

EMPOWER

SUPPORT

INSPIRE

DREAM

ADVOCATE

CARE

LANGUAGE TEACHER LEADERSHIP

Insights from research and best practice

EDITED BY
HAYO REINDERS

NURTURE

ASPIRE

ENABLE

ENCOURAGE

Language Teacher leadership

Now more than ever do we need teachers to step up and take charge over their own destiny and support their communities. Not only have recent events given us plenty of reasons to question the efficacy of relying exclusively on educational managers and administrators for answers in challenging and rapidly changing times, we now also have a significant body of research that has unequivocally shown the contributions teachers can and do make to successful organisations. Sustainable, thriving educational institutions are those where leadership is distributed and all staff are prepared for and supported in taking on roles to develop the community.

This book shares best practices as well as insights from research on how teacher leadership can best be fostered and integrated into the educational landscape.

We have a number of confirmed contributors:

Jack Richards
David Nunan
Sarah Mercer
Kathi Bailey
Denise Murray
Mary Ann Christison
Thomas Farrell
Laura Baecher

We are looking for an additional 7-8 chapters in any of the following three areas:

Personal leadership

The first step in assuming leadership is to work with the self. Chapters in this part of the book deal with research and practice in such topics as working with personal beliefs, values and aspirations as well as identifying what types of leadership practices and styles may be desirable for an individual teacher. Chapters include examples of how opportunities for teacher self-reflection and an investigation of teacher identity have been implemented in different contexts and how both initial teacher development and in-service teacher learning have incorporated leadership skills.





Organisational leadership

Teacher leadership manifests itself in a wide range of practices that are not dependent on one's hierarchical position in the organization. Mentoring, action research, team-teaching, advocating for colleagues and students, and offering workshops for other teachers, are all examples of how teachers can support their communities. Being able to do so relies on teachers knowing how to identify and act on opportunities around them. Chapters in this part of the book therefore deal with such topics as teacher autonomy, investigating how it develops and can be fostered; and how teachers monitor and manage their own and others' wellbeing (Mercer & Gregersen, 2020), especially important given the high incidence of teacher stress and burnout in our field. Other chapters illustrate examples of teacher leadership activities and the variables that play a role in their success (or otherwise), answering such questions as: what personal, organizational and broader factors determine whether teacher leadership affects educational practices in the long-term, and what is their impact?

Professional leadership

Chapters in this part of the book extend beyond the teacher's individual context to include the wider field and report on the ways teachers have participated in and established communities of practice, have contributed to language education research through (amongst others), exploratory practice, appreciative inquiry and action research, and have advocated for the profession through myriad activities such as developing ethical guidelines,

Scope and audience

Chapters in this book are research-driven. Each reports on findings from (teacher-led and otherwise) research, synthesising the current state-of-the-art in each area. Each chapter uses illustrations of relevant practices from which lessons can be drawn. The aim is to come to a broad understanding of what best practices have emerged over the years, and where gaps still remain.



We envisage this book will be used primarily as part of initial and in-service language teacher development courses (and shorter workshops) and will therefore most likely be read by teachers in the context of a professional learning community. Each chapter will therefore include 3-5 reflection questions and use small textboxes set apart from the main text to briefly explain technical terms that may be unfamiliar to the readers. Another feature is the inclusion of practical illustrations of teacher development practices. These include short case studies or brief vignettes, with quotations from teachers about their experiences.

How is this book different from others?

Interestingly, although many thousands of books have been written on leadership and educational leadership has received increasing attention in the last two decades, the literature on leadership in language education is slim. The most recent titles are over a decade old and 1) do not reflect current practices and 2) are primarily written from an exclusively western perspective, without explicit regard for and inclusion of teachers' voices from other parts of the world.

This book is different in that it:

- Is specifically written for language professionals
- Is up-to-date and reflects current insights from research and leadership practice
- Is comprehensive in its coverage
- Is culturally inclusive



Timeline and process

May 1	Expressions of interest to info@innovationinteaching.org Include a (tentative) title and an abstract/outline of your idea of no more than 500 words
May 7	Decision communicated
Feb 1	First draft due
Feb 15	Feedback sent out
March 15	Second draft due
May	and onwards: production process begins

The editor

Dr. Hayo Reinders (www.innovationinteaching.org) is TESOL Professor and Director of the doctoral programme at Anaheim University in the USA and Professor of Education at Unitec in New Zealand where for many years he was Head of Education and Head of the Educational Leadership & Management programmes. Hayo has published 26 books and over 150 academic articles. He is Editor of the journal *Innovation in Language Learning and Teaching* and edits a book series on “New Language Learning and Teaching Environments”. He founded the Institute for Teacher Leadership and is currently writing the ‘Handbook for Language Teacher Leadership’ for Cambridge University Press.