University of Sussex

A University of Sussex EdD thesis

Available online via Sussex Research Online:

http://sro.sussex.ac.uk/

LEADERSHIP FOR LEARNING

An investigation into described professional images of students using the Leadership Challenge

Content

Abstract

This research was carried out in the Department of Education at the University of Applied Sciences in Windesheim, Flevoland, in the Netherlands. In recent years, the focus of the university has been on the teaching of basic skills in language and math to children of primary school age (4-12 years). However, conversations held with tutors within the university, the people from the werkveld[1] and the students suggested that the university needed to develop a wider scope of skills to be able to face the challenges of the future. As a result of this view, in 2014 the university decided to focus equally on students developing an innovative, all-round professional image with a particular focus on leadership for learning.

To facilitate the development of the all-round professional image, students were required to interact with lecturers, teachers and peers in order to question their practice on a regular basis. A two-year pilot was carried out with students and monitored to evaluate how effectively the new initiative assisted the development of their professional image. Using the methodology developed by Kouzes & Posner (2013) to support their professional image and develop leadership for learning.

The aim of this research was:

To explore how an evidence-based model within the curriculum can facilitate the development of the student's professional image growing into a professional identity.

Leadership within this research is seen as everyone's business and not specially reserved for the ones who are set into leadership positions. It is about people transforming situations by bringing something 'new' into the situation that will transform and change a person's identity. Leadership is the ability to move people towards shared aspirations. This means that leadership is a relation. It is a set of known skills available to anyone. Leadership is the ability to influence yourself and others to learn and to develop towards the set goals (Dufour & Marzano: 2011; Kouzes & Posner, 2013, 2012; Paalman, 2015). Where in this research the shaping of professional identity contains the process of integrating personal knowledge, beliefs, attitudes, norms and values with professional values and standards on teaching (Baumeister & Tierney, 2011; Beijaard et al, 2004; Darling-Hammond, 2007; Palmer, 2007; Ruijters, 2015).

The study used an action research approach, which is described by Cohen, Manion and Morrison (2017) as a small-scale intervention in the functioning of the real world and a close examination of the effects of such an intervention. The intervention systematically used the leadership model by Kouzes and Posner (2013) with students in the last year of their Initial Teacher Trainer program (ITT). Questionnaires and in-depth interviews among students, lectures and people from the werkveld were held to answer the described research questions.

The main question: "To what extent does the leadership model by Kouzes & Posner (2013) support students in developing their professional image in leadership for learning?" shows that students are more aware of the different aspects of leadership for learning but according to the data students don't show consciously competence in the described professional profiles towards the *Leadership*

---

[1] Werkveld are the people from the schools that the university of applied sciences works with. This includes teachers, principals, supporting staff etc. In this thesis the Dutch term werkveld will be used.

Challenge. Students as well as the werkveld show that in becoming a leader for learning aspects of the *Leadership Challenge* can be deducted but are not clearly mentioned. Lecturers of the bachelor program find the model supportive within their classes.

The data shows that in the support needed for students to develop a professional identity, all address the importance of working systemically. The werkveld as well as the lecturers from the university need to find ways to connect their thinking about building professional identity with each other. An equivalent approach is needed to support students in developing their professional identity. The werkveld sees a major role for the mentor because this is the person who connects the most with students from the ITT program.

Beliefs of the werkveld show that a leader for learning is someone with awareness of self, growing into the profession of a teacher. It is someone who believes and knows that learning is an ongoing process of interaction with children, colleagues and parents. Their professional identity show that reflection is a state of mind, a way of being. This initial teacher has an open mind towards learning situations within the educational setting and an open mind towards the learning questions that children expose. This professional has an inquiry state of mind.

Recommendations for policy and practice are to work systemically with the *Leadership Challenge* method. People working within the field of education and those who are entering the field of education through the university of applied sciences benefit from working systemically with a method that provides structure and that deepens 'Opleiden in de School' and building professional teacher identity.

Re-design the role of the teacher. The educational system in the Netherlands has its focus mainly on becoming an instructional specialist, experts in performing a curriculum for or, sometimes, with children throughout the year and being executers of organizational activities like organizing the sports events or parents night. These are important things but when looking at the wider scope of education and its purpose within society asks for evaluation and maybe even a re-design of the role of the teacher for the global world.

Growing into a professional teacher identity takes time. The university and the werkveld could design a framework for learning for professional identity, using the *Leadership Challenge* as foundation for addressing aspects of identity such as values, ethics and beliefs. Together they can develop a body of knowledge and related tools to make the profile of the professional teacher identity clearer, building professional capital in the widest sense possible. Teachers working in complexity will then develop habits of mind that can guide decisions and reflection on practice in support of continual improvement and a sustainable growing professional teacher identity. To obtain this continuous improvement learning networks need to be built with those working within the concept of 'Opleiden in de School' and its mentors. In my opinion this means that the university and the boards of the schools have a strategic agenda for professional development that is developed together around mutual interests and challenges because building identity takes time beyond the designed educational program within the university.

List of Figures

List of Tables

Acknowledgments

This research has been a process of many years and it became this product because of the contribution of many people. I found myself in the middle of all this: working, sleeping, writing and doing sports to maintain sort of a figure. In the process I got hit by a truck (literally), lost one of my closest friends, needed to undergo three heart attacks by one of my parents and always had the support of my colleagues and friends who challenged me not to give up because I so much deserved to finish this product through this process. Here it is! I am thankful because it brought me to the most important thing in my career: understanding the importance of a student being a leader for learning and giving this student space for its voice. Even more then before I believe in the importance of the student voice and fully trust this voice for its development and becoming a wonderful person in this global society and becoming even a better teacher. Some of my colleagues within the field say: impossible to trust a student that much. I say: why not? Let's cooperate together in becoming better individuals, better people and most of all better teachers that never ever settle for less. Our children and our society deserve this! To speak with the words of Shaw:

"You see things as they are and you say, "Why?"

But I dream things that never were, and say, "Why not?"

George Bernard Shaw (1856-1950)

So, all of you who helped me do this: I have no words to describe my gratitude!

Nigel: for not giving up on me! Mariska: you truly are the performer of leadership for learning; Zwanie, Greta, Catharina, Frans, Jael, Els for always believing in me; MT-Pabo: thanks guys for putting up with me and believing; Windesheim: for granting the opportunity; Saskia M., Hans, Monique, Ursula, Pim: for going in-depth on the *Leadership Challenge*; Russell Quaglia for being a friend and challenger of voice: let's rock the world!; my colleagues from the ITT programs Almere/Zwolle: you deliver the good work every day, I am so proud of you all; the students for growing into professionals that love children and want to make a difference; my parents Gre and Albert: so glad you are still here; my sisters Heidy and Cassandra different worlds but connected lives and most of all Hans, Merel and Wout: there are no limitations in what one can do through love and I love you guys!

<div align="right">Ingrid</div>

The front page was designed by my daughter Merel. The research reminded her of stepping stones that you need, to grow into a Leader for Learning. All the colored stones represent aspects of leadership for learning, they are connected and correlate with each other. Just what learning and growing into a Leader for Learner needs.

Chapter 1 Context and rationale

1.1 Introduction

Higher education is going through a change. Muhammed, et. al., (2011) state that with the advent of knowledge-based economies and globalization, higher education has become increasingly important, and in particular the quality of education is critical to national development. Drago-Severson (2016) argued that educators now face a myriad of complex challenges, including designing effective supervision systems; closing the achievement gap and meeting students' diverse needs, as well as an increasing need for professionals to work collaboratively in an era of high-stakes accountability and standards-based reform. Thus, the need for change is clear (deLaski, 2019). The quality of education, has become increasingly important as an agenda item, and is now seen as a priority facing any higher education institution (Sallis, 2002). This quality entails "placing learners' needs front and center, along with the demands of the industries looking to hire them" (deLaske, 2019, p.4). The need for improved quality arose as a result of the global trends in higher education, such as massification, funding reductions, and the adoption of new public management ideals requiring accountability and efficiency (Alexander, 2000). In addition, the rapid growth of the Internet, the increasing internationalization of higher education, the adoption of market mechanisms and competition (Van Schalkwyk, 2011) have all added to the demands for education to do better. Thus, education is in transition; moving from a period where there was a huge emphasis on achievement and accountability towards a time where collaborative learning is key within education. Working together through networks and projects reflects the way society currently develops. Collaboration is key, according to Fullan, Quinn and McEachen (2018) because it drives the learning from the work process.

> *" Collaborative learning unleashes the power of contagion and mutual help by generating new knowledge and ideas that mobilize action synergistically. The challenge lies next in building the shared purpose and collaborative expertise to release a powerful mindset that together students, teachers and families can transform learning" (Fullan, Quinn & McEachen, 2018, p.37).*

OECD (2018), takes this thinking a step further by describing the urgency and need for a broader set of educational goals.

> *"for broader educational goals because education has a vital role to play in developing knowledge, skills, attitudes and values that enable people to contribute to and benefit from an inclusive and sustainable future. Learning to form clear and purposeful goals, work with others with different perspectives, find untapped opportunities and identify multiple solutions to big problems will be essential in the coming years. Education needs to aim to do more than prepare young people for the world of work; it needs to equip students with the skills they need to become active, responsible and engaged citizens" (OECD, 2018, p.4).*

Fullan (2017) already argued that it is impossible to maintain the status quo within education in the light of the dramatic changes taking place in the world at large which are contributing

to more traditional forms of schooling becoming less relevant or engaging. It is through this need for higher education to change, that the government in the Netherlands and the Dutch education system agreed on a broad new goal for education namely, that education should evolve within the three key domains of socialization, subjectification and qualification (Onderwijsraad, 2016). In the published report (2018) '*Ruim baan voor leraren. Een nieuw perspectief op het leraarschap*' (Broadening the scope for teachers. A new perspective on the teaching profession), schools are urged to think about education in a broader perspective than simply contributing to knowledge. It also recommends supporting teachers even more with broader teaching qualifications, stronger incentives for professionalization and career development at the workplace. Universities and colleges therefore were required to produce a general outline of their curricula.

The follow-up report by the Onderwijsraad (2019) addressed the importance of education contributing to the quality of society. It states that:

"For well-being, cohesion and social stability, it is important that society has strong social links and that people can respect and live the values that underlie the democratic constitutional state"
(Education Council, 2019, p.20).

According to the report students therefore must understand and be able to address social changes and become civilians that contribute to Dutch society and socialization, subjectification, and qualification have become a particular focus of the Dutch government in terms of change.

Socialization relates to the ways in which we become part of existing traditions and ways of doing and being. Subjectification relates to emancipation and freedom and with the responsibility that comes with such freedom, whilst qualification focuses on the acquisition of knowledge, skills, values and dispositions (Biesta, 2014). To achieve this, requires a broader perspective than has previously been the case within education and places a more precise focus on the development of the whole person. This is in line with Dutch law (Artikel 8 WPO, sub 2) which states that education should support emotional and cognitive development; and the creativity to obtain the necessary knowledge needed to develop social, cultural and physical competences. With this in mind the 'Strategische Agenda Hoger Onderwijs' is currently setting the direction for all higher education institutions in the Netherlands until 2025, being also influenced by the developments within society such as globalization, internationalization and technology. Therefore, the Sociaal Economische Raad (SER, 2017) states that the aims of education are to become more than simply supporting students with the right competences for a specific trade.

In response to the above, leadership is key. According to Tateo (2012), changes in society are leading to new expectations about the role of education, which in turn is leading to new demands on teachers' quality and competences. A changing world, challenges people to show a particular kind of leadership that doesn't focus on the traditional ways of the past but on an uncertain, future; a leadership that requires knowing how to deal with uncertainty

and having the skills to lead within this uncertainty (Torres, 2013). In turn, this challenge requires a special brand of teacher leader, with skills in spanning organizational boundaries. Berry, Bird & Wieder (2013) were convinced that it was time for a new wave of teacher leadership, moving on from more traditional settings where teachers served in formal roles such as being responsible for a group /unit or union representatives, implementing curricula or leading staff workshops and mentoring new recruits , to leaders that move around in communities, in what we now know as professional learning communities (see also Fullan, 2013; MacBeath, 2009; Torres, 2013) which support professional learning among teams within a school. They further argue that current conceptions of education are still too narrow and contribute to maintaining existing, archaic school structures. Therefore, they argue that it is time for a new conception of education that supports, requires and equips teachers to be leaders capable of producing solutions for the dilemmas faced within the classroom and school communities.

Therefore, instead of supporting a trainee teacher merely with pedagogical and didactical knowledge, teachers within departments of education across the Netherlands need to support and equip students from the ITT program to think and re-think their professional role within the teaching profession and consider their beliefs. Students need to grow into understanding that themes such as ownership (also linking with leadership), social responsibility, power and interdependency are topics to consider within education. Because of the growing interdependence between colleagues, students and others involved within the education field, there is no longer a need for the classroom teacher to be seen as the professional with the all and the only one holding the knowledge. But there is a growing concept of shared knowledge and building communities to develop new knowledge with each other within the school community. One of the things this involves is student voice. The student voice is currently an essential part within classrooms, (Heijden, Geldens, Beijaard & Popeijus, 2015; Quaglia & Corso, 2017) and therefore ownership and power for influencing the curricula is now shared.

This research therefore focuses on how trainee teachers can learn to understand their role as leaders for learning. In the ITT programs leadership for learning is currently limited. This research will contribute to this gap in knowledge by addressing leadership for learning within the curricula of the ITT programs.

1.2 The research project: aim and context

The aim of this research is:

• To explore how an evidence-based model within the curriculum can facilitate the development of the student's professional image into a professional identity .

According to the Dutch Government, every department of education has to support students in becoming a strong professional with a clear professional image of the role they are being trained for. In recent years, the focus of the university has been very much on the teaching of basic skills in literacy and numeracy to children of primary school age (4-12 years). Therefore, as a result of conversations between tutors, people from the werkveld and students about the government requirements, and thinking about how to respond to the government directives, it was decided that the university needed to develop a wider set of skills to enable students to face the challenges of the future and to focus equally on students developing an innovative, all-round professional image, and becoming a strong teacher that is able to show leadership in the learning process. Together with the teachers from the university and the werkveld it was argued that there were two key aspects that student-teachers need to learn and undergo when growing into the professional image of a teacher. First, the teacher needs good qualifications and knowledge about the pedagogical content, that is the didactical approaches that are possible within the classroom and second, a high level of content knowledge of the subjects taught within the schools based on the goals designed by the government.

