

**Citation for published version:**

Philip A. Woods, and Amanda Roberts, 'Collaborative school leadership in a global society: A critical perspective', *Educational Management Administration & Leadership*, February 2018.

**DOI:**

<https://doi.org/10.1177/1741143218759088>

**Document Version:**

This is the Accepted Manuscript version.

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## Collaborative school leadership in a global society: a critical perspective

Journal:	<i>Educational Management Administration &amp; Leadership</i>
Manuscript ID	EMAL-2017-287.R1
Manuscript Type:	Original Article
Keyword:	global challenges, teacher leadership, distributed leadership, reframing leadership
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# Collaborative school leadership in a global society: a critical perspective

**Abstract:** In the context of evolving global challenges and opportunities, this article explores the kind of leadership that moves beyond the philosophy of dependence which pervades many of the everyday assumptions of educational leadership practice. The article argues for educational leadership that places relational freedom, self-determination and critical reflexivity as the driving aim of distributed leadership by teachers, students and others in non-positional leadership roles. A project arising from the International Teacher Leadership initiative is examined in order to offer practical illustration.

## Introduction

What kind of educational leadership is required to respond to the challenges and opportunities of an evolving global context? Challenges include the struggle, manifest in different ways according to national contexts, between very different visions of education. On the one hand, there are educational policies and trends that view education as a commodity in a knowledge industry and value market principles, competition and economistic educational aims (Gidley 2016, Samier 2016, Ward et al 2016). Samier (2016: 9) suggests that market-based ideology is 'part of a Western hegemonic spread globally' and that, arguably, 'globalised education presents a threat to the sovereignty of national systems through the impact of Western (mostly American, British and Australian) educational curricula and pedagogy'. On the other hand, there are educational traditions and changes infused by different visions - those that prioritise collaboration, democratic values and humanistic aims (Abdi and Carr 2013, Kensler and Uline 2017, AUTHOR and AUTHOR 2009). Scandinavian countries, for example, are described as having a strong tradition of 'viewing schools as an expression of democratic political ideals and as a mechanism for preparing children to play constructive roles in a democratic society and a strong commitment to comprehensive education and social justice' (Møller and Schratz 2008: 343)

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3 Another of the great global challenges, according to Gidley (2017), is leadership. The  
4 possibility of 'hegemonic spread', to which Samier (2016) refers, applies to the discourse  
5 about and the practice of leadership, and crucially to leadership preparation and  
6 development that disseminates a particular view of leadership. As its influence extends  
7 from western countries across the globe, a danger is that leadership preparation and  
8 development promote cultural uniformity, through the 'adoption of similar sets of  
9 competences', 'airbrushing out the influence of local cultures' (Lumby and Foskett 2008:  
10 53). This may be interpreted more critically by some, as taking the form of cultural  
11 colonisation, infusing leadership with what might be argued to be western assumptions of  
12 linear thinking, instrumental rationality and economism.  
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21 Yet there are contrasting current and counter trends in the discourse and practice of  
22 leadership within and beyond the western world. Western (2013) for example argues that  
23 an expanding discourse of eco-leadership is apparent. In this view, leadership is dispersed  
24 across organisations, values ethics and the human spirit and treats organisational work as  
25 an interconnected part of ecological systems and human communities, not a controlling  
26 and mechanistic activity. In educational leadership there are diverse examples of  
27 leadership infused by ecological, democratic and social justice commitments (Angelle  
28 2017, Gross and Shapiro 2015, Kensler and Uline 2017, Lumby and Coleman 2016).  
29 Leadership informed by democratic and participative values can find spaces, within  
30 systems driven by antagonistic values, to enact change with the aim of fostering holistic  
31 education (AUTHOR 2011).  
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41 Such alternative forms and visions of leadership face deep challenges, however. For  
42 example, there are concerns about their sustainability and systemic reach. Western (2013:  
43 274) notes guardedly that eco-leadership is 'growing but uncertainly'. The weight of  
44 influence and political backing for many contemporary educational policies create a  
45 constraining context for leadership committed to humanistic aims (Bates: 2016: 163, Ward  
46 et al 2016).  
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51 In this article we explore the kind of leadership that moves beyond the philosophy of  
52 dependence which pervades many of the everyday assumptions of educational leadership  
53 practice. This leadership places relational freedom, self-determination and critical  
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1 **reflexivity** as the driving aim of distributed leadership by teachers, students and others who  
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3 are in non-positional roles without formal leadership authority.  
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6 The article:  
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- 8 • sets out a view of what leadership ought to be - a practice that fosters the ideals of  
9 a philosophy of co-development rather than dependence; and what leadership is - a  
10 phenomenon characterised by intentionality and emergence;  
11
- 12 • illustrates the meaning of this view through discussion of one of the projects arising  
13 from the International Teacher Leadership (ITL) initiative;  
14
- 15 • concludes that leadership for a global society needs to integrate explicitly both  
16 intentionality and emergence as well as articulated critical values;  
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- 18 • highlights features that appeared through our discussion of the ITL project:  
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  - 20 - the valuing of relational freedom, inclusion and an explicit social justice aim  
21 (in this instance voice for ethnic minorities);  
22
  - 23 - the importance of
    - 24 ○ a clear and shared intentionality and intent for the project
    - 25 ○ intentionalities authored by teachers so the process promotes  
26 awareness and self-determination and teachers' intentions drive  
27 teacher leadership
    - 28 ○ active reframing of leadership by teachers
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  - 30 - the strength and adaptability of support structures and professional learning  
31 as emergent processes.  
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34 The argument of the article is grounded in critical discussion of discourses within and  
35 outside education that view leadership as emergent and distributed (e.g. eco-leadership,  
36 complexity theory and leadership-as-practice), reviews and critiques of distributed  
37 leadership and research by the authors on democratic leadership and distributed  
38 leadership for equity and learning (e.g. AUTHOR and AUTHOR 2017, AUTHOR 2011,  
39 2015, 2016a/b, 2017, AUTHOR and AUTHOR 2016, in press 2018, AUTHOR et al 2016,  
40 AUTHOR and AUTHOR 2013). This includes the authors' work in international projects  
41 investigating cases of successful practice in school leadership, most recently an EU-  
42 funded project examining collaborative teacher learning and distributed leadership in  
43 school, local, regional and national contexts in contrasting European countries (AUTHOR  
44 and AUTHOR 2017, AUTHOR 2015, AUTHOR et al 2016).  
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## From dependence to co-development

