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Concluding Comments: Teacher Leadership-even more – transformational teacher leadership.

By Kirk Anderson

Too many scholars and leadership writers profess that leadership is hard to define. Leadership, simply put is the act of influencing the direction of others. Either as the result of a formal role, such as a school principal, or the more collegial form wherein persons of equal authority influence one or the other. There are two broad themes reflect in this journal: leadership that is inclusive of others in the system and leadership that empowers others in the system and linked to teachers as leaders.

In earlier work I described this as routed in the sense of shared decision making as well as the growing respect for the authority from expertise. Inclusive (sometimes called differentiation leadership) of others as leaders, in this case teachers set direction and influence other teachers are teacher leaders. The acts that cause this change is teacher leadership. In this journal's case from the perspectives a principal who embraces this as an operational need within his school (See Horne above) and also as a system wide technical response to the reading specialist roles is an example of creating teacher leadership roles (See Sinclair and Critch above). Also, reflection fundamental society change, and more emancipatory practices of teacher engaged societal change, one with newcomers (See Paravitana above) and the other with teachers leading a culturally responsive change in schooling, specifically to empower the Inuit, but more broadly to allow all impacted to be freed from a darker past and led to a brighter future (See Moore et al above). In many ways to empower readers while emancipation others are a powerful testimony to the work of teachers as they seek to change the context of school for the good of humanity. I would suggest this is not just teacher leadership at play, also shows a working context for not just transformational leadership at heart, but transformational teacher leadership in action.

Respects