Within the government goals, teachers are also required to demonstrate their reflective knowledge and attitudes towards their way of performing within the profession. All these things together will enable teachers to take a leading role in the learning process of children. To summarize; there are three areas of learning: pedagogical knowledge and attitudes, subject and didactical knowledge and attitudes and reflective knowledge and attitudes. Leadership for learning emerges where these three aspects of the teacher connect.
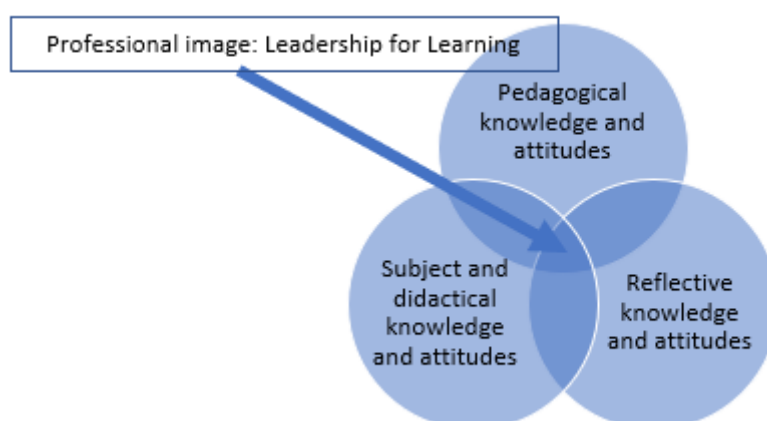
Figure 1: Professional image: Leadership for Learning, Paalman, 2017

Three aspects contributing to the professional image were described and summarized in the so called 'Beroepsbeeld' (literally meaning 'the image of the profession', see Appendix 1). All parties involved with supporting students to become teachers, aim for this professional image (Beroepsbeeld) which was laid down in covenants between the university, the werkveld and the students. Parts of the curriculum were redeveloped and set within the

context of facilitating the emergence of a professional image. The professional image of the teacher was based on three areas, as shown in figure 1. Within these three areas five concrete key aspects where described by the werkveld and the university to empower the three areas. The five key concrete aspects emerging from the three areas are:

i) How to promote questions,

ii) How to collaborate with children in making learning meaningful,

iii) The appropriate pedagogy for each subject and,

iv) Having a clear vision about the professional they wish to become, and

v) Understanding how this vision deepens over time.

In conversations held with the werkveld and colleagues of the university it was outlined that the first three key concrete aspects of the professional image were addressed fully in the curriculum. The last two concrete concepts: having a clear vision about the professional they wish to become and understanding how this vision deepens over time, was hardly recognized within the curriculum. This meant that no content or knowledge was delivered to students or discovered with students that would support getting to know their own vision, professional role and professional image. Together with the werkveld and students the university couldn't show where students were given opportunities to clearly learn about themselves and the teacher leadership roles, they would take upon them, when leaving the ITT program. It was found through conversations that students appeared to have a limited concept of their own leadership aspirations. Aspirations that would define who they wanted to become as teachers. Students couldn't connect with the concept of leadership (as described above by growing a professional image) and becoming a teacher. Leadership and being a teacher seemed to be two different concepts for them, while the werkveld and the university saw them interconnected with each other. Mostly the students saw leadership as something for the principle within the school that they were going to follow their internships at. The view of leadership tended not to acknowledge the fact that effective leadership is often distributed and not only the responsibility of the person who has a formal leadership position as Dufour & Marzano (2011) and Robinson (2011) described. Any significant discussion as to who is in control of children's learning was omitted. When the results of these conversations where shared with the werkveld and the colleagues from the university these conclusions were recognized. Besides the recognition it was admitted that also within the program they all knew teaching and leadership are connected but that it was not 'seen' within the curriculum and there was no clear understanding on how to support students clearly in becoming a teacher leader with a clear professional image. In conclusion, the School of Education had no clear focus on developing an understanding of the leadership role of the teacher and how to facilitate students developing their concept of leadership within their professional role as a teacher.

Together with the werkveld the university came up with an initiative that would support students in developing their professional teacher leader role. This initiative contained a program that supported students to discover their own teacher leadership role, using a framework by Kouzes & Posner called the *Leadership Challenge*. It was believed that the model of leadership proposed by Kouzes & Posner (2013; 2012; 2008) could support students with developing their professional image. The research explored the process from the perspective of the student, the tutors and lecturers of the university. To facilitate the development of this professional image, students were required to interact with lecturers, teachers and peers in order to question their practice on a regular basis. The initiative was made concrete in a two-year pilot (2014-2015,2015-2016) and was carried out with students, werkveld and the university. The pilot was monitored to evaluate how effectively the new initiative assisted the development of their professional image by using the *Leadership Challenge* model within the educational context.

With the use of the *Leadership Challenge* in the educational program, the University of Applied Sciences wants to prepare the students of the ITT program for the educational provision of the future, and as a consequence, the university wants to improve the students understanding of their professional image in their programs.

1.3 Professional role and research role

In this section my role as a professional and researcher (see also chapter three) within this research is described, along with my initial motivation for the topic of the study. The urgency required in carrying out evaluations of ITT programs within the universities of applied sciences in the Netherlands as a result of a changing global world and changing emphasis on teaching and learning, was described in 1.2. The questions currently being asked, internationally and nationally were also being raised within my own university of applied sciences, and especially with regard to the ITT programs, namely: are we supporting students sufficiently to enter the profession of education, and do they have the capacity to enter this field with self-worth, belonging and purpose (leadership)?

Within the department of Education, I am the lead-teacher and part of the management team of the Department of Education. In this role, I am responsible for the way the programs are shaped and delivered for our students within the university and within the werkveld. It is because of this role that I became curious about how we could support students in becoming more effective teachers, and becoming leaders for learning. Within our program we had already talked and shared ideas on leading for learning but it was through conversations with each other within the team, and with all people from the werkveld, that I discovered that in many ways, 'leading for learning' was in fact something of a hollow phrase. Being responsible for the way things worked within the programs and feeling the need to search deeper into the leadership role of students as they become teachers, I began to explore a number of theories of leadership and the practical ways that students could be

supported. Literature that addressed leadership in formal positions, was available, however, the majority of literature described the theory of leadership, but did not necessarily provide the practical tools within education necessary to train individuals in the required aspects of leadership.

The search for literature outside the educational field and which ultimately revealed the model for the *Leadership Challenge,* was designed mainly for use by students within business universities. It was therefore decided to test the effectiveness of this model within teacher education, to support and facilitate students becoming not only a teacher, but also preparing them for their role as a leader for learning within schools. Together with a colleague, a program of taught lessons was designed that supported students as they grew into the professional role of a teacher and also enabled them to discover aspects of their professional identity. It was argued that the *Leadership Challenge* model, would assist students in more accurately describing their professional image; a task they were required to complete at the end of their ITT program (see chapter three). My role as a researcher was to better understand, the extent to which this business model could be applied to an ITT program. I was particularly interested in also framing this as an academic researcher due to the fact that so many initiatives within our university are addressed professionally, but not academically; meaning that new programs were being introduced with no substantial theoretical foundation . My research role will be described further in chapter three and chapter six.

1.4 Summary

The university of Applied Sciences for initial teacher trainer education, finds itself in a transition in the way it wants to perform and address education for, and with students. Moving from a traditional way where content and knowledge is delivered to students towards a more personal and flexible way of supporting students with just-in-time knowledge and collaborative ways of learning towards becoming a teacher within the educational field. From an emphasis on achievement and accountability towards learning through networks and projects for professional learning and shaping identity. This is in line with the developments seen within global and national education. This thesis argues that it will contribute to the discussion of the broader development of a more entrepreneurial teacher in primary education. A teacher who is able to recognize policy regulations, global change and national development and its effects within the educational setting and to be able to take responsibility as a leader for learning. Developing children and developing self as a leader. To discover self within this changing 'leader' role as teacher a theoretical framework from educational leadership the *Leadership Challenge* model by Kouzes & Posner (2013;2012;2008) is used to support the development for the initial teacher trainer to become a leader for learning.

1.5 Thesis structure

The rationale for the research and the setting in which the research was carried out have been outlined. Chapter two will present a review and a critical evaluation of the literature, describing the relevant background literature for this research and will also set out a clear theoretical framework. The methodology developed for this research is described in chapter three, along with a description of the ethical issues encountered in the research project. Chapter four of the thesis presents the key findings from the research and clear responses to the research questions followed in chapter five by a number of conclusions that can be drawn from the research. The final chapter will present a discussion of the conclusions arising from the research, will specifically address the contribution to knowledge which the thesis has made, and will conclude with reflections of my personal role and experience as a researcher.

Chapter 2 Literature review

2.1 Introduction

In this chapter the theoretical framework for this research will be set out. This research aims to explore the shaping of the professional identity of the students who follow the ITT program from the perspective of leadership for learning. The literature review will therefore provide an introduction in which the urgency for addressing leadership within the current educational climate will be highlighted. This will set the context of leadership within the educational field and include a critical evaluation of the literature which informs the context around leadership and educational learning. The literature review shows what is known about leadership, learning, the shaping of identity and self and it will present a critical evaluation. The gap of knowledge will be addressed, showing that leadership doesn't have a solid place within the shaping of identity within the curriculum of the ITT programs. Further literature arguing that leadership and learning can be combined as leadership for learning will further contribute to the current gap in our knowledge of leadership. The conceptual and practical idea of learning and leading is described followed by the leadership for learning-model from MacBeath (2018; 2012). This leadership for learning - model shows the importance of developing leadership within three layers: organizational structure, professional learning and student learning. Professional identity develops within those three layers. This follows that within ITT programs this must be known when working on shaping a professional identity. The professional identity and what contributes to the shape of identity is also set out in this chapter. Shaping identity is often correlated to shaping self. At the end of this chapter the *Leadership Challenge* is laid out as a fundamental part of leadership for learning. The *Leadership Challenge*, a model designed by Kouzes & Posners (2013), is explored through literature to discover if this model could support the students from the ITT program in discovering their professional teacher identity. This chapter ends with a summary of the literature review.

2.2 Context

Schools are changing. A transformation resulting from a range of pressures, including the need to improve the quality of education, the demands of the labor market for increasingly skilled workers, advances in technology, and an increasing interest in different types of educational provision such as charter, or iPad schools. According to the OECD (2018) it is uncertain how the new schools of the century will differ from those of the past, but they argue that whatever changes occur, a different form of leadership will be required and that within education there is a need for new solutions because of the rapidly changing world. Additionally, within education, the concept of leadership has become more embedded in the language and practice of educational improvement. According to Fullan and Langworthy (2014; 2013; see also Earl and Fullan, 2003), the current process of system change is highly

complex and requires education to be radically rethought into a process where students, as well as teachers become more engaged by education. Future teachers will be expected to take the lead in an atmosphere of constant and possibly volatile change. A teacher's role, besides being a strong instructional leader for students, will need to incorporate a greater awareness of the '*learner being part of the bigger picture of society*', I think. This new role demands that both teachers and students, increase their awareness of their role as citizens, gaining global knowledge together, with a sensitivity to, and a respect for other cultures and an active involvement in addressing issues of human and environmental sustainability. The importance of this new role lies in becoming a teacher with a much more global awareness in educating children to become responsible citizens of the world. Having a growing awareness that educating children takes place within a network and this education and growth is shaped around responsibility as an individual for the whole of society.

An increasingly prominent and additional role stems from the idea of visionary leadership; a style of leadership that promotes the students' learning to a higher level in order that students, as well as teachers are capable of inspiring themselves and others to do the same. Crucial in this type of leadership, is the demonstration of energy, commitment to meet the goals and the entrepreneurial attitude towards the learner (Bambrick-Santoyo, 2012; Berry & Byrd & Wieder, 2013; Fullan, Quinn & McEachen, 2018; Hulsbos & Langevelde, 2017). Teachers within educational programs are unlikely to have been trained for this type of 'visionary leadership'. Recognition of teacher leadership stems in part from new understandings about organizational development and a leadership style that suggests active involvement by individuals at all levels and within all domains of an organization are required if change is to take hold (Hulsbos & Langevelde, 2017; Spillane, Halverson, & Diamond, 2004). Arguably effective learning doesn't happen without effective leadership and teachers can, and should play an important role in improving both teaching and learning. Therefore it is crucial that teachers develop not only their role as leaders for learning, but that it is also transferred to students as they progress to become teachers; thus ensuring that students are appropriately challenged within their classroom practice, requiring them to identify all leadership for learning opportunities so that all perform well and achieve their potential and thrive within the new educational context.

2.3 Leadership and education

Leadership within education has been the subject of a significant level of analysis (Moldoveanu & Narayandas, 2019). Throughout the 20th century, leadership within education was often assigned to specific individuals; for example, those who became the school principal. Leadership, was mostly seen as '*managing*', whereas currently, a clear distinction exists between leadership and management. Both are essential for the success of a school organization. According to Van Deventer & Kruger (2009) management can be described as ensuring the efficient functioning of something. Management involves developing and bringing together various elements; coordinating, actuating and integrating

diverse organizational components while sustaining the viability of the organization towards some predetermined goals (Buthelezi & Wolhuter, 2018). Management involves the aspects of how to organize your organization to get the job done whereas leadership focuses on providing vision and direction. Kouzes and Posner describe leadership as the art of mobilizing, and motivating others to reach shared aspirations. They argue that leadership is a relationship which is required to obtain a shared vision (2016; 2003).

Dufour and Marzano (2011), stated that leadership is ultimately about the ability to influence others to reach a specific goal. This influence only has the focus on the learning of the students and their ability to thrive. The goal of all educational leaders must be to create conditions in which learners continue to progress in a way that ensures that learners keep on learning. Effective leaders focus on influencing education through people and their beliefs within a specific context of learning (Fullan, 2017, 2010; Kirtman & Fullan, 2016). Brown (2018) adds to this by defining leadership as anyone who takes responsibility for finding the potential in people and process, and who has the courage to develop that potential. The question to be asked by educators therefore is: 'How do students benefit from the actions, context and teaching we provide them with, and what is my role as a leader of learning within the organization?' (Brown, 2018; Dufour & Marzano, 2011; Kirtman & Fullan, 2016).

Leadership has to impact directly on the entire student learning environment. Previous research in the area of education has indicated that teachers' beliefs, attitudes, and actions create the contexts in which students are required to learn (Ainscow & Sandill, 2010). Similarly, Bernstein & Naom (2013) argue that the pedagogic identity of the student is produced through the relationship between the teacher, the learner and the social context and therefore this has implications for leaders within an organization. Learning that takes place without effective leadership has no chance of being sustainable (Bush, Bell & Middlewood, 2010; Fullan, 2010; Hargreaves & Shirley, 2009) and sustainable change for learning requires leadership that motivates and turns teams around together in pursuit of a common cause. Follett (cited in Hargreaves & Fullan, 2012), for example, argued that rather than commanding obedience, effective leadership gave *"expression to external realities and the interior aspirations of others" (p. 152)*. Similarly, Day, Sammons & Leithwood (2011) noted that leaders make a difference to school outcomes more by indirect methods, than direct ones; meaning that effective leaders work through and with others. According to Walker (in Bush, Bell & Middlewood, 2010) this is done through shaping the form, meaning and key conditions in the school.

