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Teacher leadership: interns crossing to the domain of higher professional learning with mentors?

Jan Millwater & Lisa C. Ehrich

Queensland University of Technology

Email: j.millwater@qut.edu.au; l.ehrich@qut.edu.au

Abstract

Over the last two decades, the notion of teacher leadership has emerged as a key concept in both the teaching and leadership literature. While researchers have not reached consensus regarding a definition, there has been some agreement that teacher leadership can operate at both a formal and informal level in schools and that it includes leadership of an instructional, organisational and professional development nature (York-Barr & Duke, 2004). Teacher leadership is a construct that tends not to be applied to pre-service teachers as interns, but is more often connected with the professional role of mentors who collaborate with them as they make the transition to being a beginning teacher. We argue that teacher leadership should be recognised as a professional and career goal during this formative learning phase and that interns should be expected to overtly demonstrate signs, albeit early ones, of leadership in instruction and other professional areas of development. The aim of this paper is to explore the extent to which teacher education interns at one university in Queensland reported on activities that may be deemed to be ‘teacher leadership.’ The research approach used in this study was an examination of 145 reflective reports written in 2008 by final Bachelor of Education (primary) pre-service teachers. These reports recorded the pre-service teachers’ perceptions of their professional learning with a school-based mentor in response to four outcomes of internship that were scaffolded by their mentor or initiated by them. These outcomes formed the bases of our research questions into the professional learning of the interns and included, ‘increased knowledge and capacity to teach within the total world of work as a teacher;’ ‘to work autonomously and interdependently;’ to make ‘growth in critical reflectivity’, and the ‘ability to initiate professional development with the mentoring process’. Using the approaches of the constant comparative method of Strauss and Corbin (1998) key categories of experiences emerged. These categories were then identified as belonging to main meta-category labelled as ‘teacher leadership.’

Our research findings revealed that five dimensions of teacher leadership - effective practice in schools; school curriculum work; professional development of colleagues; parent and community involvement; and contributions to the profession - were evident in the written reports by interns. Not surprisingly, the mentor/intern relationship was the main vehicle for enabling the intern to learn about teaching and leadership. The paper concludes with some key implications for developers of pre-service education programmes regarding the need for teacher leadership to be part of the discourse of these programmes.

Four keywords: teacher leadership, internship, Queensland, professional learning

Introduction

Teacher leadership is a construct that tends not to be applied to pre-service teachers as interns, but is more often connected with the professional role of mentors who collaborate with them as they make the transition to being a beginning teacher. The aim of this paper is to explore the extent to which teacher education interns at one university in Queensland reported on activities that could be construed as engaging in ‘teacher leadership’ practices.

Emergence of Teacher Leadership

In the wider leadership literature, teacher leadership has been associated with ‘shared’ or ‘distributed leadership’. Pearce and Conger (2003) describe shared leadership as an interactive process among individuals in groups designed to achieve goals. Implicit in their definition is that leadership is dynamic, relational, and multi-directional. Shared leadership, then, is described as a process in which many personnel can lead at different times depending on the situation. Thus leadership is not the province of any one person, nor is it exercised by the formal leader or the person who has ‘positional authority’ (Crowther, 1996).

A number of writers (Gronn, 2002; Limerick, Cunningham & Crowther, 2002) have made cogent arguments for the necessity of shared or distributed leadership in organisational contexts, including schools, and one key argument for this type of leadership approach is that not every formal leader has the knowledge, ability and know-how to lead in every situation. For this reason, it makes sense to harness others’ expertise and enable them to ‘take the lead’ when the situation arises. As Crowther, Kaagan, Ferguson & Hann (2002) argue, leadership undertaken by a select few is not sustainable. Wallace (2001) puts forward other arguments for shared leadership such as it is morally just; it enables staff to contribute to decisions that affect them; affords opportunities for staff to work together and professionally develop; and is viewed as potentially more effective because more than one person is having a say and taking responsibility for decisions. In contrast to many traditional theories of leadership that see leadership exercised primarily by the formal leader, shared and distributed approaches are more egalitarian in nature.

