field. They detail the network they sought to build through the special interest group proposal to the American Educational Research Association (AERA) and resulting Teacher Leadership Congress, as well as the emergence of AERA's Division K section on teacher leadership. Their article offers an example of how fields of study become legitimated within the structures that afford scholars benefits and advantages for growing the fields of research and practice. They provide a narrative account of the challenges of establishing teacher leadership as a distinct field of research within AERA, and offer a unique view on the growth of teacher leadership research and practices through tracking conference proposal submissions. Through this narrative account, they provide a brief history of teacher leadership research in the North American context, where scholarship has tended to be spread out across a wide range of fields in education (i.e., educational leadership, teacher education, school improvement research, etc.). As researchers trying to find a community of scholarship for their own work in the mid 2000s, they noticed there was no specific place devoted to scholarship of teacher leadership in the American research community. They describe their challenge to find a "home" where they might connect with other scholars to explore shared questions and co-construct new knowledge and practices. Thus, they set about to build a community of teacher leadership scholars, to bring coherence and legitimacy to what they were experiencing as a fragmented body of scholarship.

As editors, we reflect on Berg, Carver, and Mangin's work in the following ways. First, we appreciate the challenges and obstacles of growing a community of scholarship for teacher leadership within the large research institution that is AERA. This was no easy feat given the lack of coherence in the scholarship and the fact that research seems to be just slightly out of step with the fields in which researchers were trying to make their work public. We also note the importance highlighted by these three scholars of continuing to advance the field of teacher leadership with theoretically sound, rigorous studies. Given that teacher leadership seems to have reached a level of legitimacy within this research domain, we now wonder how teacher leadership scholars might further connect their research to the work of practitioners to grow deeper connections between theory and practice. Further, because this community is still emerging, there are exciting opportunities for this AERA teacher leadership community to model for other domains how to build and grow research with, for, and by the field of practice. In this way, the scholarly community of teacher leadership in AERA is well-positioned to offer significant connections between scholars and teacher leader practitioners toward improved teacher leadership practice and related student outcomes.

In the second article in this special issue, Bagley and Margolis focus on the "hybrid" approach to teacher leadership, and what contemporary factors, may be impacting this in the present and as we move forward. The researchers offer findings from their studies on hybrid teacher leadership (HTL) in Washington state, connecting their results to some of the trends across the other states, as well as to the larger body of research on teacher leadership. They make the case for the importance of developing a definition to be able to establish roles, responsibilities, and compensation for hybrid teacher leaders. HTL offers teachers a structured arrangement that allows them to stay close to students, experiment with teaching approaches alongside their colleagues, contribute to school improvement efforts, and explore new aspects of their career.

Seeing the potentials for HTL, Bagley and Margolis wonder why this construct has not taken off in practice. With their research they aimed to determine how teacher leadership emerged in districts, and how and why these districts incorporated hybridity (or not). They found that hybrid roles are often designed to meet the specific needs of the district implementing them and often dependent on administrative budgets and hiring needs, meaning that HTL is inconsistent with few formal guidelines and structures. Nevertheless, they see strong possibilities for HTL and suggest that research should move towards offering evidence-based models of HTL that districts can try out and adapt to their local needs.

From our editorial role, we agree that further research is needed to advance the spread of this phenomena across schools in ways that promote and expand hybrid teacher leadership opportunities that are sustainable. Further, we suggest more research exploring the most effective ways to appropriately mentor and support hybrid teacher leaders to encourage retention and thriving in their work, given the levels of stress already reported among teachers in general, and by hybrid teacher leaders in particular (Margolis, 2012). We agree with Bagley and Margolis that we need further research examining how HTL has a positive effect on student learning and experience. Finally, we suggest more research that examines how this kind of leadership helps develop teachers' collective agency to contribute to ongoing improvement of teaching, learning, and school organization.

Bradley-Levine offers the third view of teacher leadership for this special issue. She argues that through their advocacy, teachers combine the practices of critical pedagogy and school leadership to demonstrate how a particular way of teaching, carried out within the classroom, and across the school and community, provides a model for critical teacher leadership. Bradley-Levine posits the importance of understanding how teacher advocacy aligns with practices associated with specific leadership theories including critical pedagogy, collaborative leadership, and ethical leadership.