Organisations and their leadership practice need to respond to new conditions: generations of people who are used to exercising 'self-determination, autonomy and technical savvy' (Gratton 2004: xiv) and the reality that knowledge is not only key to progress but resides in and is co-created across organisational stakeholders. Dependence and deference are disappearing, it would appear. Arguably, 'each of us can choose to give or withhold our knowledge and it is virtually impossible to detect when we are doing so... [making] the role of the supervisor obsolete... [and requiring instead] an organisational culture... in which employees *actively choose* to share their knowledge' (Gratton 2004: 37). These conditions seem to be conducive to the kind of change necessitated by the great global challenges of climate crisis, technology, economic crisis, education and leadership that Gidley (2017) sets out. These demand, *inter alia*, the development of higher-order cognitive capacities that include creativity, imagination, critical thinking and complexity (Gidley 2017: 131).

Yet, in the field of leadership there is evidence of the persistence of strongly hierarchical structures and reliance on the idea of 'great' leaders. For example, in England 'most schools continue to retain a traditional structure of a single headteacher and a wider leadership team' and aspects of 'hero' leadership continue in distributed forms of leadership (Earley et al 2012: 111); across Europe, school leaders are much more likely than teachers to describe the leadership practice of their school as distributive (Duif et al, 2013: 34, 43). In addition, when it comes to alternatives to traditional hierarchy, such as distributed and shared leadership, critics argue that in practice they are a means of manipulating change in the direction of market-based education and fashioning teacher identity to suit performative policy aims (Hall et al 2012, Jeffrey and Troman 2012). Such critiques suggest we should be guarded in claiming that trends towards more dispersed forms of leadership necessarily foster critical thinking and genuine bottom-up agency.

**A clear-eyed view of the purpose and values of leadership as a distributed or shared process is essential. This is what we have sought to articulate in our exploration of collaborative leadership in AUTHOR and AUTHOR (in press 2018). The required clarity is helped by considering leadership practice in the light of two contrasting and competing philosophies: one of dependence, the other of co-development. The philosophy of dependence views people as fundamentally dependent on being directed and provided**