Common to shared or distributed leadership and teacher leadership is the idea of shared decision-making and shared accountability. According to York-Barr and Duke (2004) the emergence of teacher leadership coincided with a number of important education reforms in the 1980s and one of these concerned shared decision making for school staff under a school based management model. The implication of school-based management was the necessity for school principals (i.e. formal leaders) to work in concert with teachers and the community to make decisions that directly affected them. Hence, teachers’ participation in school-based decision-making has been a central platform of school-based management. Other education reforms at this time pointed to the importance of quality teachers and quality teaching to bring about school improvement and improved student learning outcomes. Since the 1980s and to the current day, teachers have continued to be identified as significant others who can make a strong contribution to whole school success (Crowther et al., 2002). Not surprisingly, at the heart of the teacher leadership phenomenon is the notion that

teachers ‘hold a central position in the ways schools operate and in the core functions of teaching and learning’ (York-Barr & Duke, 2004, 255).

What is teacher leadership?

There is no doubt that teachers are leaders if leadership means influencing, serving and teaching others. Teachers are leaders of instruction and leaders in their classroom (Gordon, 2004). Yet teacher leadership is not only about instructional leadership and being viewed by one’s peers and students as effective, although this is an important characteristic of teacher leaders. According to York-Barr and Duke’s (2004) synthesis of research studies on teacher leadership, teacher leaders are involved in several different types of practices. These are summarised as follows as they give a flavour of the scope and roles played by teacher leaders:

1. *Coordination and management.* This practice refers to teachers who coordinate daily schedules and events; participate in meetings and tasks;
2. *School or district curriculum work.* This practice involves selecting and developing curriculum and working in one’s own school and or at a district level
3. *Professional development of colleagues.* This practice includes a number of activities such as mentoring colleagues, leading workshops, peer coaching, modelling;
4. *Participation in school change / improvement.* This practice refers to involvement in school-wide decisions, participating in research, and challenging the status quo in the school’s culture
5. *Parent and community involvement.* This practice refers to working with parents; creating partnerships with the business community; and working with community organisations;
6. *Contributions to the profession.* This practice refers to participating in professional associations; and becoming politically involved;
7. *Pre-service teacher education.* This practice refers to developing partnerships between the school and universities / colleges to support the learning of pre-service teachers.

Another useful conceptualisation to illuminate the meaning of teacher leadership provided by York-Barr and Duke (2004) is that teacher leadership can be both formal and informal. An example of formal teacher leadership is when the administrative team in the school appoints a teacher to lead a professional development activity for the whole staff because of teacher’s proven expertise in the field. Another example of formal teacher leadership is when teachers are assigned to formal roles such as Dean of Studies or Head of Department and this role assumes various leadership tasks. In contrast, informal teacher leadership is not planned or formal; it is likely to emerge from teachers’ special interests and needs (Lally & Scaife, 1995). For example, a teacher with expertise in culturally inclusive curriculum development assists and supports another teacher who wishes to learn more about this type of work.

It is beyond the scope of this paper to review the growing body of research on teacher leadership, but an important study provided by Crowther et al. (2002) is considered briefly here. Based on case studies of teacher leaders, the authors identified six elements of teacher leaders’ practices. Teacher leaders:

- Conveyed convictions about a better world;
- Strove for authenticity in teaching, learning and assessment;
- Facilitated communities of learning through organisation wide processes
- Confronted barriers in the school's culture and structures
- Translated ideas into sustainable systems of actions; and
- Nurtured a culture of success.

As indicated above, and discussed in an earlier paper by Crowther (1996), this view of teacher leadership is one that is strongly ethical in nature and grounded in social justice principles of inclusivity and equity. It gives recognition to the fact that teachers can make a big difference to the lives of students and communities. An important contribution of the research conducted by Crowther et al. (2002) is their finding that if teacher leadership is to thrive in schools, then it requires active support from administrators. The authors use the term, 'parallelism' to refer to the way that school administrators and teacher leaders work together, share leadership and build school capacity. Three features of parallelism include mutual trust between administrators and teacher leaders; a sense of shared purpose; and an allowance for individual expression by teachers (Crowther et al., 2002). Teachers as leaders are not drawn from any particular age group or level of status within a school.

The research and wider literature on teacher leadership has consistently pointed to established and or experienced teachers as those who would be described as teacher leaders. Indeed, and according to York-Barr and Duke (2004), teacher leaders are respected active developers of their peers as well as developers of pre-service teachers. Does this mean, then, that novice teachers such as pre-service teachers can not, do not or should not be expected to exercise teacher leadership? Our argument in this paper is that teacher leadership should be recognised as a professional and career goal during this formative learning phase. Hence, interns would be expected to demonstrate some initial signs of leadership, at least within the context of their relationship with their mentor teacher. Our intent in this paper was to determine if pre-service teacher interns could be described as exercising any signs of teacher leadership activity during their final field placement – the internship.