Biesta, (2014) argued that education requires the presence of a teacher who is not just a fellow learner who facilitates learning, but someone who brings something to the educational setting that was previously missing. I would argue that this doesn't have to be the one who has been trained as a teacher but can also be anybody who is able to 'bring something new to the educational setting'. However, in the current educational setting, this is most likely to be a 'trained teacher'. It is also here where the idea of '*transcendence'*

appears. That is, whilst people from both inside and outside can bring something to the context, what is contributed actually '*transcends'* what one already knows. This research uses Biesta's idea (2014), that education is in an essential need of the presence of a teacher, not just a fellow learner as facilitator of learning, but someone who brings something to the educational setting that wasn't there before. People from inside and outside can contribute and show, leadership capacity because they add something to a particular educational setting. This means showing leadership. Therefore, leadership in this research is seen as an ability to be seen by everyone. This is also how the ITT program uses leadership. It is not just something that someone brings to the educational scene, but it also transcends what one already knows. When taking this thinking further towards leadership within education, it is more than only having vision and mission but it addresses the very importance of transforming (or as Biesta puts it: transcending) education. This can take place on an individual basis but also more systematical, addressing the culture of the organization. The thought of transcending education through leadership is a fundamental way of thinking which must be seen in the current educational leadership models because it comes closer to acknowledging the way in which leadership and learning are connected. To achieve this, the idea of learning needs to be addressed and defined precisely within the educational setting; which is addressed in the following section.

2.4 Learning

According to Sarason (2004) the word, or the concept of learning is one that is hard to describe. Learning, as a term is sometimes referred to as a unitary concept, but a review of the literature suggests many kinds of learning and many different processes to which the term is often applied. The conception one has of learning has implications for the way classroom learning takes place. Productive learning for children can only take place when teachers are situated in a same learning context as children, where they have the ability to create and sustain a context of learning. As Sarason explains:

" Learning is a process that occurs in an interpersonal context and is comprised of factors to which we give such labels as motivation, cognition, affect, attitudes (about self and other). These factors are always part of its process to some degree; their strength is never zero." (Sarason, 2004, p.37)

This is in line with the work of Freire (1972) and Giroux (1981) who saw learning going beyond the instruction given by a teacher, towards the designing of educational experiences that are transformative. Learning takes place in a describable context in which participants are in a transactional relationship with each other and, therefore, mutually impact on each other's learning experience. This can be within a classroom but also any other place that fulfills the same criteria. Biesta (2007) supported the early ideas by Dewey (2017), that living organisms (human beings) are always active and always in transaction with their environment and learn from their interactions and experiences. Experiences can result in a change of the organic structures which condition further behaviors, namely habits. 'Habits'

are predispositions to act, and it is these that constitute the basics of organic learning (Biesta, 2007). It is through experimentation that we learn. These experiments allow us to do, and to reflect upon this 'doing' for consequences. Learning is therefore not a matter of trial and error but an intervention in thinking and reflecting. The learning (acquiring new habits) only takes place in situations where the organism-environment transaction is interrupted, where friction occurs.

According to Dewey learning starts when it is not possible to maintain the status quo, that is where problems arise and when we do not know how to respond or to re-act. Dewey calls these the indeterminate situations. In order to be able to control these situations we need to learn new habits, starting by experimentation and investigating ways of re-constructing and then practicing the new habit. This idea is in line with Marton and Booth (1997) who stated that learning is mostly a matter of reconstituting the already constituted world. In the current literature this is referred to as transformative learning (Weimar, 2013).

Transformative learning' changes learners in a deep, profound and lasting way, whereby learners construct personal meaning through the process of examination, questioning, validating and reflecting on the experiences they undergo. Learning within the environment and from experiences is also referred to as boundary crossing (Akkerman & Bakker, 2011; Walker & Nocon, 2007). Learning within boundary crossing means exploring new ways and discovering new skills, developing new attitudes and gaining new knowledge. It changes the way people believe, how they act and in the deeper sense also who they are. Marton & Ramsden (1988) wrote:

> *"Learning should be seen as a qualitative change in a person's way of seeing, experiencing, understanding, conceptualizing something in the real world, rather than as a quantitative change in the amount of knowledge someone possesses."* (p. 271)

Therefore, learning transforms and re-directs one's personal mind and being. Cranton (2016) describes transformative learning as a process by which a person's perspective is changed by questioning assumptions, values, perspectives, and beliefs. Furthermore, learning is a process rather than a disconnected set of discreet experiences that create ''ah-ha'' moments. Similarly, Biggs (2003) argued that learning changes our conceptions of phenomena and therefore our thinking and the way we look at the world. It is not so much that the information itself changes the person but mostly what a person does with the given information; the way someone structures it or thinks about it.

2.5 Process

The definitions on learning mentioned describe learning as a process of changing perspectives through an active attitude which requires a questioning of the situation or being questioned by the situation. According to Wiliam (cited in Didau, 2015) learning is a messy, complicated business, a liminal process, at the boundary between control and chaos. Learning can therefore be seen as an essentially fluid process, existing at the threshold between knowing and not knowing. Didau, underpins the complexity of learning, arguing that learning is the ability to retain skills and knowledge over the long term and to be able to transfer them to new contexts. Therefore, learning must result in a change of self (2015). Research by Zimmerman (2015) suggested that for students to become masters of their own learning processes requires self-regulation, which is the self-directed process through which learners transform their mental abilities into task-related skills in diverse areas of functioning and tends to occur when students are challenged by a certain task (or dilemma for that matter). The purpose of the learning process is to support the learner in taking a deep approach in learning through integrating information. Connecting new learning with prior knowledge. This also means that a student will question new ideas and will compare them with old ones. Hence, superficial learning solely for examinations, prevents this for taking place. This is a more holistic approach towards learning; the learner sees how objects of learning fit together and how it relates to prior learning and to life.

Merriënboer & Kischner (2012) believe this holistic approach is an answer to a fragmented way of teaching and transferring knowledge because it focuses on a highly integrated sets of objectives and their coordinated attainment in real-life performance; currently also referred to as personalized deep learning (Fullan, Quinn & McEachen, 2018). When looking at different definitions, this implies that learning only develops when students have an active role in their learning and when they have ownership of this process. To become a leader of learning it therefore follows that leadership needs to be active, owned and connected to the personal learning of the student and is personal and deepened through engagement by the learner. Arguably Education should not be 'one size fits all ', but the importance of culture and context must be recognized (Bush, Bell & Middelwood, 2010). The personal story of the learner, related to their context, must be taken into account (Berger, Ruge & Woodfin, 2014; Fullan, Quinn & McEachen, 2018) and therefore, students must know, feel and be confident that they themselves can give meaning to this learning process.

This process of deep learning requires an active approach towards the learner, who is seen as the agent of understanding. It seeks to integrate information into semantic memory, it reinforces and is reinforced by growing theory. The approach is mindful; meaning that there is a continuous creation of new categories, an openness towards new information and an explicit and implicit awareness of more than one perspective (Fullan, 2015; Kaufman & Gregoire, 2016; Tagg, 2003). Kaufman and Gregoire (2016) also argue that within learning we must make tasks more meaningful and relevant to the personal goals and identity, confidence and competence must be built to learn new information and deal with adversity,

by performing tasks with an appropriate level of challenge. Newport (2016), underpins this by stating that humans are at their best when immersed deeply in something challenging.

Based on such theories, I therefore argue that learning occurs in those places where 'radical' things happen for learners, when some new thinking, acting or believing occurs for a particular person with a particular problem. Learning should be viewed in a more creative way, in order for problems to be solved and learn something new (Sternberg, 2019). Learning is taking problems, transforming them into ideas and pushing (not dominating) your ideas forward. Based on this theoretical perspective, truly effective learning takes place when a person can step into an entirely new place of thinking and doing and master the situation.

This paragraph has defined learning as a process (Biggs, 2003; Sarason, 2004), which ideally takes place in the real world or reflects questions that are being asked in the real world (Biesta, 2007; Biggs, 2003; Fullan, 2016; Kaufman & Gregoire, 2016; Sarason, 2004;). For learning to take place the learner requires self-regulation (Zimmerman, 2015) and the learner must be able to make decisions about the learning process to assist deep learning (Fullan et al., 2016; Tagg, 2003;). Learning changes the person, the self and brings someone into a new place of thinking and doing (Sternberg, 2019). For a learner to be able to learn within an educational setting a learner centered approach seems to be more effective, where the student is allowed to be the owner of the learning process, and therefore shows leadership. In the next section, the combination of learning and leadership will be addressed.

2.6 Leadership for Learning

The developing identity of leadership educators has only recently been explored in the literature (Seemiller & Priest, 2015). One key issue in this literature relates to the development of students to become leaders for learning (teachers); who actively engage learners in constructing personal theories and philosophies (Jenkins & Allen, 2017; Wisniewski, 2010). There must be time to empower students to contribute and add their perspective to the learning and teaching process (Jenkins & Andenoro, 2016). As to the development of the identity of the teacher as a leader for learning. Andenoro et al. (2013) state that when educators encourage students to reflect on identity, these educators must also be subject of reflecting on their own identity development. This identity development involves thinking about their role as a teacher and this includes thinking about whether the initial teacher is *'present'* within their classroom, school and society where this education takes place. An important aspect of this *'presency'* is the establishment of identity. According to Vigil (2014) this develops through thinking about how teachers communicate who they are, what they believe about teaching and learning and how they believe their students achieve their success. *'Presency'* therefore only appears when teachers think about their own professional identity, including the initiatives a person takes to 'show' themselves. This

thinking about developing and showing their own identity and showing this identity within the school and classroom is, within this research, seen as taking leadership of their own learning process. *'Presency'* is therefore an important aspect of developing identity and growing into leadership for learning. Because:

" Without presence there is diminished self-identity and a negation of authentic personhood. Without authentic conversational interaction, there is reduced possibility of an intentional learning community that is inclusive of diverse voices. To seek the full reality of student presence in a classroom is to open a door that allows the 'other' to interact with the 'I'." (VanKuiken, Bradley, Harland & King, 2014, p.165)

According to Zhao (2012) the traditional education paradigm reduces the possibility of cultivating uniqueness by forcing all students through the same process, in the hope of producing standardized products. Zhou argues that a new paradigm which expands and enhances what students are interested in and want to be good at, is required which,

".... goes beyond token representations of students on school committees. It requires consideration of the role of the student in the school, not as a place that transmits knowledge, but as a community of learners." (2012. p.183)

The community of learners within the school involves thinking about the active participation of the student learners within their own learning process, including constructing the

environment in which one learns and gives active meaning to the student voice (see also Fullan, 2017; Quaglia, 2014; Robinson, 2015).

Frost (2014) and Quaglia (2014) propose that all teachers and education practitioners have some leadership capacity, and this should be seen as an essential part of teachers' professionalism, and I believe this is where students should become the leader of their own learning. This leads me to argue that a person can only learn when they know what to learn, what it is for and who is leading the learning process. The initial trainee teacher needs to discover their own learning and their own *'presency'* as described earlier, but also the way they want to challenge the process of learning with their students. In this sense learning is not a stand-alone process but occurs during interactions with others; which is where learning takes place within a social setting. The learning process therefore is an integrated process which takes place in several layers of the education setting. This means that leaders are always learning at every level and they have a responsibility to teach others the same (Fullan, 2010). Hazy (2011) describes leadership as a purposeful process where

"Notions of leadership and effective leadership apply to the individual, the group, the organization and society." (p.167)

The definition is coherent with the thought that leadership is to be seen and practiced within the school system. There is an understanding that the relationship between leadership and learning is increasingly accepted as being one of the most important issues in enhancing the effectiveness of educational organizations (Bush & Bell & Middlewood, 2010). According to

Dufour & Fullan (2013) education needs to address the importance of leadership at all levels. This means that conditions should be created that allow others to succeed at what they are being asked to do. In a system characterized by widely dispersed leadership, everyone's work should be designed to improve the capacity and performance of someone else so that learning can take place (Dufour & Fullan, 2013).
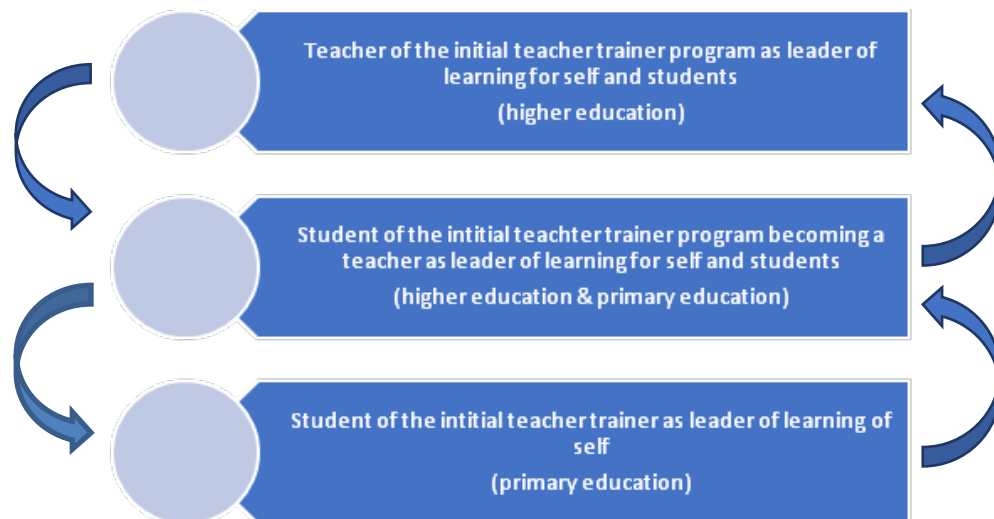
Figure 2: All are Leaders for Learning – IMPaalman-Dijkenga

To improve the capacity of someone else and performance of students, people at every level need to understand how to become a leader for learning (figure 2). The figure illustrates how leadership permeates and is transformed at all the layers within the education process. The type of leadership can be recognized as transformational or distributed leadership (MacBeath, 2009). Transformational leadership supports the fundamental idea of developing leadership within all layers of the school community. This makes transformational leadership a basis for this research which aims to support the development of leadership for learning in growing a professional identity. Transformational leadership speaks to higher level needs such as esteem, competence, self-fulfillment and self-actualization. In doing so it changes the nature of the group, organization or societies (Bass, 1999; Day et al. 2014; 2011) and focusing on capacity building by working with teams, having a clear focus towards the learning outcomes, systematical thinking for learning, questioning the status quo, having a clear vision, building trust etc. (Bennis, 2009; Both & Bruijn, 2012; Dufour & Marzano, 2011; Fullan, 2017; Frost, 2014; Hargreaves & Fullan, 2012; MacBeath & Dempster, 2009; Quaglia, 2016; Townsend, 2011;).

