**Distributed Leadership in my school: the evidence base**

**Using the typology of distributed leadership of MacBeath (2005), first make a judgement about the presence of each example in your school, on the given scale. Then expand MacBeath’s definitions by supplying one or two examples from your school which you are willing to share with your group.**

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| **Type of DL** | **Defined as** | **Judgement about quantity**  **a lot < --------- >none** | | | | **Evidence** |
| **1** | **2** | **3** | **4** |
| **Formal** | **Leadership distributed formally through role descriptions.** |  |  |  |  |  |
| **Pragmatic** | **Leadership distributed through necessity, often ad hoc delegation of workload.** |  |  |  |  |  |
| **Strategic** | **Leadership distributed through planned appointment of individuals to contribute to the development of leadership throughout the school.** |  |  |  |  |  |
| **Incremental** | **Leadership distributed by devolving greater responsibility as people demonstrate capacity to lead.** |  |  |  |  |  |
| **Opportunistic** | **Leadership distributed as capable teachers willingly extent their roles to school-wide leadership on their own initiative.** |  |  |  |  |  |
| **Culture** | **Leadership practices as a reflection of the school’s culture, ethos and traditions.** |  |  |  |  |  |

**Teacher Leadership in my school: the evidence base**

**Using activities and outcomes identified as teacher leadership by Harris (2005), first make a judgement about the presence of each factor in your school, on the given scale. Then expand Harris’s definitions by supplying one or two examples of practice from your school which you are willing to share with your group.**

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| **Teacher leadership** | **Judgement**  **strongly strongly**  **agree < ------------ > disagree** | | | | | **Evidence** |
| **1** | **2** | **3** | **4** | **5** |
| **Teacher leaders are helping colleagues improve practice through action research** |  |  |  |  |  |  |
| **Teacher leaders are helping colleagues improve practice through coaching** |  |  |  |  |  |  |
| **Teacher leaders are helping colleagues improve practice through mentoring** |  |  |  |  |  |  |
| **Teacher leaders are helping colleagues improve practice through induction** |  |  |  |  |  |  |
| **Teacher leaders are helping colleagues improve practice through CPD** |  |  |  |  |  |  |
| **Teacher leaders are helping colleagues improve practice by encouraging collegiality** |  |  |  |  |  |  |
| **Teacher leaders are helping colleagues improve practice by helping the school to embed reform** |  |  |  |  |  |  |
| **Teacher leadership is improving classroom practice** |  |  |  |  |  |  |
| **Teacher leadership is improving teachers’ self-esteem** |  |  |  |  |  |  |
| **Teacher leadership is improving student outcomes** |  |  |  |  |  |  |