

Rationalizing the Role of Teacher Leadership in School Development Towards Creative and Sustainable Development Framework

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Abstract: This research endeavors address the intricate interplay between teacher leadership and school development by formulating a robust and sustainable framework that optimizes the role of educators in propelling educational progress. The study encompasses an in-depth analysis of various dimensions, including teacher profiles based on age, gender, and years of teaching experience. Moreover, the research meticulously evaluates the teacher leadership attributes, intricately aligned with professional practice standards encompassing learner development, handling learning differences, cultivating an enriching learning environment, mastering content knowledge, adeptly applying content, skillful assessment techniques, meticulous instructional planning, effective employment of instructional strategies, dedication to continuous professional learning and ethical practice, as well as adept leadership and collaboration skills. This study further explores potential variations in teacher leadership attributes among different profile groupings. It also examines the extent of participation in school development, considering the active engagement in knowledge dissemination, curriculum enhancement initiatives, fostering teacher growth, and effective school leadership and management practices.

Keywords: Teacher Leadership; School Development; Creative and Sustainable Development Framework.

1. Introduction

Through a comprehensive analysis, this research seeks to unearth the nuanced relationship between teacher leadership attributes and the depth of involvement in school development initiatives, stratified by the varying teacher profiles. Ultimately, based on the findings, the study aspires to propose a pioneering and adaptable creative framework that strategically augments the impact of teacher leadership, thereby enhancing overall school development and nurturing a vibrant and sustainable educational ecosystem. The researcher utilized descriptive research design and the respondents of the study are the selected some undergraduate universities in Guizhou Province of China. The researcher targeted at least 100 teachers per university or college.

The study provides several recommendations in strengthening teacher leadership within school development, it is imperative to consider the diverse spectrum of age, gender, and teaching experience among staff members. By tailoring professional development programs and support systems to cater to the distinct requirements and preferences of these varied groups, the potential for fostering more inclusive and effective learning environments is heightened. Targeted investment in training and development initiatives aimed at areas like addressing learning differences and nurturing a positive learning atmosphere can significantly augment teachers' leadership capabilities, subsequently benefiting the entire school community.

The perpetuation of a collaborative and all-encompassing culture that values contributions from every educator is crucial, achieved through the promotion of open dialogues and platforms that facilitate the exchange of innovative ideas. Encouraging knowledge exchange and curriculum enhancements among teachers within a supportive and

empowering milieu further nurtures a culture of shared innovation. Moreover, the recognition and facilitation of teacher-led initiatives and roles propel professional growth and leadership opportunities, resulting in heightened engagement and dedication to the pursuit of school development endeavors. School improvement like instructional reforms depend on the capacity of teacher leaders in its implementation along with values, knowledge, skills and expertise [1]. More importantly teacher leadership supports creativity and innovation integration which is apparent in Chinese schools [2]. Ultimately, the overarching goal entails designing a creative and sustainable development framework meticulously calibrated to amplify the role of teacher leadership within the sphere of school development.

2. Methods and Instrument

2.1. Research Object

The survey questionnaire which is a combination of survey questions adopted from Teacher Leadership Model Standards presented by the National Education Association and Situation of Chinese Teacher Leadership Attribute Survey (SCTLAS) used in studying Teacher Leadership in the Context of Chinese Education but limited to the categories according to the variables indicated in the statement of the problem of this study and different literatures presented. The instrument is validated by the three (3) academic experts. The reliability test is measured through Cronbach's alpha formula despite its adoption to validate its relevance to the current teacher leadership situation divided according to the variables. The survey instrument is pilot tested to similar respondents. Hence, teacher leaders' definition specifies that teachers who not only fulfill their shared managerial responsibilities [3] in the classroom but also take a lead outside of the classroom [4].

2.2. Research Tools

The research tools mainly include the role of teacher leadership in strengthening the school development towards designing creative and sustainable development framework that best fits the needs of the teachers