A layered model transformational leadership responds to the idea of professional capital which Hargreaves & Fullan (2012) articulate as:

> *"… a cornerstone concept that brings together and defines the critical elements of what it takes to create high quality and high performance in all professional practice – including teaching."* (Hargreaves & Fullan, 2012, p.102)

As such professional capital necessarily contains human capital which Hargreaves & Fullan further describe as:

"… knowing your subject and knowing how to teach it, knowing children and understanding how they learn, understanding the diverse cultural and family circumstances that your students come from, being familiar with and able to sift and sort the science of successful and innovative practice, and having the emotional capabilities to empathize with diverse groups of children and also adults in and around the school.", 2012, p. 89)

Professional capital intertwines with the idea of transformational leadership. Ross and Gray (2006) assert that transformational leadership has an influence on the teachers 'professional commitment and beliefs on their collective capacity through raising the values of members, motivating them to go beyond self-interest to embrace organizational goals. The main goal within this focus is student achievement and success. The important thing here is that within transformational leadership responsibilities are distributed and throughout the organization members have a strong focus on student success, therefore they 'take on' their leadership responsibility to make a change for these students. This also means that organization members together, have a shared focus on objectives and learning.

Research by Brown & Posner (2001) indicates that the more active and versatile learners consider themselves the more frequently engaged learners became with leader behaviors of transformational leadership such as having a clear vision, supporting others in the learning process through setting examples. As Scott, Coates & Anderson, (2008) observe change within learning doesn't just happen, it must be led, and led deftly. Farr (2010) recognizes that the most effective teachers show that great teaching is leadership that shows itself by rallying students around an ambitious vision of success. Establishing a set of expectations Farr (2010), as well as, Reeves (2016; 2011; 2006) identify six leadership actions that seem to connect with student growth. These leadership actions are:

1. Setting big goals,

2. Getting students invested in learning,

3. Planning purposefully,

4. Executing effectively,

5. Continually improving,

6. Working relentlessly to end education inequity in growth amongst students.

These can arguably be compared with the task of a teacher within a classroom where they are needed by a teacher to successfully lead learning. This research indicated that to show these leadership actions a sense of strong commitment about the role of teaching is required (Farr, 2010).

The role of teaching exposed in the light of leadership showed three fundamentals namely, purpose, context and human agency, according to a research study by Dempster (2009).

These three fundamentals lie at the center of leadership for learning because they support a teacher to design a learning environment that takes into account the why, the how and the what for a student in reaching their goals. Marzano & Dufour (2011) underpin the importance of facing the challenge for student success by addressing that everyone who enters the field of education has the potential to lead. Success in their definition is determined by the goals and personal situation of each individual student but always contains aspects of understanding the rights and responsibilities that allow humans to function as contributing members of democracy, collaboration and cooperation with others in work, social, and family settings. They state that it is time to let go of the myth of the charismatic individual leader because of the fact that to influence success for learning we need to view leadership as a group activity. They underpin Biesta's (2014) need for educational virtuosity: the ability to make situated judgments about what is educationally desirable which only happens through interaction and participation. However, he also states that there always will be a need for the presence of the teacher who will bring something into the educational situation that wasn't there already. The teacher therefore is in need of leadership qualities. Not to be understood as having possession but to teach students to make an actual judgment on change (Biesta, 2014). Bush, Bell and Middlewood (2010) underpin this by arguing that leadership can be found in every level in an institution and that it is therefore essential that leadership is formulated at every level. This is in line with Yukl (2002) who notes that:

"Leadership is present at all levels of the organization, yet traditional leadership theory is oriented toward dyadic processes that occur at low levels of the organization." (Yukl, 2002. P. 361)

This section illustrated the importance of leadership for learning. Teachers are leaders with the need to develop skills that entail leadership actions that underpin purpose, context and human agency for students to be successful in the learning process within the changing educational field. The following section seeks to come to an understanding of the importance of developing a wider view of leadership through MacBeath's (2018; 2012) research on the connection between leadership and learning.

2.7 Connect, extend and challenge

Many views on leadership are still seen as connected to only a specific task or team while Katz & Kahn (1978) offered their systems view of organizations nearly thirty years ago, yet most researchers still define leadership as a micro-organizational phenomenon occurring between a leader and a follower, "*while ignoring multiple stakeholders and competing demands on leaders" (*Gordon & Yukl 2004, pp 361). MacBeath (2018; 2012) illustrates the concrete aspects of a holistic approach as the idea of a *'conceptual'* and *'practical'* way of looking into the definitions of learning and leading. The '*conceptual*' may be described as the willingness leaders for learning need to have to be open to emerging knowledge; to discover and investigate how students learn and develop. MacBeath refers to it as thinking 'outside'

the box (2018; 2012). The *'practical'* on the other hand is looking 'inside' the box. "*It means recognizing and taking note of all the structures and protocols we have created for ourselves and for students we teach*" (MacBeath, 2012, p2). MacBeath uses the ideas of a wider scope by Katz & Kahn (1987) and Gordon & Yukl (2004) to bring together the broader thinking about leadership by bringing together three ideas: connect, extend and challenge applied in student-, professional-, and organizational (community) learning.

2.7.1 Connect

By connect MacBeath (2018;2012) is referring to the idea that the conceptual and the practical should be connected. Seeking connections between the present knowledge about learning (process, organizational, professional etc.) and making sense of the 'new' by using an already existing framework on which humans rely, but is questioned continuously.

2.7.2 Extend

To 'extend' is defined as going beyond what we already know. It means extending the field of vision to the things that lie hidden. It means that educators enlarge their repertoire of skills and strategies and move from the known to the unknown, by challenging teachers to look again at what they think and what they know and to looking again at what they feel and why they feel it. This relates to Kouzes & Posner's (2012) concept of challenging the process. Leaders use opportunities to test their abilities and challenge themselves to go beyond what they already know and believe.

2.7.3 Challenge

The way leaders respond to challenges they face is, according to MacBeath (2018; 2012) the true and best measure of leadership. Because challenge entails asking the right and appropriate questions in a particular setting, keep focusing on the learning process, creating conditions favorable to learning as an activity, sharing of leadership and maintaining a shared sense of accountability and keeping the dialogue going between learning and teaching. A leader for learning has the ability to connect, extend and challenge in all circumstances. Therefore, developing self-knowledge and the ability to reflect upon actions are important. Leaders for learning requires being in touch with one's feelings and getting a sense of how emotions can guide or confuse, actions taken (MacBeath, 2018; 2012). The better and more skillful teaching leader practitioners become, the greater the moral and professional obligation to challenge their practice and to be open to challenge, according to MacBeath (2018; 2012). Connect, extend and challenge are need to be put into practice when becoming a leader for learning and growing into a professional identity. Along with connect, extend and challenge themselves as teachers, comes forth the challenge of extending the repertoire of skills from children. A leader of learning should support children to think, and not simply learn them to respond to what they are told. There should always be room for debate or creativity (Kouzes & Posner, 2012; MacBeath, 2018; 2012; Quaglia, 2014).

The next section will explore the connection between leadership and learning in more detail through the model by MacBeath on leadership for learning. This model is of interest because it is one of the view models that shows the relationship between leadership and learning.

2.8 Model leadership for learning and its principles

To address the connection between leadership and learning MacBeath et al. (2018; 2012) designed a model with principles for practice. This model is of interest because it shows a holistic view of leadership for learning and acknowledges that student learning is always at the center of leadership and learning and seen as an active process. In the model (see figure 3) leadership for learning is situated between activity and agency (MacBeath, 2018; 2012). Agency refers to the active 'agent' all within the school organization should be. It means being proactive, taking initiative. Activity refers to status or position. It is someone who takes the lead (this could be anyone). Leadership is seen as an activity and the scope for leadership activity in a school is immense. For example, when a student takes the initiative to help another student, it is an act of leadership (however great of small).
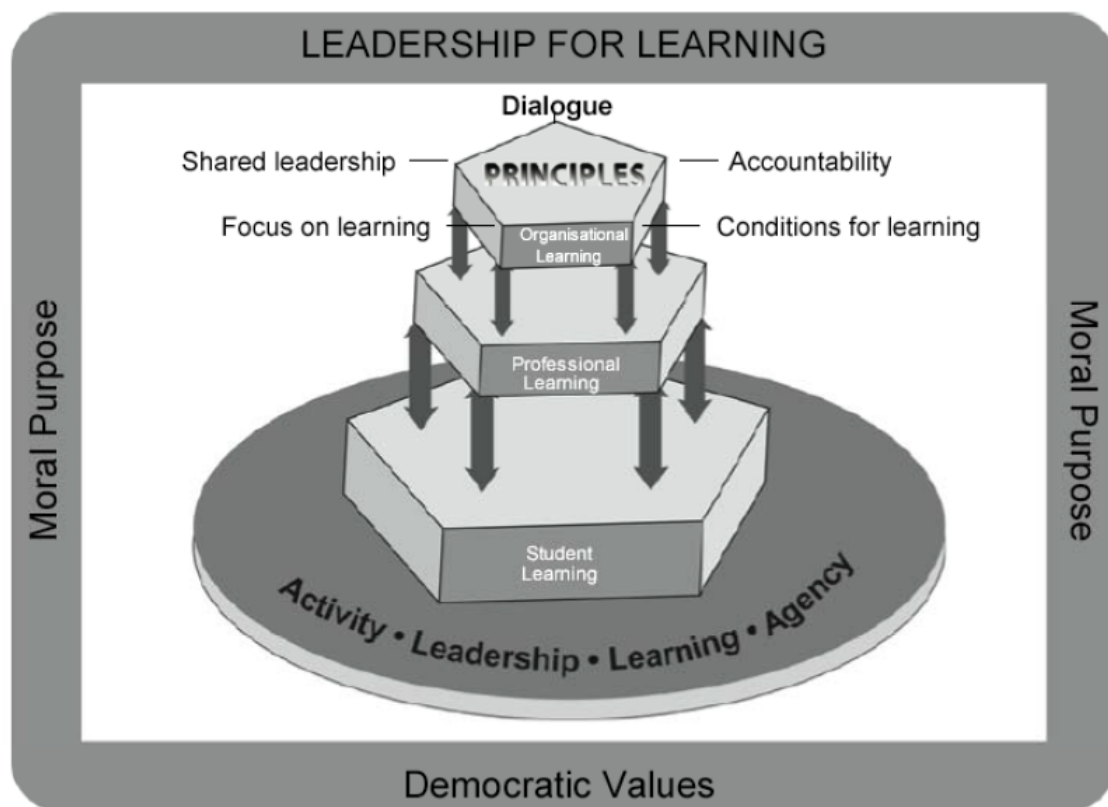
Figure 3: The Leadership for Learning: An Integrative Model by MacBeath and Swaffield (2009).

Accordingly, there are five principles that influence the leadership for learning (for students, teachers and organizations):

1. Focus on learning as an activity. Keep what is important for learning in the foreground. This asks for leadership that discriminates the important and the urgent.

2. Conditions for learning. Leadership needs to try to optimize the physical, social and emotional conditions to support learning.

3. Dialogue. This principle focusses on the fact that there is a constant 'thought and talk'-stream going on between all people dealing with the learning process. Dialogue is needed about learning and teaching to show the right leadership action.

4. Shared leadership. The concept of leadership mentioned here is aiming for synergy through dialogue to ensure that children are learning new things all the time. Is support the idea that leadership is beyond the capacity of any one person.

5. Shared accountability. Based on the thought that there is dialogue and shared leadership, decisions need to be reviewed and opened for discussions.

When looking at these principles' connections can be made with other findings by Bennis, 2011; Dufour & Marzano; 2011; Hargreaves & Fullan, 2012 who show that sustainable leadership contains an active focus on learning and development, involves great dialogue, creates conditions for learning and means people improvement. To support students in establishing their own leadership for learning within the classroom it seems to be relevant to address a model which shows ways to develop leadership as a person and also develop a wider view on the purpose of leadership within the classroom and school organization therefore Goodwin & Cameron & Hein (2015) state that all can learn how to establish a clear focus, manage changes and create a purposeful community within school and classroom, believing they all can make a difference, and that learning takes place in the layers of the model. It is important to educate and learn students these principles from the start so they also can discover how to maximize their teaching situations for learning in a classroom. The model indicates that leadership for learning is fundamentally based on moral purpose and democratic values and critical friendship on the two sides. Moral purpose is based on the UN Convention on the Rights of the Child (Human Rights, Office of the High Commissioner, 1990) which contains a series of implications for professional practice. These rights set out a set of behavioral standards. This is important for a student to understand in becoming a teacher because this moral purpose influences their professional identity by asking the question: "How do I want to perform as a teacher, leading children?" The way someone performs immediately impacts the way someone wants to 'be' within the profession. Applied in my context this means that students within the ITT program need to describe their own professional identity in becoming a teacher because of its moral purpose and discover the way from which they do things within their classroom. The following sections will look into the connections between leadership for learning and the content of professionalism, professional development and the shaping of professional identity.

2.9 The Leadership Challenge

Previous literature suggested that whilst leadership within education had previously been described in general terms, conceptualising the ideas of leadership for learning into practice is necessary because within the literature on educational leadership, described concepts are not made 'practical'.

McBeath (2009) described leadership for learning as a holistic principle of practice, and yet although most of the previous literature on leadership within education had in general argued for bringing the concepts, theories and ideas of leadership for learning into practice, the literature on educational leadership, has so far failed to do this. Hence, the wider aspects argued by McBeath (2009) fail to make it clear how the concepts of leadership can be made concrete for students in their practice. The MacBeath model therefore, needs breaking down, with each part providing practical guidelines to support students by addressing the leadership for learning issues and enabling them to discover how their leadership evolves within their personal professional identity.

According to McBeath & Dempster (2009) how we construe leadership for learning depends on our beliefs and understandings of what our leadership and learning actually are.