1 with instructions and authoritative direction in order to know what to do. The dependence  
2 is on rules and authority in order to find the right way to act and to live: in relation to  
3 education, professional educators, students and others are principally conceived as  
4 agents who serves values, aims and priorities determined by those who hold formal  
5 authority (AUTHOR 2016a, b). In this philosophy, teachers, for example, are constructed  
6 as uncreative technicians who deliver a curriculum designed at a higher level in the policy  
7 hierarchy (Frost 2006). Tendencies to grant the assumptions of a philosophy of  
8 dependence a dominating influence are a drag on rising to global challenges that require  
9 the development of creativity, imagination and critical thinking and seeing ourselves as  
10 'the creative agents of our desired futures' (Gidley 2016: 116). Challenging ingrained  
11 habits of dependence necessitates local change and interpretation.  
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21 By contrast, the philosophy of co-development views people fundamentally as beings who  
22 actively work within themselves and with others to expand continually their understanding  
23 of what is and what ought to be (AUTHOR 2016a). Flourishing as human beings means  
24 nurturing freedom - their own and others, as interconnected beings - to discover and learn.  
25 That is, it involves advancing relational freedom (AUTHOR 2017). We learn best through  
26 collaborative activity which brings into contact the diverse experiences, expertise and  
27 ideas of different people. To do this effectively requires a commitment to social justice and  
28 a rich conception of democratic values, which we articulate as holistic democracy  
29 (AUTHOR 2011, AUTHOR and AUTHOR in press 2018). The values of the philosophy of  
30 co-development constitute the value-base that we argue is integral to the kind of  
31 leadership that addresses the global challenges referred to in the Introduction.  
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41 This value-base is complemented by a view of what leadership is. We argue that  
42 leadership is the outcome both of people's intentions (intentionality) and the complex flow  
43 of interactions in the daily life of schools (emergence). Understanding leadership in this  
44 dual way does three things. Firstly, the concept of intentionality recognises the vitality and  
45 human spark that is integral to the drive of leadership practice. Intentionality is the will or  
46 intent to make a difference, with and through others, which leads to action. It  
47 encompasses the deliberations, choices, motivations and activity within the person that  
48 produce the impetus to individual action and response. In AUTHOR and AUTHOR (in  
49 press 2018), we suggest that change-orientated intentionalities can be distinguished from  
50 tradition-orientated intentionalities. The former involve critical reflexivity and orientate  
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1 teachers and others to becoming pro-active agents of change, free of - or at least more  
2 distanced from – a restricting philosophy of dependence.  
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6 Secondly, the concept of emergence recognises that leadership is also a phenomenon  
7 that arises from complex processes of ongoing interactions, between people, social  
8 contexts and the human-made and natural environment. Leadership is not reducible just to  
9 the intentions and actions of individuals. It is the product of patterns and combinations of  
10 actions, and the co-produced energies, ideas, influences and relationships that are  
11 created by people through their interactions. This understanding of emergence is founded  
12 in theories of complexity and distributed leadership (Bates 2016, Boulton et al 2015, Gronn  
13 2002, Stacey 2012, AUTHOR et al 2004).  
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21 Thirdly, intentionality and emergence are presented as strands of leadership that are  
22 intertwined in practice. Leadership is a phenomenon formed by complex, interacting  
23 processes, and it is at the same time characterised by individual and collective choice and  
24 intentions. Intentionality and emergence are put forward as dual lenses to ensure that, in  
25 the study and practice of leadership, human intention - its frailties, imagination, sparks of  
26 creativity, goodness and so on - are not submerged and lost within the complex,  
27 continuous flows of emergence.  
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34 The concepts of intentionality and emergence and the value-base of the philosophy of co-  
35 development provide an understanding of leadership that is both analytically robust and  
36 ethically explicit. We believe that conceiving leadership through the ideas of intentionality,  
37 emergence and the philosophy of co-development provides a helpful perspective for those  
38 who want to develop distributed leadership practice (through teacher leadership, for  
39 example) that is more collaborative, innovative, critically reflexive and capable of  
40 advancing social justice. This perspective offers a fertile theoretical basis for the  
41 development and practice of non-positional teacher leadership, in which teachers exercise  
42 leadership 'as a dimension of their professionalism rather than by virtue of a designated  
43 formal role' (Frost 2017: 1).  
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52 In the next section, we discuss one of projects of the International Teacher Leadership  
53 initiative. Our purpose is to illustrate how seeing leadership as both intentionality and  
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1 emergence, and through the frame of dependence and co-development, helps in noticing<sup>1</sup>  
2 significant features that feed into the complex and messy process of non-positional  
3 leadership development.  
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## 10 **Teacher leadership initiative in Bosnia and Herzegovina**

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13 Background information is given on the International Teacher Leadership (ITL) initiative,  
14 before turning to the teacher leadership project in Bosnia and Herzegovina. Further  
15 information and discussion can be found in Čelebičić and Vranješević (2014) and  
16 AUTHOR, et al (2016).  
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### 21 *International Teacher Leadership initiative*

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24 The ITL initiative was launched in 2008 by the HertsCam Network, responding to interest  
25 in HertsCam's work on teacher leadership expressed by researchers and practitioners in a  
26 number of European countries<sup>2</sup>. (The HertsCam Network is a network of teachers and  
27 schools, based in Hertfordshire, UK, which supports teachers in leading innovation in their  
28 own schools and in building knowledge about teaching and learning across schools.) The  
29 ITL countries face a variety of particular challenges that relate to their traditions and  
30 economic conditions. These include relatively poor economies and high unemployment  
31 with disruptive consequences for families (Frost 2011a: 5), a tradition of centralised  
32 decision-making that 'has had a stultifying effect and has created a lack of room to  
33 innovate at the local level', and a tradition of professional training that uses the 'delivery  
34 model of teacher development' that is unpopular with teachers and ineffective (p6).  
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44 The ITL initiative was not initiated by ministries of education or other officials, but was the  
45 creation of 'enthusiastic individuals who have previously worked collaboratively on other  
46 projects and who have established networks within the country' (Frost 2011a: 19). The ITL  
47 initiative is therefore the product of numerous intentionalities - individual decisions to act  
48 and group formulation of intentions of how to respond. Significantly, too, it is not the  
49 product of formal, hierarchical authority but the exercising of professional and experiential  
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55 <sup>1</sup> See Jarvis and Graham (2016) on 'noticing'.