The data provides insights into teachers' perceptions of their competencies across ten professional practice standards. The teachers display a moderately agreeable perception overall, with a composite mean of 2.63 (SD = 1.16). Among the indicators, Instructional Strategies, Professional Learning and Ethical Practice, and Leadership and Collaboration received the highest mean scores of 2.66 (SD = 1.16), indicating that teachers feel confident in their ability to employ effective instructional strategies, engage in ongoing professional development, and collaborate with others to support student learning. On the other hand, Learning Differences and Content Knowledge received the lowest mean scores of 2.59 (SD = 1.18), suggesting areas for improvement. Teachers may benefit from further developing their understanding of learner differences and enhancing their content knowledge to deliver more comprehensive and engaging instruction. Indicators such as Learner Development (Mean = 2.60, SD = 1.15), Learning Environment (Mean = 2.62, SD = 1.15), and Planning for Instruction (Mean = 2.61, SD = 1.15) achieved moderately agreeable mean scores. These scores indicate that teachers recognize the importance of learner development, creating conducive learning environments, and effective instructional planning, but there is potential for further refinement in these areas. Assessment (Mean = 2.64, SD = 1.18) falls within the moderately agreeable range. Teachers can focus on improving their assessment approaches to better measure student progress and inform instructional adjustments.

The data presents four indicators related to school aspects, with a composite mean of 2.63, indicating a moderate level of participation across the indicators. Let's explore each indicator, taking into account their numerical data, mean, and standard deviation. Starting with Indicator 4, "School Leadership and Management," it holds the highest mean of 2.66 and a standard deviation of 1.18. This suggests that stakeholders perceive a relatively higher level of participation in school leadership and management practices. The mean value indicates a positive perception of how the school is led and managed, while the standard deviation implies some variability in stakeholders' experiences and perspectives. Moving on to Indicator 3, "Teacher Learning," it ranks second with a mean of 2.64 and a standard deviation of 1.19. This indicator pertains to the extent of teacher learning opportunities available within the school. The moderate mean value reflects stakeholders' perception of the existence of some teacher learning opportunities, while the standard deviation hints at differing viewpoints among stakeholders regarding the effectiveness and availability of such opportunities. Next, Indicator 2, "Curriculum Intervention," holds a mean of 2.63 and a standard deviation of 1.16. This indicator focuses on the degree of curriculum interventions carried out in the school. The moderate mean value suggests that stakeholders perceive some level of curriculum intervention occurring, while the standard deviation indicates potential variations in the experiences and perceptions of stakeholders concerning these interventions. Lastly, Indicator 1, "Knowledge Sharing," ranks fourth with a mean of 2.57 and a standard deviation of 1.15. This indicator relates to the extent of knowledge sharing practices within the school

community. The moderate mean value points to stakeholders' recognition of some knowledge sharing, while the standard deviation indicates differing perceptions among stakeholders about the effectiveness and extent of knowledge sharing practices.

2.3. Research Hypothesis

2.3.1. Significant Assumption

The study's findings show a positive overall perception of teacher leadership attributes among educators, with no noteworthy variations based on age or gender. This suggests that teachers of different age groups demonstrate equally effective leadership attributes. Both male and female respondents generally view themselves agreeably regarding their teacher leadership attributes, and while there's a minor distinction in the Learner Development indicator, overall gender doesn't significantly influence how teachers perceive their leadership skills. Likewise, the number of years in teaching doesn't seem to impact the perception of teacher leadership attributes, implying that teachers of varying experience levels see themselves similarly in terms of various leadership aspects.

2.3.2. Relationship Assumption

The variable tested, "Teacher Leadership Attributes," shows a very strong positive correlation with the "Respondents' Level of Participation in School Development," having an R-value of 0.797. The correlation coefficient of 0.797 indicates a highly positive relationship between the two variables. Additionally, the p-value (Significance Value) associated with the correlation is 0.000, which is less than the conventional significance level of 0.05, demonstrating statistical significance.

3. Data Analysis

3.1. Basic Situation of Teachers in Leadership

Table 1. The basic information of the interviewees

PROFILE	FREQUENCY	PERCENTAGE
1.1 AGE		
20-30 Years Old	74	18.5
31-40 Years old	170	42.5
41-50 Years Old	124	31.0
50 Years Old and Above	32	8.0
Total	400	100.0
1.2 SEX		
Male	169	42.3
Female	231	57.8
Total	400	100.0
1.3 YEARS IN TEACHING		
Less than 5 Years	71	17.8
5-10 Years	144	36.0
11-15 Years	103	25.8
16-20 Years	33	8.3
21 Years and Above	49	12.3
Total	400	100.0

By sorting out the questionnaire, the basic information of the interviewees is sorted out. The demographic variables mainly include age, sex and years in teaching.

3.2. Correlation Analysis of Variables

The variable tested, "Teacher Leadership Attributes," shows a very strong positive correlation with the "Respondents' Level of Participation in School Development," having an R-value of 0.797. The correlation coefficient of 0.797 indicates a highly positive relationship between the two variables. Additionally, the p-value (Significance Value) associated with the correlation is 0.000, which is less than the conventional significance level of 0.05, demonstrating statistical significance.