> *"If the conception of leadership is one that resides in a leader, and if we believe that knowledge is delivered from a teacher to a pupil, then, leadership for learning is brought from a teacher to a pupil. The headteacher in this case must ensure that the pupils learn what the teacher teaches…Another interpretation casts leaders as experts fostering learning…Others again concentrate more on putting in place structures and support for colleagues so that heads of department and team leaders take the direct lead in teaching and learning." (p.33)*

Previous literature had argued that leadership is everyone's business and can be learned (Fullan, 2017; Kouzes & Posner, 2013), for example research by Goodwin, Cameron & Hein (2015) argued that a leader can always be effective regardless of the personality, skill set or disposition which the individual may have. Additionally, Hargreaves, Boyle & Harris (2014) set down a number of factors for leadership which they argued impacted on the effectiveness of student learning and success, and as a consequence, the pupil's success within the classroom. What the previous literature does not tend to highlight, are the ways in which an individual can develop this type of leadership, and the literature search for any concrete advice on leadership for learning within an ITT program produced limited results, with the majority of the literature failing to take into account the context and content of different schools and their situations.

McBeath & Dempster (2009) further argued that leadership and learning should be reframed and revisited taking into consideration the significance of context, and it is this significance of context that an ITT program needs to consider seriously if the aim is to support students in becoming leaders for learning. However, within the education literature, a strong model for developing leadership capacity in a student, which enables them to become a teacher

and a leader for learning could not be found. However, the frames by McBeath & Dempster (2009), (Table 1), are still important because within leadership and learning they identify the idea of motion and manoeuvrability, and emphasize the need for leadership to be seen within a wider context and the development of leadership and learning from the old to the new framework suggests that some new thinking of leadership within education has occurred. Additionally, this thinking supports the idea proposed by Goodwin, Cameron & Hein (2015) that leadership is developing but their idea of leadership still connects with the head of a school or department.

Table 1. The old and new frames of leadership and learning by McBeath & Dempster(2009)

Leadership – the old frame	Leadership - the new frame
Leadership as…	Leadership as…
The few leading the many	Influencing others
Larger than life individuals	Taking the initiative
High status	Offering a service
Appointed or elected roles	Taking decisions on behalf of others
Characterised by a set of special competencies	Modelling learning behaviour
Control	Making moral choices for the wider good
A few 'best practice' model approaches, applicable to all situations	Adapting to circumstance
	Sensitive to, and influencing, context
Learning – the old frame	Learning – the new frame
Learning as…	Learning as activity…
What happens in classrooms	Posing questions
Conducted by teachers	Analysing for understanding
Transfer of information from those who know to those who don't know	Testing ideas
	Portraying thought and feeling
Reproduced in tests and exams	Thinking about thinking
Compliance	Developing a learning identity
	Making moral decisions

Table 1 illustrates how learning and leadership can develop from an old model of thinking about leadership that was connected towards principles and head masters towards a new model of thinking about leadership that is seen in a wider context within education. Leadership thinking develops towards that which one wants, or needs to learn in relation to the immediate content and context. This introduces two ideas, namely that leadership is everyone's business and secondly that leadership, when looking at the new frame, can be developed by all, including teachers.

To widen the scope, and incorporate the concrete, practical aspects of learning, and developing leadership, as outlined in table 1, the broader literature search was directed towards finding a model that built on previous work but also showed a practical way for students within the ITT program to be able to practice leadership for learning within the department of education and the werkveld.

Kouzes and Posner (2013) however, describe a holistic view of leadership that supports student thinking about leadership and developing a professional image on leadership. The gap within their model, as it related to the educational field was that it did not connect with direct learning; that is something concrete which could be done with students within the ITT program. In arguing that leadership is everyone's business and in contrast with the belief of Goodwin, Cameron & Hein (2015), the view by Kouzes & Posner (2013) and their *Leadership Challenge*, did actually address the practical way of 'doing' leadership taking into account aspects such as seeing leadership conducted by teachers, modeling learning behavior and influencing others for learning (Hargreaves, Boyle & Harris, 2014; McBeath; 2009). The *Leadership Challenge* addresses similar 'ways of doing' and builds a way forward by illustrating a method of how to work with aspects of leadership, and offers five aspects. Figure 3a (below), compares these five aspects of the *Leadership Challenge* with the six factors of Hargreaves, Boyle and Harris (2014) and this comparison illustrates how the five aspects of *The Leadership Challenge* can be traced back into each section of the theory by Hargreaves, Boyle and Harris (2014).

(Hargreaves & Boyle&Harris, 2014).	Kouzes & Posner (2012).
Dreaming with Determination	Model the Way & Inspire a Shared Vision
Creativity and Counter-Flow	Challenge the Process
Collaboration with Competition	Enable Others to Act
Pushing and Pulling	Challenge the Process
Measuring with Meaning	Challenge the Process
Sustainable Success	Encourage the Heart

Figure 3a: Comparison of six factors from Hargreaves, Boyle and Harris (2014) with the *Leadership Challenge.*

This comparison is beneficial because it highlights that when growing into a leader for learning, the *Leadership Challenge* 'covers' the all the important aspects of the theory of growing into a leader but also includes a practical, and concrete way of doing so.

The *Leadership Challenge* underpins the idea that leadership is:

- leadership is everyone's business,
- it is learned,
- it is a relationship,
- it means development of self and others,
- it is an ongoing process, it requires deliberate practice,

- it makes a difference; it is an aspiration and a choice.

Knowing and understanding leadership for learning is needed to grow into a teacher with the ability to design learning environments and support children in learning. By using the *Leadership Challenge,* leadership is made concrete in practice and is therefore appropriate for this research, and therefore the idea presented by Kouzes & Posner (2016; 2013; 2012) on leadership provided an apposite model to connect professional development, with identity and leadership. Within the *Leadership Challenge* there are five practices of exemplary leadership, as described in Figure 4

Figure 4: The Five Practices of the Leadership Challenge (Kouzes & Posner, 2013)

For the student, *Model the Way* involves clarifying values by enabling them to find their voice and align their actions with shared values. *Model the Way* has a focus on personal credibility, and knowing self. Teachers need to be trustworthy and reliable. *Inspire a Shared Vision* involves envisioning the future by imagining exciting and ennobling possibilities and enlisting others in a common vision by appealing to shared aspirations. Searching for opportunities, experimenting and taking risks is addressed when looking at *Challenge the Process*. This principle addresses the importance of giving a clear image, and setting clear goals. Something that is frequently mentioned in the literature relating to student success (Day, Sammons, Leithwood et al, 2011; Robinson, 2011). *Enable Others to Act* embraces foster collaboration and strengthening others. *Challenge the Process* literally intertwines with Fullan' s ideas on questioning the status quo and looking for alternative ways (2018). It supports the idea of maintaining quality and making your classroom and school system better through questioning the system from different perspectives.

Finally, *Encourage the Heart*, contains the recognition of people's contribution, celebrating the values and victories (Kouzes & Posner; 2016; 2013; 2008). This principle focuses on knowing how to encourage within the educational setting. Knowing your role as a leader and

using interventions to lead effectively. It values individual excellence but within the community, because all matter. According to Moos & Johansson (2009) leaders work collectively on their vision. Kouzes and Posner (2016) argued that everyone has the capacity to lead and have a significant impact on the engagement and performance of their constituents. People seldom realize this sufficiently because within the curriculum and also within the werkveld, using a systematic approach to learn teacher leadership is not present and therefore would be a valuable asset within the field of education.

Within the ITT program in general the emphasis on what and how to teach is important but the university also now believes that the person who is teaching needs to know their starting point in terms of leading and developing. Several authors (Dufour & Marzano, 2011; Kouzes & Posner, 2013; Reeves, 2006), have all argued that leadership should be about the improvement of people. Therefore, leadership is seen as the ability to move people towards a set of shared aspirations. This is based on the notion that leadership is a relationship; it is a set of known skills available to anyone. Leadership is the ability to influence yourself and others in order to learn and to develop towards set goals (Dufour & Marzano: 2011; Kouzes & Posner, 2013; 2003; Paalman, 2015). Within the five principles it is seen that these five connect with and overlap with most of the literature that point out the importance of leadership within education and therefore are of interest in developing a professional identity in leadership for learning. Hence, the reason why the *Leadership Challenge* may fit the ITT program is because it is consistent with transformational leadership models (Yukl, 2012). It defines in practice the definitions used within this current research study on leadership.

2.10 Professionalism and professional development

Because students are required to describe their professional image within the new development of the ITT program ultimately arising from this research, the research is required to provide a distinct concept of professionalism that can be used in this research. Growing into a profession, such as teaching, asks for knowing what development within professionalism means and how from knowing professionalism and developing as a professional identity within the profession, is shaped. Professionalism and being a professional with its specific characteristics, is often discussed in education, but hardly defined. Freidson (2001) defined professionalism as a set of institutions which permit the members of an occupation to make a living while controlling their own work. Furthermore, Freidson differentiated between professional knowledge and skills. Skills were defined as the capacity to use knowledge in accomplishing a task. Skills can be substantive knowledge, can be tacit, embedded in experience without being verbalized, codified or systematically taught. Freidson (2001) identified everyday knowledge, practical knowledge and formal knowledge, along with a distinction between explicit and implicit knowledge. Professes mentioned in the definition and relating to Freidson' definition is important because in professes, the professional becomes dedicated to a certain task. A student becoming a

teacher needs to learn and discover the explicit and the implicit in the university and at their internships and being able to identify knowledge in its various forms. Kultgen (1988) emphasizes the moral value that lays within the professionalism of teachers. This concept of altruism and 'calling' must be highlighted as essential to professionalism. Benade (2008) states, in line with Kultgen (1988), that professionalism needs to be seen as 'ethical teacher professionality' based on altruism. Because teaching is value-laden and normative, it is concerned with hopes, dreams and aspirations of students. When it is value loaded professionals constantly reach for higher standards and better performance. This will improve the quality of teacher's professionalism. This is of importance because within the curriculum this value laden aspect needs to be a part of growing into a teacher.

According to Tateo (2012) teacher's quality is an overall concept that comprises not only knowledge and skills, but also personal qualities: respect, care, courage, empathy, personal values, attitudes, identity, beliefs. The concept of the moral value combined with normative professionalism will support reflecting on oneself. The individual professional is important, as are communication skills, sensitivity to existential questions and normative-reflexive competences. These competences involve being attentive, responsible and being critical, but at the same time sympathetic, reflection on normative issues, existential problems, issues of identity, ethical matters, the higher purpose of the profession and the personal commitment of the professional (Baart & Van Houten, 1999). Learning to become a professional then becomes the process of becoming (Dall'Alba, 2009). Professionalism is seen as whole, meaning that not only skills and knowledge are important but also who someone is as a person. This underpins my thoughts on attention that needs to be made within the curriculum on education and professionals. It is not only knowledge and skills but also raising professionals that 'question' and have an inquire attitude about their own development as a teacher who is 'becoming'.

Central to this discussion is the concept of the reflective practitioner and the activist practitioner (Sachs, 2000; Schön, 2016). The reflective practitioner and the activist practitioner both address a strong focus on reflection on knowledge and the roles teachers have. Sachs (2000) uses this reflection process in different terms meaning that activist professionals constantly reinvent their professional identity and refine themselves as teachers within their school and the wider community. Questions that give opportunities for reflection on professionalism and the role of the professional see this professionalism in education as the active construction of meaning that is lived as a process of becoming (Johnson & Donaldson, 2006). Professionalism goes beyond the normative professional. It is not merely reflecting on oneself. The professional must see their role in the context of the school and the community. Therefore, reflection starts with oneself but spreads towards the professional role in the school and community. The wider role of the professional come close to the description Sachs (2000) uses about the activist professional. Sachs focuses on collaboration among various groups in education. Where active trust, respect and reciprocity are fundamental for the activist professional. The reflection that takes places shapes and

develops the identity of the person both personal and professional. Students development for the profession starts immediate when they enter the ITT program. Development described by Fenstermacher & Berliner (1983) define a systematic and formal attempt to advance the knowledge, skills and understanding of teachers in ways that lead to changes in their thinking and classroom behavior.

The teaching profession often has its own set of rules and regulations. In the research done by Noordegraaf et al. (2015) they add to these characteristics by stating that a profession also 'controls' who may enter the field and how the profession is being shaped. The professional controls which knowledge is relevant for learning, which identities need to be shaped and which regulations count as important. Missing in both these definitions is the complexity of modern professions and the moral or devotion to the public good. Creasy (2015) addresses therefore the part of professional responsibility. Showing that within the profession one has responsibility for the parts that involve the profession and where this profession connects with society.

According to Hoyle (2001) professional development is the process whereby practitioners improve their competences and enhance the quality of service within the profession, re-skilling or learning and incorporating new modes of teaching are important features. It contains knowledge, skills, values and behaviors which is exercised on behalf of clients (Hoyle & John, 1995). This definition mentioned that besides skills and knowledge, there is an important role in the values and believes that professional teachers hold. Teachers need to realize and be responsive towards these values and believes and the way this influences their behavior towards students. It means that teachers have responsibility towards students from this professionalism. A professional educator needs to be able to look into students and act towards the interest of the student, realizing that their way of acting out the profession comes forth from the way identity is shaped within the profession as a teacher, through professional development. In the program that is designed within the curriculum the aspects of professionalism, development and how students relate to it, growing a professional identity, is addressed.

2.11 Professional identity

McKee & Eraut (2013) and Ruijters (2015) defined the professional identity as the connection that you make between who you are, where you work and what you do. Working with your professional identity is a search for the indestructible characteristics that define your color, thinking about the 'personal color' starts immediate when someone enters the profession. Therefore, students start to think about their own color and growing identity within the ITT program. Day & Gu describe identity as:

"…the way we make sense of ourselves to ourselves and the image of ourselves that we present to others. It is culturally embedded. There is an unavoidable inter-relationship, also, not only between professional, role and organizational identities but also between the

professional and personal selves because '(d) eveloping a professional identity involves finding a balance between the personal and professional side of becoming a teacher. "(Day & Gu, 2014: 53)

Research shows that the development of a professional identity from that of teacher to teacher educator takes considerable time and effort (Murray & Male, 2005). Professional identities are connected and tied to the preparation and professional development activities of an individual towards a specific profession. This means learning a particular set of skills which are found within knowledge about this specific profession. Within the initial teacher education, time is allocated to support students in developing a teacher identity. According to Beijaard et al. (2004) the shaping of the professional identity is a process of integrating personal knowledge, beliefs, attitudes, norms and values along with broadly accepted values and standards about teaching. Professional identity is a process where students need to use many sources such as knowledge of affect, teaching, human relations and having a strong sense of pedagogical and didactical content knowledge. Hammerness et al. develop this by commenting that as teachers develop a vision for what teachers do, what good teaching is, and what they hope to accomplish as a teacher, they begin to forge an identity that will guide them in their work (Hammerness et al., 2005). How a student develops their teaching practices is personally rooted in beliefs, images of teaching and informed by the experiences of teaching and learning. Developing an identity as a teacher is an important part of securing teachers' commitment to their work and adherence to professional norms of practice, according to Darling-Hammond (2005). Teachers are people who bring themselves into the classroom and the formation of their identities involves an interplay between external and internal forces (Rodgers & Scott, 2008). The internal forces refer to teachers' emotional state, external refers to work environment, life experiences and job circumstances. According to Davey (2013) the interplay external and internal can be seen as a function of

"an inexorable dialogue between 'where I have come from' and 'what I want to be' (p.45)."