The Internship Model at Queensland University of Technology

Over the last five years, as courses have been reviewed and new programs developed, Queensland University of Technology (QUT), as with most universities in Queensland, has supplanted its voluntary internship with a compulsory internship as part of its professional experience program. The QUT internship has been reshaped and reformed to remain cognisant of the fact that over time the benefit of internships are critical in connecting and strengthening the continuity of learning across supervised professional practice, internship and induction in the first year of teaching. As the capstone unit of the Bachelor of Education course, the QUT internship occurs after the successful completion of necessary prior academic studies and a minimum of all the required days of supervised professional experiences. It is during transition that interns are expected to be at the peak of their growth and neophyte performance levels (Millwater, 2007).

On entering the internship which is preceded by a four week professional practice in the same worksite, the preservice teacher assumes the role of an associate teacher

(intern) and the supervising teacher becomes the mentor. The interns acquire a more responsible status - sharing 50% of the teaching load – and are empowered legally to operate at a higher level of performance pedagogically and professionally.

Because some critics argue that the products of today's teacher education institutions are not really qualified to take on more than the day-to-day responsibilities of managing classrooms, Q.U.T. interns (in their final semester of the Primary B.Ed., 2008) were offered higher levels of independence/ autonomy while still in a supported environment with a mentor. QUT internships therefore have used mentoring as the pedagogy of professional learning (Millwater & Ehrich, 2008) as is seen in the outcomes listed below. The internship as a mentored, rather than supervised, teaching experience involves a different relationship between a preservice teacher and a classroom teacher than that encouraged during supervised professional field study experiences (Millwater & Ehrich, 2008).

To complete this contextual landscape, the QUT model (Millwater, 2004) prescribes a number of pertinent outcomes for internship so that the onus on professional learning of the interns (as associate teachers) aims them towards a higher level of performance:

1. *demonstrate an increased knowledge and appreciation of total world of work of teachers within a teaching and learning community*
2. *work autonomously and interdependently to make decisions to manage, implement and assess quality teaching and learning experiences for all individuals within your responsibility*
3. *critically reflect on a range of professional experiences, challenges and realities of teaching, making explicit links between theory and practice*
4. *collaborate with professional peers in order to enhance ongoing professional growth*

These outcomes are projected through the suggested activities of an intern – working through professional practice; working through projects, which are community based; working through self- improvement cycles for their own learning advancement and collaborating with writing their final reflective report with the mentor teacher. The reports are the result of interns analysing and synthesising their learning in accordance with each of the above statements and illustrating the practical implementation of their work as teachers.

Inherent in the outcomes of internship is the wish of this higher education institution to project a better quality of teacher- one who can make a transition from the culture of student to the culture of professional in a transformative way; one who is firmly interested in maintaining a career in teaching and one who has professionalism at the base of all their work. It is here that the internship can connect the technical with the ethical and aesthetic notions of being a professional, heightening the value and worth of being a teacher (Millwater, Ehrich & Cranston, 2004). The next part of the paper describes the methodological process we followed to help us uncover these notions.

Methodology

One hundred and forty-five Primary B. Ed. de-identified interns' reports of their perceptions of the outcomes of the internship, served as the primary data source for this research. The participants were the interns who had completed a successful

internship and who reported on a range of professional learning scaffolded by their mentor or initiated by them.

The methodology uses the approaches of the constant comparative method of Strauss and Corbin (1998) to analyse data and consisted of an analysis of the explanatory and reflective reports drawn from responses to the four outcomes listed above. These data were then broken down into data bits which defined the qualities of “what they did” combined with “how they did it” (Lincoln & Guba, 1985). These bits were formed into key concepts in the form of phrases which were then refined, regrouped and emerged as themes. Categories emerged from the next cycle of refinement. The themes were loosely sorted into categories which were defined by similarities and differences, then re-sorted and grouped and given more precise conceptual labels (categories). The first category- ‘effective practice’ (EP) pertained to all statements related to the professional learning that interns initiated with regard to managing and coordinating activities in the context of the teaching/learning and children. This differentiated EP from the next category (SC) which was defined by the key words ‘school curriculum’. The other category names - professional development of colleagues (PD); parent and community involvement (PC); and contributions to the profession (CP) - denote their meaning.