3.3. Analysis of Mediating Variable

As a result, the null hypothesis (H_0 not supported) is rejected, indicating a significant relationship between teacher leadership attributes and the level of participation in school development. In other words, the data suggests that as teacher leadership attributes increase, the level of participation in school development by respondents also tends to increase.

This strong positive correlation signifies that teachers who demonstrate effective leadership attributes are more likely to actively engage and participate in various aspects of school development. Such attributes may include qualities like strong communication skills, the ability to inspire and motivate others, being proactive in decision-making, and promoting collaboration and teamwork within the school community. This finding highlights the importance of nurturing and recognizing teacher leadership to foster a culture of active participation and collective efforts toward school development and improvement.

4. Suggestions for Teacher Leadership

To effectively cater to the diverse array of educators within the institution, it is crucial to take into account the varying demographics of age, gender, and teaching experience. By tailoring professional development programs and support systems to meet the distinct needs and preferences of different groups, educational institutions can ensure more targeted and inclusive learning environments. Investing in specialized training and developmental programs geared toward addressing specific areas, notably learning differences and cultivating a positive learning environment, holds immense potential. By empowering teachers with resources, guidance, and a nurturing ecosystem, institutions can elevate their leadership acumen and, in turn, bolster the school community's overall well-being.

A continuous commitment to nurturing a culture of collaboration and inclusivity is paramount. Institutions should actively cultivate an environment that champions open dialogue, embraces input from educators across the spectrum, and creates platforms for idea-sharing. Promoting a culture of knowledge sharing and curriculum interventions among educators can significantly amplify school development efforts. This intervention can significantly impact the educators. Recognizing and supporting teacher-led initiatives are central to enhancing overall engagement in school development. By affording educators opportunities for professional growth, leadership roles, and acknowledging their contributions, institutions can fuel increased enthusiasm, commitment, and investment in the betterment of the school community. The apex of these recommendations materializes

in the design of a creative and sustainable development framework specifically geared toward fortifying the role of teacher leadership in the school's developmental journey. Such a framework, informed by the research's insights, can serve as a dynamic blueprint, synergizing the potential of educators to drive change, innovation, and lasting impact within the educational landscape. Through these recommendations, educational institutions can cultivate an environment that fosters growth, engagement, and a shared commitment to enriching school development practices.

5. Conclusion

In light of the significant findings from the study, several compelling conclusions have emerged. Firstly, the study unveiled a prevailing demographic trend among respondents, with a notable majority falling within the 31-40 age bracket, predominantly female, and boasting a teaching tenure of 5-10 years. This profile offers insights into the evolving landscape of educators and provides a foundation for understanding their perceptions and engagement.

Regarding teacher leadership attributes, the research uncovered intriguing nuances. Notably, indicators pertaining to learner development and instructional strategies garnered the highest mean scores, showcasing educators' adeptness in these domains. Conversely, attributes related to learning differences and learning environments scored comparatively lower. Overall, respondents collectively demonstrated a moderate and agreeable perception of their teacher leadership attributes, underscoring a substantial level of self-awareness among educators. Therefore, the quality of teachers is directly related to the effectiveness of teaching and educating [5], the role of teacher leadership in teaching is actually a comprehensive systematic project.

Importantly, the study determined that no significant disparities in teacher leadership attributes existed across distinct demographic strata, encompassing age groups, gender, and years of teaching experience. The consistently high p-values across all indicators suggest a uniform perception of these attributes irrespective of individual profiles, reinforcing the universality of teacher leadership qualities.

As for participation in school development, respondents displayed a moderate level of engagement across all dimensions. Notably, knowledge sharing and curriculum interventions emerged as prominent areas of involvement, underlining educators' enthusiasm for sharing insights and contributing to curricular enhancements. Additionally, school leadership and management activities held particular significance in the realm of participation, reinforcing educators' pivotal role in steering institutional growth.

Perhaps the most compelling revelation was the identification of a robust and highly positive correlation between teacher leadership attributes and the extent of participation in school development initiatives. This robust correlation underscores the symbiotic relationship between adept leadership qualities and proactive involvement in the developmental aspects of educational institutions. Teachers who displayed pronounced leadership attributes were notably more active in engaging with school development activities, marking a pivotal nexus between leadership and tangible contributions to the educational ecosystem.

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