56 <sup>2</sup> <http://www.teacherleadership.org.uk/the-itl-initiative.html> Accessed 30.3.16

1 authorities on the part of researchers and practitioners in the European countries involved  
2 and members of the HertsCam Network who formed ITL. (For a discussion of different  
3 forms of authority and distributed leadership, see AUTHOR and AUTHOR in press 2018  
4 and AUTHOR 2016.)  
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9 The initiative is founded in a belief in non-positional leadership, which assumes ‘that all  
10 members of learning communities have capacity for leadership regardless of status or  
11 designated positions of authority’<sup>3</sup>. ITL projects work to a set of principles that guide action  
12 (Frost 2011a: 11) (appendix 1). These principles and the ITL approach benefited from the  
13 established work of the HertsCam Network. So the ITL initiative in part is an emergent  
14 phenomenon resulting from the interplay of this pre-established work and the founding  
15 intentions of those beginning the initiative.  
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22 Consequently, the participants in the Bosnia and Herzegovina project were building on  
23 and adapting a substantial body of experience, ideas, practice and materials. The  
24 principles (appendix 1) are an important part of the cultural ‘bank’ of ideas that supports  
25 leadership practice. They have emerged from previous practice and are intentionally  
26 adopted, and in turn are a significant factor from which leadership emerges.  
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32 The ITL initiative promotes teacher leadership as a process of enquiry-based development  
33 led by teachers with the purpose of generating shared knowledge about pedagogic  
34 innovation. This approach strives to enhance human agency, and hence conscious  
35 intentionality that involves critical reflexivity; it seeks to develop a culture of shared  
36 responsibility for reform and successful learning outcomes for all students, which emerges  
37 from practice and, amongst other things, attendance to the principles. In these ways,  
38 intentionality and the products of emergence interplay over time with each other.  
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45 The valuing of collaboration and human agency and the inclusion of all in leadership  
46 activity and initiative-taking indicate a value-base that resonates with the philosophy of co-  
47 development. A fundamental aim is to enable practical change that gets away from  
48 assumptions of dependence.  
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57 <sup>3</sup> (<http://www.teacherleadership.org.uk/the-itl-initiative.html> Accessed 30.3.16)  
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1 Deliberate and sophisticated scaffolding and support are seen as requirements to enable  
2 teachers to develop as teacher leaders. This takes the form of guidance materials,  
3 programmes of workshops, tools for planning and reflection, and partnerships between  
4 experienced teachers and external agents such as university-based academics or activists  
5 within NGOs (non-governmental organisations). These support teachers taking initiatives  
6 to improve practice and acting strategically with colleagues to embed change (Frost  
7 2011b: 5-6). For the ITL initiative, professional development does not best occur through  
8 application of a training model, but from teachers' 'pursuit of a developmental goal which  
9 they have identified and initiated'. The conscious, questioning intentionality of teachers  
10 drives teacher leadership, through both individual and collectively determined intentions  
11 that arise from their development work. Teachers work through teacher-led development  
12 work (TLDW) groups. The TLDW method of working and its expression as a particular kind  
13 of group are emergent products of practice and reflection and ITL scaffolding. Equally, the  
14 TLDW groups constitute fora in which intentionalities are shared and discussed and feed  
15 into collaboratively generated group intentions. They are designed also as outward looking  
16 so that they contribute to learning (thus influencing consequent intentionalities) in 'the  
17 school as an organisation and members of the teaching profession more widely' (Hill 2014:  
18 75).

#### 34 *Bosnia and Herzegovina: 'Teachers as leaders of change' Project*

37 One of the ITL projects was the *Teachers as leaders of change* project implemented in  
38 Bosnia and Herzegovina<sup>4</sup>, beginning in the academic year 2009-2010. The account of the  
39 project on which the discussion in this section is based was prepared for the EU-funded  
40 EFFeCT project ... [rest of sentence deleted to preserve author anonymity]<sup>5</sup>. It is one of  
41 five cases prepared for EFFeCT. The cases are reported in AUTHOR et al (2016) where  
42 further details about them and the method of enquiry in preparing the accounts can be  
43 found.