The illustrative material, in the form of quotes drawn from the raw data, gives a sense of what the experienced world was really like, while the interpretations of the categories represent a more detached conceptualisation of the reality (Strauss & Corbin, 1998). When the categories were scrutinised for meaning, they were then grounded by the literature in the theoretical construct labelled ‘teacher leadership.’ Therefore the research can be problematised as: What do interns do to move from the domain of pre-service to the in-service domain of teacher leadership?

Results of data analysis:

The table below nominates the themes of professional learning that emerged from the outcomes of the internship and also shows the resultant categories.

Table 1: Emergent themes of professional learning from internships

1. demonstrated an increased knowledge and appreciation of total world of work of teachers within a teaching and learning community through	
<i>work with parents</i>	PC
<i>work in community projects</i>	PC
<i>instructional leadership with community members</i>	PC
<i>instructional leadership with IT pedagogy</i>	EP
<i>work with teacher teams in curriculum focus groups</i>	SC
2. worked autonomously and interdependently to make decisions to manage, implement and assess quality teaching and learning experiences for all individuals within your responsibility through	
<i>co-teaching for improvement in teaching performance</i>	EP
<i>co-ordinating and leading teaching teams</i>	EP
<i>contributing to curriculum development at school level</i>	SC
3. critically reflected on a range of professional experiences, challenges and realities of teaching, making explicit links between theory and practice through	
<i>action research with teacher on classroom teaching/learning</i>	EP

<i>self improvement project with teacher mentoring other preservice teachers</i>	EP PD
4. collaborated with professional mentors and peers in order to enhance ongoing professional growth by	
<i>delivering a professional session at school staff meeting</i>	PD
<i>delivering a session with the mentor for other teachers at district office</i>	PD
<i>Sharing I T information with staff on school level</i>	PD
<i>Working with other teachers on curriculum-based projects</i>	SC
<i>working with children in special areas with different learning strategies</i>	EP
<i>contributing to a professional journal with mentor</i>	CP
<i>writing a report for the local newspaper</i>	CP

Each of the categories is discussed below and accompanied by direct and representative quotes from the interns' reports effectively supporting the categories through different nuances in meaning.

Discussion and findings

The categories of professional learning, which emerged from the data, are comparable to five of the dimensions, elicited from York-Barr and Duke's (2004) synthesis of research into teacher leadership. The leadership activities that are identified here are like many that typify teacher leadership (York-Barr & Duke, 2004) - they have arisen from everyday work and have not been the result of being formally appointed to a nominated position of leadership. They are each examined in turn with the context of their belonging to such a category emphasised.

Effective practice in schools (EP)

The first category, effective practice in schools, is the one which receives most reference in the aims of higher education courses (Lovat & MacKenzie, 2003; Norman & Feiman-Nemser, 2005). This category by the nature of its data, referred to the learning of interns who reported on managing and coordinating activities in the context of teaching/learning particular subjects, children events and tasks. It also fits with the teacher leadership dimension of *Coordination and management* in the work of York-Barr and Duke (2004). The growing professionalism of the interns emerged through their perceptions of experiences in instructional leadership in IT pedagogy, co-teaching for improvement in teaching performance, co-ordinating and leading teaching teams, action research with teachers, self improvement projects with teachers, and working with children in special areas.

The reports revealed many areas of self-improvement and action research that the interns were encouraged to do as part of their self-directed learning during internship, which they initiated and led. Some projects which were aimed at improving their interpersonal competence revolved around classroom management. Reported perceptions included:

In my self-improvement project I developed a learning environment within the classroom with shared decision making with my mentor and the YR 7 students.

The ideas that I presented were accepted and the students worked with them with greater enthusiasm than I ever experienced before.

I worked on my communication with every single student and the mentor. It required using a variety of strategies with those who ordinarily would not talk or work with a teacher but I persisted and in the end it paid off. My mentor encouraged me to work with the other interns at the school and to share my strategies so that they could benefit and improve their teaching.