She provides a definition of advocacy as those teachers who make a commitment to pursue social justice for their students through establishing democratic, safe, culturally-inclusive classrooms, as well as engaging in change work outside of the school. These commitments are undertaken with colleagues, for the benefit of improving wellbeing and learning for all students, especially those marginalized by a system of power and dominance, such as happens in schools. Using case study examples of teacher advocates, Bradley-Levine develops the argument for understanding advocacy as a practice of teacher leadership. In thinking about TL as advocacy, Bradley-Levine offers contributions to two stated areas of need for teacher leadership research—theoretically-grounded scholarship and a focus on equity and social justice (Wenner & Campbell, 2017; York-Barr & Duke, 2004).

From our editorial perspective, we find that this article provides a guiding signal for how to re-conceptualize teacher leadership to foreground social justice and equity. However, we suggest the need for further research focusing on the impacts and influences of teacher leadership to improve the lives of all students, but especially those who are marginalized by and in schools. We also suggest a need to think about teacher leaders who are, themselves, in need of advocacy for social justice; potential leaders who may not get opportunities or support because they are not in the dominant groups, or those who may need support in their roles as teacher leaders in their schools and districts. Skrla, Scheurich, Garcia, and Nolly (2004) wrote about the power of audits to highlight areas of needed improvement for equity and social justice. Perhaps teacher leadership audits are an important next step for the research.

As the fourth article of this special issue, Cherkowski explores teacher leadership as an expression of wellbeing. Building on research that she and her colleague conducted to develop a definition of what it means for teachers to flourish in schools, Cherkowski describes the ways that teacher leaders can exemplify practices that support wellbeing among all members of the school community. Teacher leaders who focus on developing a flourishing culture cultivate caring relationships and facilitate collaborative practices among their colleagues so that teachers model for students what it means to take risks, persist after failure, and grow both individually and collectively.

Cherkowski surmises that teacher leadership is about positively influencing oneself, as well as colleagues and students, toward a unique sense of wellbeing. She argues for the need to language what it means to lead for wellbeing, and that this really is leadership for all. Further, she notes that principal support is essential for ensuring necessary structures and supports are in place to encourage and sustain positive teacher leadership. Under such conditions, it is possible to build collective capacity for leadership for wellbeing.

As editors, we find Cherkowski's connections between teacher flourishing and the ways that teacher leaders can support wellbeing across a school a fresh and distinctive contribution to the teacher leadership literature. We appreciate that attending to wellbeing gets us closer to talking about the moral purpose of leadership by ensuring we care for self and others in and through leadership practices. The evidence on the importance of teacher flourishing demonstrates a need for further research in the area of positive teacher leadership to support teacher and student wellbeing.

Frost's article completes this special issue. He shares the work of the HertsCam Network as an innovative and international model for teacher leader preparation and support. HertsCam uses a networked approach to professional development, encouraging and empowering teachers to lead change efforts using teacher-led inquiry projects. The HertsCam model is predicated on the assumption that empowering a sense of professionalism among teachers, and engaging them in scholarship and inquiry, will awaken their roles as activists and leadership facilitators. Thus, they are enabled to initiate and lead change via collaborative development projects that improve teaching and learning through building professional knowledge and developing networks to support and grow their work. HertsCam was designed to prioritize collective reflection and co-construction of knowledge and practices among teachers. This priority allows an approach to teacher leadership that is embedded in building capacity among many teachers. It is a different way of bringing about change in schools that moves away from and disrupts dominant discourses about top-down, standardized, accountability-driven improvement agendas, and embraces practices that empower teachers to develop and grow professionalism (their own and others') toward teacher-led development for ongoing improvement.

As editors, we find the focus of HertsCam seems to shelve prior assumptions that leadership is located in formal positions and hierarchies, offering different ways of seeing leadership as grown within and through networks of teachers. Fostering and sustaining teacher leadership through teacher-led, collaborative inquiries toward improving teaching and learning may offer new approaches for developing collective agency for change. Although the HertsCam model has been implemented in other European countries and New Zealand, we suggest further research into how a networked approach, linking practitioners to the university to support and enrich development projects in schools, builds teacher leadership for larger school improvement initiatives in other areas of the world. Further, Frost's work reminds us that narrative examples are powerful, and we wonder how best to capture and use teachers' own stories of leadership to

expand teacher leadership. Finally, we suggest further research on how extending the notion of leadership as part of professionalism resonates within and across school contexts in other countries.