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50 <sup>4</sup> It was also carried out in Serbia, but here we concentrate on Bosnia and Herzegovina.

52 <sup>5</sup> The project is the European Methodological Framework for Facilitating Teachers' Collaborative Learning (EFFeCT) project  
53 (<http://oktataskepzes.tka.hu/en/effect-project>). The project has been funded with support from the European Commission. Views in this  
54 article are those of the author, and the Commission cannot be held responsible for any use which may be made of the information  
55 contained therein.

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3 The data examined for the purpose of the case of the *Teachers as leaders of change*  
4 project were primarily secondary sources. We recognise consequent limitations to the data  
5 used for the case. It was not possible to generate original data, nor to access evidence in  
6 teachers' portfolios produced in local languages (Frost 2011a). However, the data we did  
7 use provided illuminating insights into the project as evaluation is integral to the ITL  
8 initiative. The support programmes for developing teacher leadership 'are monitored and  
9 evaluated using data collection tools provided by the Cambridge team' (Frost 2011b: 8).  
10 Local participants in the initiative used the methods of data collection best suited to local  
11 circumstances, but were asked to report the data using a common format (Frost 2011a:  
12 14). We were therefore able to draw on reporting of the ITL initiative's evaluation in Frost  
13 (2011a - an account of the 'Evidence of Impact' on pp32-40) which makes reference to  
14 Bosnia and Herzegovina as well as other ITL countries, and other sources, such as a film  
15 of the *Teachers as leaders of change* project (see footnote 6) and accounts by Čelebičić  
16 (2013), Čelebičić and Vranješević (2014) and Vranješević and Čelebičić (2013). We were  
17 also aided by meetings organised for the purpose of exploring this project, as well as the  
18 other cases in AUTHOR et (2016), with co-ordinators of the HertsCam Network which had  
19 launched the ITL Initiative.  
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32 Bosnia and Herzegovina comprises three ethnic 'constituent peoples': the Bosniaks (the  
33 largest group, mostly Muslim); Serbs (the second largest group, mostly Orthodox  
34 Christian); and Croats (mostly Catholic). Differences and conflicts were exacerbated  
35 during the war which took place between 1992 and 1994 (Čelebičić 2013). The country  
36 has ambitions to create an education system 'that is inclusive, de-centralised, efficient and  
37 transparent; that promotes a culture of evaluation and self-evaluation, justice, tolerance  
38 and constructive communication' (Vranješević and Čelebičić 2013: 3). It faces a variety of  
39 problems which include the centralised nature of the educational system and teachers  
40 being reduced to implementers of educational policies created by other experts in  
41 education. These problems foster dependence and inhibit the critical, change-orientated  
42 intentionality we highlighted above. There is a recognised need in Bosnia and  
43 Herzegovina for teachers to develop the capabilities required for taking a more proactive  
44 role in the process of education – that is, we would say, for more conscious and critically  
45 reflexive intentionality. A further challenge is that 'teachers frequently share dominant  
46 prejudices and convictions with other members of society' (Vranješević and Čelebičić  
47 2013: 2).  
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3 The *Teachers as leaders of change* project aimed to empower teachers to take a more  
4 proactive role in the process of educational change, with the goal of supporting teachers'  
5 capacities for leading change and enabling them to gain insight by reflecting on this  
6 engagement. It also had the aim of advancing the participation and representation of  
7 minority ethnic groups. Ideals of the philosophy of co-development are apparent in these  
8 aims - particularly, freedom to enact change, collaborative activity and learning and the  
9 advancement of social justice through positive change to enable minorities to participate  
10 and exercise voice.  
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18 The six schools in the project either had large populations of Roma children or were  
19 located in multicultural settings, and were committed to improving education by enhancing  
20 participation, partnerships and co-operation with families. The work began with initial  
21 meetings in schools, aimed at informing school management and teachers about the  
22 project and establishing groups of teachers committed to working on development projects  
23 concerning parents' participation. The next step was to ask teachers to identify issues that  
24 they considered were important in relation to establishing partnerships with parents from  
25 different minority and marginalised groups. Teachers themselves identifying issues is a  
26 key step in teacher leadership in HertsCam and ITL initiatives. Teachers are invited to  
27 deliberate and formulate their own intentionality. This is seen as essential to ensuring that  
28 the leadership comes from and is owned by the teachers.  
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37 Identifying and defining a problem to tackle was challenging for teachers. They were not  
38 used to engaging in the kind of reflexive intentionality that gives rise to pro-active agency.  
39 As one teacher explained<sup>6</sup>:  
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44 At the first session, when we were faced with a challenge to define one specific  
45 problem in the schools we work in, I was confused. I am a language teacher and  
46 usually I find it easy to articulate my thoughts, but still, I didn't know how to  
47 define the problem. That was the moment in which I realised that we, teachers,  
48 didn't have the strength to deal with the problems we face on daily basis.  
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51 (Nermina Husic, teacher, female, in Tuzla)  
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56 <sup>6</sup> The quote is from a film on the project, entitled 'Teachers as Agents of Change for Education Without Prejudice' Project, carried out by  
57 proMENTE. The film was produced in 2016. The quotes in English are taken from the subtitles of the film.  
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1 The teachers had mentors who were important in supporting teachers. The mentors' goal  
2 was explicitly to help teachers become pro-active and not dependent on the mentors for  
3 direction. Mentors had to make sure that the teachers developed their autonomy rather  
4 than look to the mentors to be the change agent. This led to teachers valuing small  
5 changes, instead of being burdened by feeling the need to change the whole system.  
6 Heightening awareness of and developing the means for conscious and critical  
7 intentionality was central to supporting teacher leadership in the project. Ideas for change  
8 were the teachers' and the implementation and evaluation was undertaken by teachers  
9 themselves through their teacher-led development projects. The project was about  
10 creating opportunities to nurture relational freedom, each teacher deliberating upon  
11 changes in their own thinking and feelings to determine what to do and working with and in  
12 support of others.