In terms of leadership, the interns were learning that teacher leadership is the influence that they can exert over the behaviours of their students and their peers (Le Blanc & Shelton, 1997). The ways in which they worked through the internship with their teachers and fellow teachers were also significant in placing responsibility on their shoulders but encouraging them to be not only autonomous in the preparation of teaching plans and materials but also interdependent in seeking feedback. In terms of leadership notions, this parallels the findings of Gronn (2002), Crowther et al. (2002) and Limerick et al. (2002) who believe that not only formal leaders can share such knowledge, as this quote shows:

Co-teaching with the teacher meant that I took the lead in designing the unit work for integrating maths, science, music, physical education language, SOSE, art and health on “Patterning”. It meant that I was responsible for leading the types of experiences that we designed for the kids complete with new content and assessment tasks. It was also that I had to work with everyone on the team to see if the work fitted with their outcomes for the kids.

Some interns harnessed their own expertise, took the lead and applied it to specific areas of interest which benefitted the children in all parts of the school and spread the leadership (Crowther et al, 2002) from the domain of in-service teachers to their pre-service domain.

I have worked with special children in many instances so when the chance came up to work with a group of these children, I volunteered. I made connections with the special ed teacher through this work, and the teachers in their classes. It was like I received a promotion when the children started to integrate into their own classrooms better because the teachers started to ask me what I was doing and if they could use my ideas.

Technology was an area where the interns shone. Usually it is teacher quality through long experience that recommends itself as expertise, but these interns are the digital natives of this era and are more ‘tech savvy’ than most teachers in schools. Therefore they were asked to compose new websites, market the school via online work, and to work with the older teachers (digital immigrants or in some cases, digital defectors) to update their skills and understanding of some interesting programs and how they could be used for children’s learning.

I was really excited working with the other teachers in this team as they depended on me for the up-to-date information computer programs that could be used for the kids’ learning. They also liked it when I sent my ideas around to them on email every day. They all started to communicate good ideas by

email and when they started to Google for teaching strategies we were really talking.

The above quote not only demonstrates contributions that are valued but interesting ways in which leading from beside other teachers can be more sustainable than a more dominant form of hierarchical leadership. The interns also signified that this kind of leadership cannot be done in isolation - leadership is a way of engagement or collaboration with your fellow teachers (Le Blanc & Shelton, 1997; Silva, Gimbert & Nolan, 2000).

School curriculum work (SC)

Interns perceived a variety of interesting ways in which they not only participated but led experiences within the schools which benefitted more than the children within their own classroom walls. Work with teacher teams in curriculum focus groups; contributing to curriculum development at school level; work with parents; work in community projects; instructional leadership with community members and visiting other teachers in their classrooms to work in projects were nominated as ways in which teacher leadership emerged. Each of these activities would normally be the domain of leadership of full-time teachers.

The mentor teacher asked me to contribute to curriculum development within the school. We were revising the scope and sequence of science within the upper school classes and I asked to work in one curriculum area as the leader. This responsibility gave me a lot of work but I really learned more about with the teachers were already doing and what they could be doing before I recommended how the new ways for us to work with this subject were able to be done.

The deputy head was to run a meeting for the local community on what they needed to do to improve the levels of parent involvement in the school. She asked me to develop the content of the talk and to make up the presentation and handouts. In the end we discussed what I had produced and it was good enough that she asked me to present the work myself. Next month (even though I will have left the school) I am returning to do another session on how to keep children happy and busy at home for the same group.

The key concept of learning through a leadership activity that emerged here is one that is supported and scaffolded so that 'learning and leading are interrelated' (York-Barr & Duke, 2004, 288). This realisation is very important for neophyte teachers.

Professional development of colleagues (PD)

The data from the reports listed professional leadership activity in the areas of mentoring other preservice teachers; delivering a professional session at school staff meetings; delivering a session with the mentor for other teachers at district office and sharing IT information with staff on a school level. All of the activities as displayed in the data indicated perceptions regarding the growing collegiality of the interns and their acknowledgement that professional development is vital to teacher reflection within development and renewal (Conley & Muncey, 1999)

Our university Liaison academic visited and asked me to mentor the two second-year students who were out of step and doing a supervised practice at the school. In being given the opportunity of being a peer mentor I was able to talk to them each morning about any difficulties that they were experiencing in understanding differences at this school with regard to behaviour management issues and planning their work. I used some of my own ideas to help them.

This example of professional development shows that the tenets of the research conducted by Archer (2001) and Darling Hammond et al. (1995) that strongly indicate how mentoring of other teachers can be defined as a dimension of teacher leadership.

Parent and community involvement (PC)

Inclusion of parents (and their integral importance to the education of their children) was already recognised by the interns as central to their leadership in school communities (Paulu & Winter, 1998), but it was with renewed interest that some of them led work with parents and community members in not only informing them of updates in Child Protection, and in ways of making their school environment better places of learning but also practical projects where they had to manage or train volunteers.