Re-Envisioning Teacher Leadership: What's Next?

This special issue examines structures that support teacher leadership as a field of study and in practice (see Berg, Carver, & Mangin; Frost), roles and responsibilities that probe the ways that teacher leadership is and should be carried out in the 21st century (see Bagley & Margolis; Bradley-Levine), and the importance of attention to teacher leaders' wellbeing and resiliency (see Cherkowski).

Across these articles, we see the need to continue to build common language for teacher leadership across all aspects of the system so that the norms for leadership are shared and expressed throughout all stages of a teacher's career. There seems to be consensus among researchers that an agreed-upon definition of teacher leadership is necessary to move the field forward, to provide greater clarity, and build more consistency. York-Barr and Duke (2004) expressed this concern, which was echoed by Wenner and Campbell (2017), who maintained:

If researchers are not explicit in articulating how they are defining teacher leadership or the specific roles teacher leaders in their research do or do not take on, it seems unlikely that consistent evidence can be collected to ground knowledge claims about teacher leadership or that connections will be made between the current climate or organization of schools and teacher leadership. (p. 9)

We support the move toward a common language and shared meaning about teacher leadership, and we also suggest a need to revisit York-Barr and Duke's (2004) assertion for research that leads to better understandings about how to construct school cultures to reimagine the egalitarian norms associated with teaching. In other words, there is a need to reframe the work of teachers such that the role of a leader is not necessarily seen as a hierarchal position, but is instead seen as a mechanism for organizing schools such that teachers' skills and commitments can be best used to improve the greater school culture. More focus in these areas might, among other things, provide the beginnings of a teacher leadership professional learning trajectory for increased leadership capacity across schools (Clarke, 2016).

In addition, principals and teachers, students and parents need to be prepared to be led by teachers (York-Barr & Duke, 2004). Although teacher leadership has made its way into graduate programs and professional development programs, we see the opportunity for building teacher leadership into initial preparation programs, moving towards studying teacher leadership as part of pre-service (Wallin, 2017), and school-based, embedded, ongoing professional development for educators throughout their careers.

From the articles in this issue we can see that the field of teacher leadership has moved ahead in establishing a more substantial conceptualization of teacher leadership—what it is, how it is carried out, and by whom. We need to continue to grow and build this research in ways that ensure that communities of scholarship are moving ahead with school-based communities to enrich understandings for ongoing development of the field of teacher leadership. Additionally, to safeguard continued support and needed resources for teacher leadership in schools, further research on the associated outcomes for students and on the professional learning culture in the school is essential. This remains an unanswered call in the research literature (York-Barr & Duke, 2004; Wenner & Campbell, 2017).

Emphasizing the contributions of teacher leaders toward growing schools in ways that improve the lives of students and all others in the school community, whether teachers carry out leadership as classroom teachers, leave the classroom to lead, or lead as hybrid teacher leaders, seems to be the ongoing, overarching purpose of research on teacher leadership. At the same time, it seems imperative that more research be conducted to understand the (positive and negative) effects teacher leadership has on those taking on these roles so that they can be more fully supported and challenged in their work. Finally, the articles in this issue point to the importance of continuing to expand York-Barr and Duke's (2004) theory of action for teacher leadership, developing new theoretical approaches to teacher leadership to delineate and guide future research for improving teacher leadership practices.

Authors' Note

Sabre Cherkowski and Jill Bradley-Levine coedited this special edition.

Dr. Sabre Cherkowski, PhD, is Associate Professor and Director of the Centre for Mindful engagement in the Faculty of Education at the University of British Columbia, Okanagan. She teaches and researches in the areas of leadership; professional learning and development; collaboration; mentoring and coaching; and diversity and education.

Jill Bradley-Levine, Ph.D., is assistant professor of educational studies at Ball State University, where she also directs the Master of Arts in secondary education and the Hoosier STEM Academy teacher education program. Her scholarship centers on curriculum and instruction in practice, and has developed around three areas: (a) teacher agency through the practice of leadership, (b) innovative instructional practices, and (c) teacher development of and participation in communities of learning.

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