13 The leadership practice did not come from conscious intentionality alone. It was supported  
14 and hence in part emerged from the ITL initiative guidelines and tools (Frost, 2011b)  
15 adapted for the context of Bosnia and Herzegovina (Čelebičić 2013). For example, tools  
16 were developed to help teachers recognise the characteristics of leaders of change (Frost  
17 2011a: 24). A support group was established led by members of the international team  
18 and their partners or associates (Frost 2011a: 22-23). Leadership was the product both of  
19 intentionalities (the teachers' own and others', such as mentors) and emergence (the  
20 complex interactions of these intentionalities and consequent actions, the relationships  
21 formed, the cultural contexts of the school, locality and nation, and the tools and support  
22 frameworks)<sup>7</sup>.

23 At first, teachers found leadership challenging but gradually they became more proactive.  
24 They learned about leadership by doing it; by taking small steps such as defining the  
25 problem and planning actions to create change, evaluating the results and planning next  
26 steps. With each step they became more confident. The project made progress by  
27 fostering teachers' autonomy and freedom to change and improve their practice through  
28 their development projects and experimentation. The project did not provide the content or  
29 prescribe what needed to be improved or changed. Instead it provided **tools that could be  
30 adapted and used to help bring about change.**

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31 <sup>7</sup> Intentionalities are themselves emergent products - of processes internal to the individual and the individual's interactions with others  
32 and their institutional, social and cultural context. In presenting intentionality and emergence as analytically distinct, our point is to  
33 ensure attention to the creativity of individual human action.

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2  
3 The idea that teacher leadership is not something to be limited to the few is integral to the  
4 project. Every teacher can be a leader, as this comment by a teacher from Sarajevo,  
5 Serbia, illustrates (Čelebičić and Vranješević 2014: 103<sup>8</sup>):  
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9  
10 I learned that we should appreciate ourselves and our work more,  
11 because every change, no matter how small, is very important.  
12  
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14 This resonates with the ideal of inclusion and participation in the philosophy of co-  
15 development. The positive reframing of leadership that took place during the project is  
16 illustrated by the words of these teachers<sup>9</sup>:  
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21 I realised I am capable of making changes, I realised I am allowed to step out of  
22 the strict boundaries set by the government. Instead of waiting to be told to do  
23 something, waiting for specific policies that will let me do something, I found out  
24 I can work and implement ideas on my own.  
25  
26 (Nermina Husic, teacher, female, in Tuzla)  
27  
28

29  
30  
31 I believe teachers can accomplish a lot by applying their creativity, and being  
32 dedicated to their work. Using only paper, or plastic bottles we were about to  
33 create new things in some of our workshops. We can recycle existing useless  
34 materials into new and useful objects, sell this and gain some money we can  
35 invest in our school.  
36  
37 (Vanessa Malkic, social worker, female, in Tuzla)  
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41  
42 I don't think lots of money or huge changes in the system itself are necessary to  
43 accomplish something on the ground level. We can start making changes, but  
44 first we have to work on our attitudes, we must realise how much potential we  
45 have. Only then, instead of setting our goals too high, on the level of the whole  
46 education system, we can reflect on our immediate surroundings and start  
47 making changes and solving problems we face on a daily basis. That is how we  
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54 <sup>8</sup> Čelebičić is the director of proMENTE. Vranješević is a Serbian colleague, researching the TLDW work in Bosnia.

55 <sup>9</sup> The quotes are from a film on the Bosnia and Herzegovina project, entitled 'Teachers as Agents of Change for Education Without  
56 Prejudice' Project, carried out by proMENTE. The film was produced in 2016. The quotes in English are taken from the subtitles of the  
57 film.  
58

1 started here in our school, realising what a big impact we can have only relying  
2 on our creativity and strength.