I organised students, my mentor and interested community members on Tuesday afternoons after school in restoring the creek bank which runs along the perimeter of the school fence back to an environmentally friendly area. Because I led this work, I contacted the local nurseries to donate some Australian plants, which would suit the area. I planned the rejuvenation of the site and had to get the approval of the local council for our activity.

In working through these experiences, interns came to the realisation that parents too may respond positively to their leadership. Sometimes however, information given can lead to an ongoing debate and argument about some of the suggestions where the aim of leadership was to influence decisions and policy.

The deputy head and I ran a meeting for the local community on what they needed to do to up the levels of parent involvement in the school. When I proposed the ways in which they could help with homework I was challenged by some of the parents. It seems that they all like their children to do lots of work at home on computer searches but are not willing to supervise their children doing them. This made me realise that I must have some arguments prepared in advance. I quickly defended my position and left it at that. This is now the topic for the next meeting- 'how much supervision should parents exercise over their children's TV and internet activities'.

These quotes exemplify how the individual mentors, school and community contexts shaped and framed the interns' contributions as much as their own capacities.

Contributions to the profession (CP)

There were only two professionally active areas in this category- contributing to a professional journal with the mentor and writing reports for the local newspaper on their work in schools. It was proportionally the least mentioned in the reports but one worthwhile broadcasting as an area in which interns can raise their professional learning levels to the level of leadership. Of the students who ventured into the area, each was excited at contributing more of the same in the future.

My mentor was so excited with having an intern she introduced me to the editor of the local paper who asked me to write some stories telling why I was here, what why I wanted to teach in the country in the future, what I thought of the children in this country town and this school etc. I worked with the editor and produced an article every week on what I was doing with the kids and the school. It was a great experience.

The local district was running a conference on new ways in which to teach reading, and as I have just joined a professional association in this area, I volunteered to go to this event. My Principal also advised me that I would be able to present a paper on my own work about readers in my class who have had special problems. The process of writing the paper with my mentor and my principal made me re-visit the whole experience and when I presented it, it came alive through the questions the other teachers asked.

All of the perceptions by the interns indicated that this area of leadership is one where the scaffolding by mentors is vital to its happening at all. It should be noted that not all mentors involve themselves in professional writing so it may not surface informally in many school contexts.

Conclusion and Recommendations

The significance of this research is that it shows most clearly that interns (like real teachers) can extend their attributes further than just working pedagogically well, provided the school culture or learning partnership, where mentor support and collaboration, stimulates continuous professional learning (Darling-Hammond, 1988). We do not seek to say that interns at their stage of development are teacher leaders as defined in the literature but that they can be given the opportunity to step up to this role. The findings of our research recommend therefore that individual interns can be initiated into teacher leadership roles at this stage of their development.

Shared governance of a single classroom is at the base of the domain of teacher work during an internship but responsibility is placed on the intern to go beyond that classroom so it capitalises on the mentor's influence but places onus on both the intern and the mentor to action work in other domains jointly. It is also evidenced through the data categories that if the mentor of the intern was in turn a teacher leader in this respect then the likelihood of the interns emulating this behaviour was paramount. Modelling by mentors and sharing responsibilities still goes a long way to consolidating the novice teachers into the new role of 'being a professional teacher' and projecting them to work like a teacher leader. Other mentors, such as members of the administration team, also have the same effect and it is recommended that they are

essential partners in the initiation of interns as teacher leaders. Therefore, our research clearly grounds the recommendations that mentors are aware of how to encourage and foster pre-service teachers making the transition to in-service teacher through resolving instructional problems in practice, involving interns in school or district curriculum work; contributing to professional development of colleagues; initiating parent and community involvement, and contributing to the profession. It is recommended that mentors also take into account that interns are individual in their preferences in learning and leading and must be encouraged informally to engage in leadership roles in one or more of the categories explored in this paper. As mentors of teacher leaders, helping them to develop a new cadre of teacher leaders is an important imperative (Crowther et al., 2002).

Finally, it is recommended that the goal of higher education institutions is to venture beyond the processes of fostering within their graduates the craft of being a teacher to those that can employ the art of being a teacher leader. We need a determined effort to blur the boundaries of the domains of preservice and inservice teacher development.

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