When formulating a theory of action, teacher leaders compose a sequence of "if-then" statements that illustrate the causality between their actions and expected outcomes. Framing theories in the form of "if-then" statements helps to define the conditions under which the desired outcomes will occur. These theories are then used to guide future actions and improve the effectiveness of the leadership practices.

The军官 will be the key to implementing these theories. If the problem is defined, the key elements of the intervention must be defined. To do this, the focus of the intervention is on the needs of the learners, which can be identified during the planning process. In practice, these needs must be known and can be addressed through student-led interventions. The most effective collaborative inquiry is formed when learners are engaged in a meaningful learning process to develop an inquiry question and formulate a theory of action. The four-share model begins with teachers framing a problem of practice. During this first stage, teachers determine a meaningful focus, develop an inquiry question, and formulate a theory of action. The second stage becomes more meaningful involved in school improvement and collaborative group change. Product and distribution of knowledge professional knowledge and resources developed in collaboration inquiries become powerful for school improvement. The third stage is the propagation of knowledge. To do this, teachers are engaged in collaboration inquiries that provide a sustainable approach for teachers to become instructional leaders and decision makers. Leadership is a powerful movement for building teacher effectiveness and leads because professional learning should be conceived as a professional learning strategy as opposed to a professional development.

Collaborative inquiry is a powerful design for professional learning that supports the notion of new, vibrant strategies for school improvement. It is necessary.

Collaborative Teacher Leadership: Theory and Practice

By Peter Dawe on December 23, 2013 8:11 AM

Today's Guest Post is Written by Janet Donahue. Janet works with the Ministry of Education. In Canada, and is the author of Collaborative Inquiry: Postsecondary Teacher Leadership Through Inquiry.
Leadership in your school?

How do teachers access materials, time, and space for activities that facilitate teacher learning and development?

Structures need to be in place in order for this type of learning and development to occur.

Decision-making power

Teachers have to engage meaningfully in school improvement, they need to hold, to a certain extent, the power to make changes. This can happen in a variety of ways. One example is through recognizing the effectiveness of current teaching and learning strategies and making changes that align with the needs of students.

Outcomes of their fundamental purpose. They also need to see themselves as agents of change. Teachers need to believe they can evaluate the effectiveness of their practice and make changes that benefit their students.

One purpose of professional development is to develop leadership capabilities. This means that leadership must be an integral part of the school's culture.

In my experience, I've witnessed the effectiveness of collaboration between students and teachers.

In refining their curriculum, teachers emphasize collaboration and inquiry.

In refining their teaching, they focus on how they work to facilitate the characteristics of collaborative learning by identifying effective patterns and implementing them.

In refining their learning, teachers use collaborative learning to gather new evidence for their practice. They analyze and evaluate the evidence they have gathered and make changes to their teaching and learning.

During this process, teachers share and document their findings, and they analyze their data to identify new strategies for improvement.

They think about learning, they analyze the data, they reflect on their practice, and they make changes. This process is ongoing and continuous, and it involves collaboration and inquiry.
collaborative inquiry just seems like the right place to start. In The Moral Imperative of School Leadership, Michael Fullan notes that leading schools through relationships and a culture of disciplined inquiry and action requires principals with the courage and capacity to build new cultures based on trust.

In the World of Classroom Relationships, Learning, and Leadership, McMillen and Reckless describe the role of the invisible underpinning of collaboration and learning relationships. New traditions with a focus on the invisible underpinning of collaboration and learning relationships.

Finally, nurturing teacher leadership requires high trust and positive working relationships. On the impact of their actions, through the choices, co-constructing new understandings through learning by doing and reflecting, they progress through the process, teacher teams generate knowledge and meaning as they move through the phases of inquiry, they change and refine their thinking. Teacher teams are key to the process, situated in inquiry a cyclical rather than a linear model.

reflective practitioner?

Do structures enable teacher teams to collaboratively focus on learning, inquiry, and