3  
4 (Bekir Saletovic, teacher, male, in Tuzla)

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8 This teacher explained what the participation meant:

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10  
11 I caught myself participating in discussions with all my heart, getting excited  
12 about the most ordinary talk between colleagues from our school and the  
13 colleagues from Hrasno. Exchanging ideas, listening to each other with respect,  
14 giving support to each other, one gets tremendous self-esteem, and that is all I  
15 need. So I managed to go beyond the limits of my previous work, I set my goals  
16 on a higher level. Having seen the results of what I initiated with my idea in  
17 cooperation with my colleagues, I am encouraged to make new ways to  
18 continue something that improves the quality of work with children, which  
19 encourages me personally, thereby making me happier.

20  
21 (Teacher quoted in Bosnia and Herzegovina Final Report – source: Frost 2011a:  
22 24)

## 23 24 25 26 27 28 29 30 31 32 **Reflections on the teacher leadership initiative in Bosnia and** 33 **Herzegovina**

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38 The ITL initiative in Bosnia and Herzegovina built on and adapted the experience, ideas,  
39 practice and materials of the HertsCam work on collaborative teacher leadership.

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41 Evidence from the project suggests that the initiative in Bosnia and Herzegovina effectively  
42 facilitated and supported development of participant teachers as active, participative  
43 professionals engaging in collaborative change to improve learning. There is not sufficient  
44 evidence available to come to clear conclusions about the sustainability of the change  
45 sought in leadership culture of schools and social justice aims.

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51 Using the ideas of intentionality and emergence, and the value-base of the philosophy of  
52 co-development, as sensitising concepts, we draw attention to the following features of the  
53 project.

### 54 55 56 57 **Value-base: relational freedom, inclusion and voice for ethnic minorities.**



1 The fundamental aims of the project resonate with the ideals of the philosophy of co-  
2 development. The focus on fostering human agency that infused the project places  
3 relational freedom at its heart. Aligned with this is the active challenging of assumptions of  
4 dependence. Inclusion in leadership - that is, the belief that all have leadership capacity -  
5 grounded a commitment to participation and a more democratic practice of leadership.  
6 There was in this project an explicit focus on social justice through the aim of involving and  
7 giving voice to ethnic minorities.  
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14 **Intentionality: clarity, collectivity, self-determination and active reframing.**

15 Intentionalities were brought together to co-construct a clear and explicit intent from the  
16 beginning. A shared intentionality was co-developed and became the collective expression  
17 of those who approached the HertsCam network to internationalise its teacher leadership  
18 approach and of those who established the ITL initiative. The work strove to enhance the  
19 conscious intentionality of teachers who participated, raising self-awareness, so they  
20 determined what the objective of change was to be. The work involved teachers  
21 themselves, supported and facilitated by mentors, working on their perceptions and  
22 feelings concerning what kind of activity leadership is and their role in it: teachers reframed  
23 their ideas and feelings in relation to leadership and teaching as an active profession.  
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32 **Emergence: strength and adaptability of support structures and professional**  
33 **learning as an emergent process.**

34 Emergence is characterised by a complex array of interactive processes and countless  
35 factors (personal, social, natural, historical, cultural, as well as human-made materials and  
36 artefacts). We highlight here two aspects of the products of emergence in this project. One  
37 concerns the application and adaptation of prior emergent resources, such as the set of  
38 principles, scaffolding and tools developed in previous work and the experience and  
39 expertise of the ITL support group in that work. These were introduced as factors available  
40 for participants. They became part of the perpetual interactions that make up practice.  
41 Their effects did not come about through a linear process of cause and effect, but were  
42 forged in multiple and ongoing processes where people's presumptions and other factors  
43 such as cultural and professional history all impinge on outcomes. These resources  
44 therefore have to be strong enough to carry the essential and critical aims of the project  
45 and flexible enough to be adapted to local cultures and histories without losing the integrity  
46 of the value-base. A second aspect is learning as an emergent process. Change involved  
47 teachers deliberating, dealing with doubts and formulating action, and working with  
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1 mentors, tools and other supports over time which generated new behaviours, ideas and  
2 frames of understanding about teacher identity and leadership.  
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## 8 **Concluding remarks**

