

Empowering Formal and Informal Leadership While Maintaining Teacher Identity

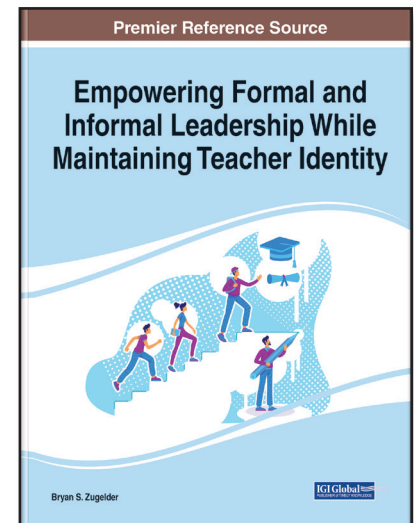
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Description:

Teacher leadership remains at the forefront of conversations in teacher education, with discussions on recruitment, retention, and effectiveness. Teachers are at the core of schooling, and the roles they assume and types of leadership they engage in are multi-dimensional. Teacher leadership comes in many shapes and definitions. In this sense, both opportunities and challenges exist in teacher leadership. While national competencies continue to define dispositional and knowledge base for teacher leaders, there is still work to be done to define and add to the body of scholarship on this topic. Teacher leadership opportunities provide development for teachers as a key retention strategy; however, role ambiguity presents challenges in how to empower teachers for formal and informal roles of leadership while maintaining the teacher identity.

Empowering Formal and Informal Leadership While Maintaining Teacher Identity provides a comprehensive look at the opportunities and challenges of teacher leadership, drawing on research and practice that add to the body of knowledge for teacher leadership, which is a niche in education that differs from educational administration. Highlighted topics within this book include models for teacher leadership, teacher education, types of leadership roles, the development and retention of teacher leaders, and leadership across different types of school districts. This book is ideally designed for inservice and preservice teachers, administrators, teacher educators, practitioners, researchers, academicians, and students interested in teacher leadership roles and the way in which teacher identity is maintained in relation to these other leadership positions.



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