Further Zeichner (cited in Davis, 2013) argues that:

"Unless teacher educators can themselves articulate what it is that they professionally know, believe in, and 'stand for', then, just as in the case of teachers…there is a danger that a knowledge-base (for teacher education) will be defined without the voice and perspectives of teacher educators (themselves)." (p.4)

Palmer (2007) describes what teachers believe in and stand for the authentic call from the voice of the teacher within. A student must learn to 'know' this voice to be able to have courage to teach from the self and discover what its vision is for learning. This aligns with Hargreaves, Boyle & Harris (2015); Perkins (2014) and Quaglia & Corso (2017) who mention the importance of finding this voice and discover the teacher aspirations and goals that are in line with lifeworthy learning and the personal self for a growing professional identity. Growing into a professional identity is of importance to the research because students will undergo a program that supports this shaping of identity. Students must discover the 'way things work' as a professional and have time to develop their own identity and voice.

2.12 Development of identity and Self

Palmer (2007) starts with the fundamental question within the field of teaching: "Who is the self that teaches?" Identity (self) is an evolving nexus where all the forces that constitute life converge in the mystery of self. According to Grant and Zeichner (2011) teachers differ substantially according to their goals and priorities and to the instructional and classroom management strategies that they employ. Both Baumeister & Tierney (2011) and Ruijters (2015) describe identity as part of self. According to their definition it contains all the things that define a person and how others recognize this person. Carter and Doyle (1996) underpin that the process of learning to teach, the act of teaching and teachers' experiences and choices are deeply personal matters inexorably linked to their identity and life story. They believe that forming an identity as a teacher involves transforming identity, adapting personal understandings and ideals to institutional realities and deciding how one's self expresses in classroom activity. The implicit charge that is embedded in these assumptions is that teachers should work towards an awareness of their identity and that contexts, relationships, and emotions shape them, and support them in finding their own voice (Rodgers & Scott, 2008). Rodgers & Scott (2008):

"Contemporary conceptions of identity share four assumptions: (1) that identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (2) that identity is formed in relationship with others and involves emotions; (3) that identity is shifting, unstable and multiple; and, (4) that identity involves the construction and reconstruction of meaning through stories over time." (p.733)

These four assumptions connect with Erikson's philosophy that identity isn't something that someone has but that the shaping of identity takes a lifetime developing (Beijaard, Meijer & Verloop, 2004) and is influenced by people's environment. In the research this could mean that the classroom and school environment support shaping the identity of the student within the ITT program.

2.13 Development of identity within context

Identity develops within the context that people are living in. Cole (1996); Day & Gu (2014); Grossman et al. (1999); Smagorinsky et al., (2004); stated that identity is co-constructed through engagement with other people in a cultural context. Context therefore is an important aspect in developing identity as it shapes our notions of who we perceive ourselves to be and how others perceive us (Rodgers & Scott, 2004). Britzman (1992) underpins that knowing self and knowing others exist within the set of norms in a certain context. There is always the expectation that these norms will be followed by the participants within the given community. For example, within the school system, the different groups (teachers, administration staff, students and parents) should follow this, and this interaction shapes their thinking, doing and way of being; both inside (not always to

be seen by others) and outside (the exposed behavior). It is within this context that they perceive themselves and how others perceive them. Developing a professional identity contains developing knowledge and skills for the teacher as a professional on one side and developing and paying attention to the 'who is this teacher as a person and professional' on the other. It is only when people lack awareness of the norms or they choose not to follow them (which seem to be standards for behaviors) and therefore don't meet certain criteria, that understanding of self within that context is gained. It is the challenge therefore within ITT program to support students individual voice and to affirm their development in becoming a teacher using their own creativity and voice and not to simply follow the approach and values that students experience within their practice of teaching. Supporting students will contribute self-worth in becoming a teacher.

2.14 Interpretive system

Students experience different sets of beliefs during their attendance at the university and in their practical teaching. Learning to teach is therefore part of a process of constructing an identity in the midst of mostly these two systems: university and school (Smagorinsky et al., 2004). It is the responsibility of the emerging teacher to investigate the different belief systems in the process of discovering their professional self and becoming a teacher, therefore time and space must be given to start giving voice to their own professional identity during their training to become teachers. Gee (2011) has suggested that the perspectives from which people thrive and shape their own identity as a teacher is an interpretive system and is associated with historical, cultural or natural views which may be the norms, traditions and rules of institutions or the dialogue or discourse of others. It may also be the working of affinity groups. In this conception identity is always intertwined with context and is connected to issues of legitimacy in teacher education because identity formation is relational and can come through the acceptance or rejection of attributes or procedures associated with a role that others would have one take up (Trent, 2013). Identity is not based on the theoretical perspectives where teaching is learned through providing tools, constraints and practices that guide students towards the profession of teaching but much more through engagement with others in a cultural practice. These theoretical perspectives are valuable but, in the center, lies the development of the self-who's becoming a teacher professional. It is therefore for the student to discover who is this self and who is this self as a professional teacher. Developing the professional identity should therefore allow a student to come into contact with a diversity of teaching styles, different schools and teams: a wide variety of cultural context. It should challenge the student to go beyond the known and construct new knowledge, skills and mindsets on the identity as a teacher, to voice their own identity and question themselves and their beliefs (Olsen, 2010; Pillen & Beijaard & Brok, 2013).

2.15 Identity of Self: *MA*

For early stage teachers, developing a professional identity can be very difficult because an individual might get into conflict with their personal and professional self (Alsup, 2006; Beijaard; 2004; Pillen & Beijaard & Brok, 2013;). Therefore, it is important for a student to start self-dialogue about the essential characteristics of the professional identity of what teacher leadership might be and what counts as a teacher who is a leader for learning. A student can start to become explicit about the values, beliefs and practice of the teacher profession. A process that starts at the ITT program but doesn't end there, it's a lifelong process of becoming. According to Geijsel & Meijer (2005) identity learning starts with a boundary experience: an experience in which the individual becomes aware of the existing self-concept similar to transcendence for learning (explored earlier) or Didau's threshold concepts. Thresholds that support thinking about learning as an essentially fluid process between knowing and not knowing. Amongst other things this may imply that we have to let go of old ideas, which can feel like losing something. The thinking of Morioka (2008) addresses the concept of *MA* within shaping identity and self. *MA* is defined as space between one thing and another, between one moment and another, where thinking about the different concepts takes place and people can welcome new ideas. These ideas and thoughts shape and form identity. Students need thresholds, different spaces and experiences to come to an understanding of who they want to be and become growing into teaching. According to Brown (2018) this means learning is effortful; there is a certain discomfort for learning because that supports growing into a stronger person within a profession and shapes identity. Kelchtermans (2009; 2007) research suggested that it was crucial for the developing professional to be vulnerable as a professional but also be able to make bold choices and decisions and to 'look' for thresholds that can support professional growth. To support students in their development as a teacher the university of applied sciences wanted to work with an evidence-based program that would enhance the aspects of learning, leading and developing professional identity.

2.16 Summary

In this chapter the theoretical framework is described that outlines this research on leadership for learning and shaping identity. Key concepts and theories on leadership, learning and identity where brought together to merge into the *Leadership Challenge* framework that addresses these aspects in developing as a leader for learning. Leadership is not a top-down phenomenon (Fullan, 2017; Kerfoot, 2005) but occurs everywhere in the educational organization. Leadership within this research is seen as everyone's business and not specially reserved for the ones who are set into leadership positions. It is about people transforming situations by bringing something 'new' into the situation that will transform and change a person's identity. Leadership is the ability to move people towards shared aspirations. This means that leadership is a relationship. It is a set of known skills available to anyone. Leadership is the ability to influence yourself and others to learn and to develop

towards the set goals (Dufour & Marzano: 2011; Kouzes & Posner, 2013; 2003; Paalman, 2015). Where in this research the shaping of professional identity contains the process of integrating personal knowledge, beliefs, attitudes, norms and values with professional values and standards on teaching (Baumeister & Tierney, 2011; Beijaard et al, 2004; Darling-Hammond, 2005; Palmer, 2007; Ruijters, 2015). It is seen as a difficult process of learning where sometimes professional and personal identity conflict. Therefore, getting to know one-self and developing self-image is seen as essential (Kelchtermans, 2007;2009; Nias, 1989). The *Leadership Challenge* by Kouzes & Posner (2013; 2008) combines aspects of personal development with professional development for leadership. The *Leadership Challenge* within this research is brought into the educational setting to support students in developing their professional identity as a teacher. The *Leadership Challenge* has not yet been used as a methodology to integrate leadership with the SBL competences as discussed in chapter one. It wants to contribute to new way of knowledge within the educational field through using an evidence based model, mainly used within business and management, within the ITT program.

2.17 Research questions

As a result of a critical review of the literature and a clear identification of the gap in the knowledge, the following research questions were identified:

The main question for this research was: "To what extent does the leadership model by Kouzes & Posner support students in developing their professional image in leadership for learning?"

The underlying questions are as follows:

1. What are the beliefs teachers from the work field (werkveld) and lecturers have on leadership for learning?

2. In what way do the students describe their professional image?

3. What support is effective in developing a professional image in leadership for learning?

4. What does the work field (werkveld) think a leader for learning should look like coming from the initial teacher trainer program and having developed a professional image?

Chapter 3 Methodology

3.1 Introduction

The purpose of the study was to explore how much the leadership model by Kouzes and Posner (2013) could support students in developing their leadership role and developing their professional image in becoming a teacher, by using the principles of the *Leadership Challenge*. The data for the study was collected over the course of two years (2014-2016), from students in their final year of the ITT program in the department teacher education, in a University of Applied Sciences in the middle part of The Netherlands.

Participants consisted of three main groups.

- Students from the final year of their ITT program,

- Teachers, who are mentors and who work with these students on school placement,

- Primary school teachers attached to the program from the local education authority.

This chapter will describe the epistemology behind the research, followed by an account of the methods used to collect the data in accordance with the research questions asked. Issues relating to the ethics, communication, validity and reliability will be addressed.

3.2 Epistemology: setting the scene

According to Cohen, Manion and Morrison (2017) epistemological assumptions are defined as the ways of researching and inquiring into the nature of reality and the nature of things which inform the way that research instruments are chosen and data is collected. The findings are typically constructed from the perspective, the beliefs and the values that the researcher holds, therefore research is never free of judgment and/or bias.

Social science research is often presented as a subjective rather than an objective undertaking; a means of dealing with the direct experience of people in specific contexts (Cohen et al., 2017). Many in social science research acknowledge that the world is complex, and subject to change rather than static (Harinck, 2013; Kallenberg et al., 2007; Popper, 1968;). In this context schools are complex, adaptive systems (Kauffman, 1996) and therefore the epistemological approach requires critical engagement with complexity in keeping with Dewey's theory of '*knowing'* (In Biesta, 2015). Knowing or 'getting to know' lies in the fact that it is not dual: the immaterial world or the material world, but it is a theory of knowing that occurs within the practice of everyday life. Therefore, it is referred to as an action-theoretical framework, one in which knowing is seen as a way of doing.

Knowing is embedded in this research through the idea of transactional theory of knowing. '*Knowing*' is not only seen as 'knowing about' a situation or context, but about the relationship between the world and our actions, and the consequences of our actions within the complex environment (Biesta, 2015). In this research this literally means that participants become acquainted with a theoretical framework (knowledge) in which they experience their practical teaching and to explore what this knowledge means for their professional identity and development as a teacher and how this in turn can shape or transform their teaching. Transactional theory of knowing uses experiences from people. This is important because it is the close connection between doing and undergoing. These experiences are found in interaction with others in their environments. All the respondents of this research interact with each other at different moments and within different environments. Knowing is seen as something we do and as something that is inherently connected to our actions.

Through these interactions living organisms meet with others and as a result, the environment changes and the way I think, feel, and interact is changed by others. That makes this research based on social interactions and somewhat complex, because what these changes will be, it is not always visible and measurable. Cohen et al., (2017); describes that living organisms and their environments are subject to change, there is multiplicity of simultaneously interacting variables (see also Cochran-Smith et al., 2014; Wood & Butt, 2014). Therefore, when a social approach is taken to carry out research the research activity is likely to also influence one aspect of the system because social research never takes place within a vacuum. It effects the quality of interaction in social life and in this case within the field of education.

3.3 Research approach

The study concerns a single topic and the research therefore has a selected focus (Cohen, Manion and Morrison, 2017; Senger, 2000). The research had the additional aim of changing practice and supporting the current ITT program in helping students to become more effective leaders for learning, alongside becoming a teacher within the ITT program. Therefore, an action research approach was adopted for four main reasons. First, to capture the significantly diverse perspectives and changes in beliefs and perceptions of students using the *Leadership Challenge* within the ITT program. The second reason was because the research needed to improve practice. The third reason was because of its relevance to the participants and finally, the fourth reason was personal because as a researcher I also wanted to acquaint myself with the *Leadership Challenge* for reasons described previously in chapter one.

3.3.1 Action approach

The study used an action research approach, which is described by Cohen, Manion and Morrison (2017) as a small-scale intervention in the functioning of the real world and a close

examination of the effects of such an intervention. Action and reflection were an integral part of the research with the intention of improving practice (Bryman, 2015; Cohen et al., 2017). The intervention systematically used the leadership model by Kouzes and Posner (2013) with students in the final year of their ITT program. Data was analysed, reflected on and subsequently used to build on best practice and ultimately to develop a more effective program during the process of undergoing the '*Leadership Challenge'* model and to develop applications and usable materials that are supported by a strong theoretical framework for the further development of the curriculum and to contribute to new knowledge within the field of the ITT programs (Bowler & Large cited in Alghamdi & Li, 2013).

The action research phases in the current study responded to those advocated by Altricher & Gstettner (1993; in Cohen 2017); Delnooz (2010); Kemmis & McTaggert (1981; in Cohen 2017) and Reeves (2006); namely:

I.	Finding a starting point (analyzing the practical problem),
II.	Developing solutions with a theoretical framework,
III.	Testing and evaluation of solutions in practice and
IV.	Documenting and reflecting on process and product, conducting design principles.