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11 We believe that it is vital both to recognise the critiques of distributed leadership and to  
12 retain the insights of the distributed perspective on leadership. Leadership is a distributed,  
13 complex and emergent process. It is also a process that is characterised by individual and  
14 collective intentionalities. It is therefore important to recognise that leadership is  
15 characterised by both intentionality and emergence. Further than this, leadership practice,  
16 to be worthwhile, needs be framed within an explicit value-base in which leadership is  
17 **exercised collaboratively through a commitment to** values of holistic democracy and social  
18 justice (AUTHOR and AUTHOR in press 2018).  
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26 The notion of collaborative leadership as we conceptualise it is, we argue, highly relevant  
27 to the practice of leadership for a global society. Such leadership is characterised by an  
28 awareness that leadership involves both intentionality and emergence and by the explicit  
29 integration of critical values encompassed by the philosophy of co-development. The  
30 latter value-base places the fostering of human agency and relational freedom and the  
31 ideals of social justice and participation at its heart. It prioritises the development of  
32 capabilities such as creativity, imagination, critical thinking and complexity, vital in meeting  
33 global challenges (Gidley 2017: 131) and the aim of becoming 'the creative agents of our  
34 desired futures' (Gidley 2016: 116). It makes central the task of challenging the  
35 assumptions of the philosophy of dependence.  
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44 In examining the teacher leadership development project in Bosnia and Herzegovina, we  
45 highlighted how expressions of collaborative leadership could be seen in its leadership  
46 development and practice. The project's value-base prioritised relational freedom,  
47 inclusion and an explicit social justice aim (in this instance the representation and voice of  
48 ethnic minorities). We noted the importance of a clear and shared intentionality and intent  
49 for the project; intentionalities that were authored by teachers so the process promoted  
50 awareness and self-determination and teachers' intentions drove teacher leadership. We  
51 also drew attention to features likely to advance collaborative leadership in the complexity  
52 and messiness of practical change - that is, prior emergent resources that are both strong  
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1 and adaptable and professional learning that is supported as an emergent process. One of  
2 the implications of embracing complexity and emergence is recognising the need to 'learn  
3 and adapt as you do things: unintended consequences and unexpected changes in the  
4 wider world are normal... [you need to build in] iterative processes for dialogue, review and  
5 adaptation' (Boulton et al 2015: 234). In this way intentionality and emergence intertwine.  
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11 The danger of cultural colonisation was raised in the Introduction. **Our argument is that**  
12 **explicit critical values are insufficiently embedded in discourses of distributed and teacher**  
13 **leadership and that this omission encourages the acceptance of unexamined**  
14 **assumptions. Collaborative** teacher leadership as discussed in this article, developed  
15 through processes of co-development, **is an important way of helping to avoid cultural**  
16 **colonisation.** It does not provide a simple answer. However, integral to its character is  
17 making conscious, questioning intentionality, local pro-active agency and adaptability  
18 essential parts of realising the larger purpose of the value-base. These central aims work  
19 against unquestioning acceptance of and dependence on imposed leadership discourses.  
20 At the heart of collaborative leadership are the growth and practice of relational freedom  
21 and self-determination through the engagement, energy and critical reflexivity of teachers.  
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For Peer Review

**APPENDIX 1****Principles for supporting teacher leadership** (Frost 2011b: 12-13)**Principle 1: A partnership between schools and external agencies**

Such agencies might include university departments of education, government agencies and non-governmental organisations (NGOs).

**Principle 2: Mutual support through membership of a group and a network**

Support groups can be established within single schools or within clusters of schools and these can be linked through networks.

**Principle 3: Collaboration with school principals**

Dialogue with school principals can help to build support for teacher leadership

**Principle 4: Opportunities for open discussion**

Teachers need to be enabled to think critically about values, practice and innovation.

**Principle 5: A project-based methodology**

Teacher leadership is enacted through the initiation and leadership of development projects.

**Principle 6: Enabling teachers to identify personal development priorities**

This releases passion, concern and moral purpose.

**Principle 7: Tools to scaffold personal reflection, planning and action**

Well-designed tools scaffold, exemplify and illustrate teacher leadership.

**Principle 8: Facilitating access to relevant literature**

This enhances the knowledge arising from teachers' development work.

**Principle 9: The provision of guidance on leadership strategies**

Expert guidance and mutual exploration strengthens leadership capacity.

**Principle 10: The provision of guidance on the collection and use of evidence**

Systematic enquiry is a democratic and collegial leadership strategy.

**Principle 11: Mobilisation of organisational support and orchestration**

School principals can support teachers' development work and ensure coherence in the school.

**Principle 12: The provision of a framework to help teachers document their work**

A structured portfolio enables teachers to plan, record and reflect upon their development work and can be used as evidence for certification and the like.

**Principle 13: The provision of opportunities for networking beyond the school**

Teachers derive mutual support and inspiration when they network with other teachers. Moral purpose is cultivated throughout the system.

**Principle 14: Recognition through certification**

Teachers' leadership of innovation can be recognised through certification provided by universities or partners of other respected organisations.

**Principle 15: Professional knowledge arises from accounts of teacher leadership**

Teachers can build professional knowledge through collaborative and critical discussion and exchange of ideas.