

Key Attributes of Impactful Teacher Leadership: A School Leader Guide

The four strategies outlined below are to help guide school leaders in implementing teacher leadership work in their school communities. School leaders can use these attributes to inform planning, optimize teacher leadership work, and support teacher leaders in their leadership journey.

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LEVERAGE

Leverage school scheduling to provide teacher leaders a routine space to meet with teachers, school leaders, and each other.

What Could This Look Like?

- Providing release time for teacher leaders to plan, conduct, and debrief routine learning experiences, such as, intervisitation cycles
- Finding a common time for teachers to engage in and focus on peer-to-peer learning experiences
- Aligning professional development cycles, assessing the needs of the school community, and discussing individual supports: focus points for teacher leader release time

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ENGAGE

Engage the school community on what teacher leaders will be doing and emphasize their role is to support, not supervise, teachers.

What Could This Look Like?

- Messaging to the faculty that teacher leadership work is centered on continual growth for all members of the school community
- Supporting teacher leaders in crafting buy-in and engagement with staff throughout the school year
- Encouraging a growth mindset by acknowledging that teacher leaders are learning and receiving support to improve their practice

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ALIGN

Align the role of teacher leaders to the school's instructional focus, considering systems and structures that can be developed, led, and maintained by teacher leaders.

What Could This Look Like?

- Planning time at the beginning of the school year with school leaders and teacher leaders to discuss year-long instructional focus and strategies for progress
- Utilizing existing structures to align teacher leadership work by school goals and priorities
- Engaging in routine step-backs to reflect on progress towards school goals and teacher leadership work

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DISCUSS

Discuss school goals and initiatives with teacher leaders to encourage cohesion in learning initiatives, and check progress to goals through routine, transparent meetings.

What Could This Look Like?

- Scheduling recurring meetings with teacher leaders and school leaders to discuss teacher leadership progress
- Defining the protocols, rationales, and processes of teacher leadership work
- Identifying resources, structures, and challenges in teacher leadership work in order to align school leader support