Within the research at the university of applied sciences ITT program this resulted in applying the phases of the research as follows:

Phase 1: Finding a starting point (analysing the practical problem)
The starting point was the analysis of the ITT program concerning building a professional image. Conclusion of this staring point was that the School of Education had no clear focus on developing an understanding of the leadership role of the teacher and how to facilitate students developing their concept of leadership image within their professional role as a teacher.

Phase 2: Developing solutions with a theoretical framework
Phase two consisted of identifying a foundation for the research, namely the model proposed by Kouzes & Posner (2012) outlined in chapter 2. This framework is evidence based and entails the fundamental behaviors and actions of leaders being described and categorized within five practices. It was believed that these five practices could support students thinking about their own leadership practice and professional image.

Phase 3: Testing and evaluation of solutions in practice
This phase described the perspective of the participants within the research. The participants were students, lecturers and the people from the werkveld. During this phase interviews were held with the werkveld to gain their insights about developing a

professional image in becoming a leader for learning. Among the teachers, who also mentor students, a questionnaire was distributed to better understand the concept of leadership for learning and developing a professional image. This was input for re-designing the ITT program. Students were asked to describe their professional image after they had gone through the developed leadership program. After the students described their professional image these were analyzed to discover in which way the students saw themselves as a leader for learning.

Phase 4: Documenting and reflecting on process and product, conducting design principles.

In the last phase data collection took place to answer the research questions. Reflection was also an important part of this phase and reflecting in this stage took place at two levels, namely:

1. Reflecting after every semester to sharpen the leadership framework and adjusting the colleges and design for the upcoming semester;
2. Reflecting after the entire design has been completed to address its success or failures.

Ebbutt (1985; in Cohen 2017) states that feedback within and between each stage is important as it facilitates reflection. This final stage enabled responses to the research question to be given by describing the results, and outcomes and then allowing conclusions to be drawn.

In summary the phases and data collection are illustrated below:
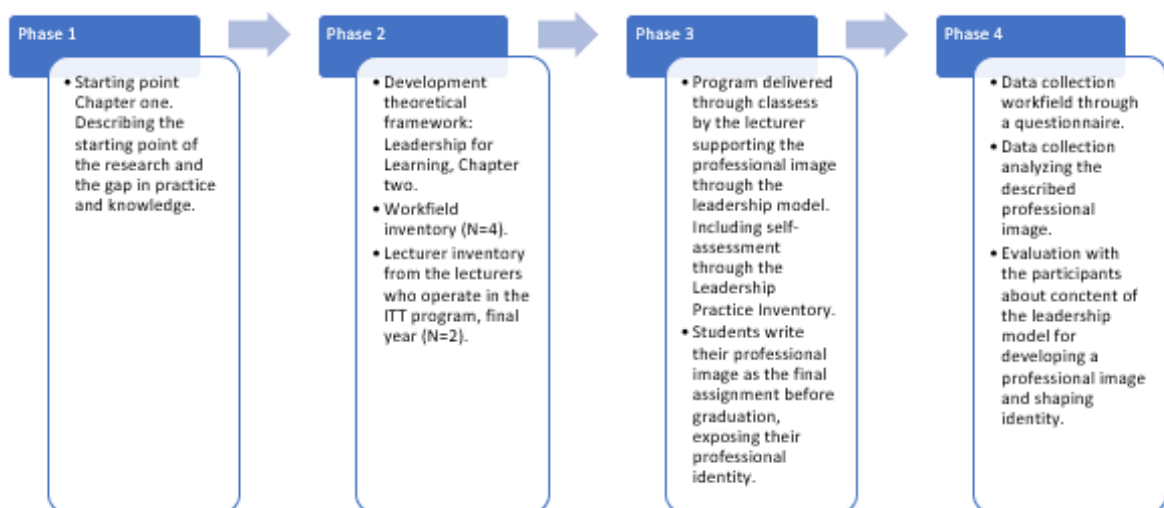
Figure 5: The research process. Phase 1: Starting point: context, Phase 2: Theoretical framework and werkveld inventory, Phase 3: Performance of the designed program, Phase 4: Data collection werkveld and students.

3.4 Participants

The research took place at the department of Education, ITT program in the Netherlands. The location is a growing city, situated north east of Amsterdam. The city is known for its multicultural population, reflected within the university. Most students entering the ITT program are from the immediate locality and tend to be the first members of their family to enter higher education. There is a strong collaboration between the schools and the university through the ITT program. Primary schools within the city (n=80) operate under three boards namely public education (ASG), specific education: protestant Prisma and catholic education (SKO). All three boards operate together with two additional boards from a town nearby. The ITT program operates under one name; '*Opleiden in de School*' (Educating within the school). Within this framework, people from the werkveld meet on a regular basis with the university staff to develop the curriculum and evaluate the quality of the provided program. The curriculum is a four-year fulltime program. The ITT program is also available as a part time, or as a blended learning program. This research took place within the fulltime program due to the large population of students and in order to gain a broad and diverse perspective about the program from a sizeable cohort of students.

The participants in this research were:

- Teachers from the werkveld (N=26), including N=4 for in-depth interviews,

- Final year ITT students (N=71) (2014-2015: N= 37 / 2015-2016: N=34) and

- Lecturers from the ITT program (N=2).

The werkveld participants included four program coordinators who, given their significant level of knowledge of the program, assess the students on their teaching at the end of the fourth year. The werkveld is trained during the year for the final exams and therefore we might assume that they all have the same scope of working, realizing they also all have their own identities. The lecturers delivered sessions on the ITT program and visited students in schools. The students (N=71) varied in age between 20-26 years old. All students followed the proposed program for supporting the student in describing their professional image for the final exam. Gender, as a variable was considered to be beyond the scope of this research.

3.4.1 Students

The students were trainees in primary education (N= 71) and all followed a bespoke program on 'leadership for learning' based on the principles of the *Leadership Challenge*. Throughout the program, the students reflected on their own leadership capacities through use of a journal, which was confidential and only for personal use. It was not seen by the researcher, unless a student wished to share an event, or ask a question on their leadership development. The program resulted in a personal described professional image, which is the

data that was used. The described professional image shows what kind of teacher the students wants to be and become. The leadership model was the criteria of the analysis.

The program took place over a period of two semesters and within each semester students followed at least six classes on the *Leadership Challenge* and shaping professional identity. After every period (two periods within each semester) a post period evaluation was carried out with the students. This evaluation required each student to provide feedback and feed-forward on the leadership model and to question the content in order to inform the forthcoming period. A student focus group (Liamputtong, 2011) was held at the end of the second semester in which students were required to reflect on both the process and product. The focus group was voluntarily and all students who finished the task of the described professional image, could attend.

During the last period of semester one students also completed the *Student Leadership Inventory Questionnaire*, (SLIQ). The questionnaire was translated into Dutch and checked through cross translation in which two English lecturers translated the text into Dutch. This was then translated back into English and checked for reliability with the original version. This added support to the equivalence of the instrument (Bryman, 2015; Cohen et al., 2017). Students then used the results of this questionnaire to measure their leadership skills at that point in time and to define how to improve their effectiveness as teacher leaders. This contributed to their final assignment but was only used for the process of developing a professional image.

3.4.2 Lecturer

During the intervention, one lecturer was involved in supporting students, with classes, to facilitate discovery of their professional image and role as a teacher. The lecturer works at the university of applied sciences of Windesheim and was known to the students, the werkveld and the researcher. Their role includes mentoring, lecturing and school placement visits. The lecturer was told about the context in which this research would take place and agreed to participate. Together with the researcher, the design for the module was developed. An initial draft was produced which allowed for input from the lecturer and the students through group conversations. The voice of the lecturer was important because this lecturer was actively involved with the students and was able to react, observe and respond to the students immediately when working with the leadership framework. This was important because students sometimes felt insecure about writing their professional image and were in need of support or confirmation in the learning process. The other lecturer was in charge of supporting the students with the practical teaching and asking questions about shaping identity on the scene.

3.4.3 Werkveld

The werkveld took a variety of roles within the research. In phase 1 they shared their opinions through a group conversation about missing parts in the curriculum for possibilities in growing into the profession and growing identity. The leadership model was shared and the werkveld agreed that the model would be of interest to examine in supporting the professional image of students. In phase 2 and inventory took place, through in-depth interviews on the role of leadership for learning and growing into the profession, developing a professional image. Coordinators where chosen due to their familiarity with the university, the education department and its curriculum. Data retrieved from the in-depth interviews were used for research question four (see chapter two). In phase four the werkveld were asked what their beliefs were on leadership for learning and what support was needed from the werkveld and university in growing into the profession and developing a professional identity to find out whether the model supported their ideas for students about growing as a leader for learning.

3.5.Communication

3.5.1 Introduction

All participants were fully informed about the process of the research through meetings with the researcher. Informed consent was gained by informing all the participants about their rights through a group conversation. All participants were assured of confidentiality and anonymity and the ethical, non- judgmental way in which the data was collected, analyzed and stored. Participants were informed about their right to withdraw from the research without giving reason and the right to withdraw their data up until the point at which it had been analyzed.

3.5.2. Assignment

Every student completed a final assignment describing their professional image and role as a teacher following graduation. These assignments were the final product coming from the process described above (phase 3) and the documents count as final data to determine whether the leadership model supported the development of the professional image.

The method used to analyze the assignments was trough open- and axial coding. Assignments were first seen by the researcher and important features of the content were highlighted. The open coding was of interest to find out whether new themes would emerge that didn't correspond with the leadership model. Axial coding then took place using the five leadership practices that support the development of leadership for learning. These five practices are:

1. *Model the Way*; words/sentences within the assignments, content detailing values, setting examples (Kouzes & Posner, 2013; 2012).

2. *Inspire a Shared Vision*; words/sentences used that content envision the future and drew possibilities for the future and showing in certain ways that others were going to be part of that future (Kouzes & Posner, 2013; 2012).

3. *Enable Others to Act*; words/sentences that described innovative ways to improve practice and showed risk taking and experiment (Kouzes & Posner, 2013;2012).

4. *Challenge the Process*; words/sentences that strengthened collaboration in the learning process and supported building competence for students and collegeaus (Kouzes & Posner, 2013; 2012).

5. *Encourage the Heart*; words/sentences about appreciation and thinking how to build a spirit of community within the classroom (Kouzes & Posner, 2013; 2012).

The data from the open and axial coding was first compared and second the open coding was, if possible, arranged under the leadership model to discover if the aspects were seen within the professional image of the students. Chapter four and five show examples of practice and the comparison between the data of open- and axial coding.

3.5.3 Interviews

According to Brinkmann & Kvale (2014), interviews can be used to study individuals' life experiences, language and communication and society and culture. In this research, interviews were used to explore the individual experience of the participants. Brinkmann & Kvale (2014) argues that interview questions need to ask about the 'how' rather than 'how much', providing qualitative data to help gain detailed in-depth knowledge, understanding and discuss beliefs and share values with the participant on a certain topic. Individual, semi-structured interviews were held with the four teachers from the werkveld, and the two university lecturers involved in the program. The described interview techniques by Bryman (2015); Cohen et al. (2017) David & Sutton (2004), were used namely that the issues and topics covered in the interviews were outlined beforehand but the order of the questions remained flexible. An interview schedule supported the in-depth interviews but follow up questions were also included as appropriate. As Corbetta (2003) described the order in which the various topics were dealt with and, within topic, the interviewer can be free to conduct the conversation as they feel appropriate. In brief:

- to ask the questions they deem to be appropriate in the words they consider best;
- to give explanation, and ask for clarification if the answer is not clear;
- to prompt the respondent to elucidate further if necessary, and to establish their own style of conversation.

This style enables the respondent and the interviewer to delve more deeply into certain topics when appropriate. The interview questions in the current study covered professional

identity, leadership for learning, shaping identity, and the five aspects taken from the leadership model by Kouzes & Posner (2013). For an outline of the questions see Appendix 2. Advantages of semi structured interviewing can include a more natural and lively conversation, more in line with the way the interviewee would like to answer. This also fits with the way the werkveld interacts with the university. This type of interview facilitated an understanding of the beliefs the werkveld has on leadership for learning and to explore how the werkveld perceived a leader for learning should be, after experiencing the initial teacher trainer program and having developed a professional image.

Prior to the interviews, the outline of the questions were discussed with two critical friends in order to pursuit better questions, procedure and outcomes (MacBeath et al., 2018) and a pilot interview was carried out in order to explore the extent to which the interview questions provided appropriate data to enable a full response to the research questions to be achieved. Subsequently, a number of questions were left out prior to the actual interviews. This pre-interview took place with one lecturer with knowledge of the program, but with no involvement. Believing that this approach would elicit a valid response from the respondents was in line with Hoyle, Harris and Judd (2002), who state that questions

> *"…should motivate the respondents to give full and precise replies and avoiding biases stemming from social desirability, conformity, or other construct of disinterest." (Hoyle, Harris and Jude, 2002, p.144)*

The interview held with the lecturers (teachers) was semi-structured with a strong focus on evaluating the designed program and adjusting the program for the future, the so-called utilization-focused evaluation (Wholey, Hatry & Newcomer, 2010; Patton, 2008). All the interviews were coded in: open and axial coding methods to discover professional image through the five practices of leadership for learning. The focus group interviews were not coded because students themselves drew a common conclusion for upgrading the program and no further coding was needed. A summary of the approach is outlined below:

What?	Who?	Why?
Interview	Lecturers from the university (N=2).	To gain insight on what students need within the program to develop a professional image.
In depth-interview	Four teachers from the werkveld who are also coordinators of the different boards. And two lecturers from the initial teacher trainer program (N=6).	To discover the thoughts of the werkveld and the university on developing a professional image. What is needed and what should a program within the ITT look like.

Figure 6: Summary Interview

3.5.4 Questionnaire

Questionnaires were also given to the teachers from the werkveld (N=26). The purpose of the questionnaire was to gather data from teachers from the werkveld who assessed the ITT- students on their professional image (Bryman, 2015; Cohen et al., 2017; Verhoeven, 2011).

Six open questions were asked in order to give the opportunity to the teachers to respond spontaneously and share their opinions on paper. It is less structured, more open and word based because it is small (Bryman, 2015; Cohen et al., 2017). The teachers (who are assessors of the students) were given space to explain and qualify their responses and avoid the limitations of pre-set categories or response. What the questions where was discussed with the coordinators of the field and the institution to check its value and also its relevance for the upcoming year.

The six questions of the questionnaire for the teachers examining the student on their final assessment.
Leadership for Learning / developing of the professional image. How would you describe the professional image of the teacher?
What are the characteristics of a Leader for Learning?
Have you seen these characteristics in the described professional image?
Which support does the student, according to you, need to become a Leader for Learning?
In which way have you seen, by reading the described professional image, that the student has thought about his role as a teacher; Leader for Learning?
Which suggestions do you have for developing the teacher as a Leader for Learning within the program?

Figure 7. Questions asked after the final assessments on professional image.

The data collected from the questionnaire was used:

i.   to discover what a teacher thought about Leadership for Learning;

ii.   to discover to what extent the student demonstrated these characteristics within their final exam, and

iii.   to figure out if a student would need more support in becoming a teacher and developing their professional image.

Before the teachers examined the students on their final assessment, they all came to the institution for a meeting about the assessments. Also, within this meeting, they were again informed about the leadership model that the institution uses in the final year of the program and in the year the research was carried out.

In short:

What?	Who?	Why?
Questionnaire	Teachers from the werkveld who assessed the students about their professional image.	-Discover the thoughts about the leadership model by the werkveld. -To see whether the werkveld saw the characteristics of the model in the professional image. -To discover if more support for the student is needed in developing their professional image.

Figure 8: Summary Questionnaire

3.5.5 Professional Image in the described assignment

In this section, the choice for the analysis of the 'Final Assignment - Professional Image' will be described. In the current research, individual documents were used (N=74) to address the research question on discovering leadership for learning in the professional image, as outlined in the student's own writing. These personal documents were created by the individual student for their final assignment. According to the literature (Bryman, 2015; Cohen et al., 2017) documentary research mostly makes use of documents produced previously and by others,

 "Rather than in the process of the research or by the researcher." (Cohen et al., 2011, p. 249)

The documents used in this research are unique and made by the students and not influenced by the aspects that the researcher would like to see within the document (aspects of the leadership model for example). According to Cohen et al. (2017) the documents are so called primary and secondary documents because they are produced as a

direct record of a process by a witness, or subject involved in it but serve as a contribution to the field of education. A qualitative approach is used to analyze the documents to comprise the theme of Leadership for Learning and other themes to be discovered in the document. The four criteria given by Scott (2006) were taken into account for appraising the documents namely 1: authenticity, 2: credibility, 3: representativeness and 4: meaning. The documents were original and therefore the most important criteria: authenticity and therefore validity, according to Scott (2006), was met. Credibility refers to honest and accurate information of the document. The researcher assumed that, because this was a final exam and therefore with a lot at stake, this criterion was therefore met. There are no dubious motives for the respondent in this matter. The documents represented a collection of produced materials and are therefore reliable for use in answering the research question. The documents [2]provide the data for responding to the research questions outlining the way data that students describe their professional image.

The fourth criteria represents the textual analysis of the document and whether the evidence is clear and comprehensible, is addressed by looking clearly into the text to find out whether it is clear what the respondent (and the author of the document) wanted. In this research a strong theoretical framework on leadership was used to underpin the criteria as described above, and to meet the criteria mentioned by McCullough (2004) that theorization and using a framework for interpreting the material is important to support its credibility and truth. Because of the large amount of data, the researcher adopted the strategy of using every fifth document from the total number of documents during the coding process (about 20%). The document analysis were first coded openly, to highlight what the respondent wanted to tell. Then axial coding took place using the leadership principles as mentioned earlier in this chapter. The open coding subsequently informed the axial by using the information/themes that were discovered from the open coding. The analysis from the open coding as well as from the axial coding (also using the leadership model) was combined (open and axial) to define what the documents showed concerning leadership for learning and professional image.

What?	Who?	Why?
Analysis Assignment Professional Image.	Assignments made by the students to describe their professional image.	To discover if students describe themselves as leaders for learning and use aspects of the leadership model in this description.

Figure 9: Assignment Professional Image

3.6 Ethics and communication

Ethical guidelines from the Economic Social Research Council (ESRC)[3] linked to ethical clearance, where used to inform the research design and subsequently to guide behavior throughout the research process. In this research, informed consent was seen as an ongoing process to be negotiated between researcher and researched throughout the research process was adopted (Miller et al., 2012). Initially, all participants were informed about the research and consent to participate was obtained. Participants were informed of their right to withdraw themselves and their data (voluntary participation – ESRC, 2012). Interviews were recorded to ensure accuracy in recording what was said. All participants were given the opportunity to listen to their own recording again following the interview. The data collected was anonymized and the confidentiality of information and anonymity of respondents according to ESRC (2012) was prioritized. As Pring (2000) argues; depending on the specific purposes of the research,

"the institutions and people should be made anonymous, though this may be difficult in some instance because of the necessity to contextualize the research." (Pring, 2000, p. 152)

All participants consented that their data could be used for this research. They were are given the commitment that anonymity and confidentiality was taken seriously by the researcher. All the participants had a voice during the research process and they all had the right to withdraw. Students were aware that whether they would want to withdraw this would not impact on any formal assessment of final grade. Communication took place before, during and after the research process giving the respondents full information and being transparent about the research process, taking into account that it is the role of the researcher to guide the public and participants in the interpretation of the findings (Pring, 2000). This research addressed the principles called by Brooks, Riele and Maguire (2014); Pring (2000) that this research would find the truth, instead of only describing the truth – present, on leadership for learning developing professional image by accessing relevant data to answer the research question.

3.7 Limitations

The research has a number of limitations. The way the data was collected provided information and insights in order to respond to the research questions. As stated by Bryman (2015) qualitative research entails the intensive study of a small group with certain characteristics. These qualitative findings are therefore unique within one context. It can therefore be argued that the generalizability of the findings is limited. It is hard to say whether the findings would therefore hold in another context, or even in the same context at some other point in time. My personal approach towards the questions asked is unique and not necessarily replicable by others. Although my intentions where to be as objective as I could, my influence is of course in this research; seen or not seen. However, the research

---

[3] https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics/

can allow an interesting insight into the way in which the professional image of students developed within a given context and key elements of this development could well be identified in other, further studies.

The size of participants from the werkveld was limited, but still provided in-depth information on the ideas of the professional image and leadership. One practical limitation in this research was that students were not obliged to join the taught sessions. This meant that not all students attended all the lessons. This might have influenced the results in the described professional image and the extent to which the leadership aspects where recognized in the described professional images.

The two-year length of the leadership program provided an insight into the qualities and points of attention within the program but also insights about the process of the program. Within the program a limitation, but also a topic for further research, was the entire concept of leadership. As previously stated, there are different paradigms about leadership within education and within the research it hasn't always been clear whether participants all thought about leadership from the same perspective, namely through the definitions of the *Leadership Challenge.* Although this was shared with every participant by the researcher. Maybe this would have been different if the researcher would have co-lectured with the teacher all the time instead of preparing the lessons beforehand. But then the limitation maybe would have been the voice of the researcher within the process of the research and the possibility to 'manipulate' the research findings. Taking the limitations into account the research findings gave valuable insights into a topic that is hardly addressed within the educational field within ITT programs. It supports a theorization of how a leadership model can support students within ITT programs in terms of how they can develop their professional image and grow a professional identity within the educational field.

Chapter 4: Results

4.1 Introduction[4]

In this chapter the collected data will be presented, the way of analyzing will be addressed and results from that data and the emerging findings will be presented. In this research three sets of data were collected. The first data set was derived from the student documents relating to their professional image, whilst the second data set came from the in-depth interviews from the werkveld coordinators. The third data set was collected from the teachers through the questionnaires. To maintain fluency within the amount of data, this chapter will start with data from the sub-questions, contributing to the main research question. Data collected from the sub-questions will be shared, how the data was analyzed, and what outcomes were obtained.

The main research question was:

"To what extent does the leadership model by Kouzes & Posner (2013) support students in developing their professional image in leadership for learning?" This was supported by the following sub-questions:

1.   What beliefs do teachers in the work field (werkveld) and lecturers have on leadership for learning?
2.   How do the students describe their professional image?
3.   What support is effective in developing a professional image in leadership for learning?
4.   What expectations do members of the work field (werkveld) think a leader for learning should have?

4.2.1. What are the beliefs work field (werkveld) and lecturers have on leadership for learning ?

The question "What are the beliefs the werkveld and lecturers have on leadership for learning? " was addressed through the open questions in the questionnaire. The respondents (N=28: N=26 werkveld + N=2 lecturers) were asked about the characteristics they expected to see in a leader for learning. These characteristics where coded openly, meaning that words relating to their current beliefs (e.g. 'open', 'willingness to listen', 'strong pedagogical skills') were written down a summative sheet. In the picture below one of the summative sheets is shown.

---

[4] In the following chapters the noun students is used when the students from the initial teacher trainer program are meant and the noun children is used when students from primary education are meant.

Figure 10. Summative sheet looking for words and content on beliefs and characteristics of leadership for learning

Then all the open codes that emerged were categorized (Cohen, 2017). This way the written responses given by the werkveld and lecturers could be broken into smaller relevant criteria codes. These criteria codes formed a category in which words were connected with each other. As an example, the theme 'listener'. In this category words/ concepts relating to the quality of listening included comments such as *'being able to listen to children'* or *'take time to listen before a teacher start to speak'*. Following an iterative process, twenty codes finally emerged describing the characteristics of leadership of learning, according to the werkveld and lecturers. The 20 codes (see Table 2) were then connected to the five practices of the *Leadership Challenge* (Kouzes & Posner, 2013), to find out if the characteristics mentioned by the werkveld and the lecturers could be categorized and recognized within the leadership model or that other aspects would 'stand out' that were needed in growing a professional image according to the werkveld.

Table 1. Characteristics reported by the werkveld and lecturers (N=28) on Leadership for Learning

1. Be a model
2. Building relations
3. Challenger
4. Collaborative learner
5. Continuous learning
6. Communicate
7. Creating an atmosphere of safety
8. Designer of adjusted Education
9. Empathic
10. Experiment
11. Flexibility
12. Knowledge of learning
13. Listener
14. Motivator
15. Ownership
16. Reflector
17. Responsible
18. Setting boundaries
19. Theoretical as practical
20. Visionary

The 20 codes as shown in Table 1 were compared with the five conditions of the *Leadership Challenge* in order to discover if the words that emerged spontaneously could be connected to one or more conditions by this model. Table 2 shows the aspects of the leadership model in comparison with the words that the respondents used to describe aspects of leadership for learning. *Inspire a Shared Vision* and *Challenge the Process* is mostly recognized in the words the werkveld used, followed by *Model the Way*. The werkveld showed aspects of Clarifying Values and Setting the Example by using words of ownership, be a model and be a visionary. In the model these are all connected to finding voice and to discover principles that guide decisions and actions, finding a way of expressing an own teaching philosophy in words. Werkveld acknowledges this through the words mentioned. The description used for *Encourage the Heart* gave no words from the respondents that could be connected.

Table 2. The 20 codes connected to the five conditions of the Leadership Model

The Leadership Challenge	Definition codes for Leadership for Learning
Model the Way (Clarify Values, Set the Example)	Ownership, Be a model, Visionaries, Empathic, Reflector.
Inspire a Shared Vision (Envision the Future, Enlist Others)	Collaborative learner, Listener.
Challenge the Process (Search for Opportunities, Experiment and Take Risks)	Continuous learning, Experiment, Flexibility, Insights in learning, Designer of adjusted Education, Theoretical as practical, Challenger, Reflector.
Enable Others to Act (Foster Collaboration, Strengthen Others)	Communicate, creating an atmosphere of safety, Motivator, building relations, Responsible, Setting boundaries.
Encourage the Heart (Recognize Contributions, Celebrate the Values and Victories)	No codes found.

The resulting data will be discussed further according to the five conditions of the *Leadership Challenge* model to structure the data given by the werkveld and the lecturers.

4.2.2 Model the Way

The question on how the werkveld described leadership for learning produced a wide range of descriptions. The respondents addressed the importance of having a vision as a teacher. Almost all of the respondents believed that a teacher should have a sense of direction and purpose, knowing where they are heading, and what goals they need to have for their children as well as having a clear idea of which goals they have for the children's learning. Leadership was also referred to as ownership. This was explained as being a person who is leading the learning process for students as well as for the teacher. Seven out of 26 people from the werkveld described empathy as an important characteristic of a leader. When looking at the description that the respondents gave on empathy, they referred to showing trust towards the learning, listen carefully to the learner and continuously adjust to the learner. Another characteristic reported by the werkveld and lecturers was the importance of having an ability to reflect. The codes with the descriptions given by the werkveld and the lecturers suggested that reflection could be placed in the condition *Model the Way* as well as *Challenge the Process*. Respondents used different words for reflection in the questionnaires. When looking at *Model the Way* it referred to the fact that a leader for learning needed to show that the leader has the capability of showing reflection to continuously focus on the learning goals and whether these goals are met so others can learn as part of ownership of their vision for learning. One of the respondents wrote:

"A leader for learning shows continuous reflection and is capable through its vision in designing and offering students a program that is adjusted at a particular time."

Model the Way compared with the werkveld suggests the importance of having a vision, be empathic, be a model and have the ability of reflection on the job to discover whether the performance is still in line with one's vision.

4.2.3 Inspire a Shared Vision

Inspire a Shared Vision implies the findings of a common purpose within the organization, imagine possibilities, appeal to common ideals and animate the vision. Teachers as leaders offer their goals and image of the future to collaboratively pursue these goals considering the learners' aspirations. Data from respondents described a leader who should be able to interact with children and others involved within education. According to one respondent a leader is:

"Concerned with the group, with the individual within the group, knows the aims and how to achieve these aims. Knows how to create support and connect through enthusiasm. A good leader sees where the zone of approximately of the other lays."

The werkveld refers to the organization as being the classroom within the school. The leader makes sure that interaction with others takes place in a way that enables the same goals (shared vision) to be achieved. The leader pays attention to the learning process and supports learning in the group. The teacher, as leader has an eye for the zone of proximal development for learners in the group, and positions their self as both a coach and team player aspiring to achieve set goals for learning. One of the respondents described it as:

"The leader gives opportunities for the children to talk about the support that the leader can give towards the student."

This support is part of the way students and their teacher work on common ideals to reach the set goals for the students. According to the respondents a teacher knows what the collaborative goals are and how to reach them. One respondent wrote that a teacher has awareness of the 'greater picture' (shared vision) and knows how to motivate both the students and colleagues towards this vision. The respondent wrote:

"In the center I see the following; inspires, committed and an approachable teacher. A team player who knows how to motivate the fellow team members and shows awareness of the bigger picture. Knows where he is headed with his students and what is needed for his own development and that of the students."

Inspire a Shared Vision for the werkveld and lecturers suggest that a leader for learning is able to listen and to work collaboratively.

4.2.4 Challenge the Process

Searching for opportunities, seizing the initiative, looking 'outside' their own organization for good ideas, generating small wins and learning from experience are all part of *Challenge the Process* according to Kouzes & Posner (2012). These conditions (see chapter 2) were connected with data from the respondents as displayed in Table 2. Many of the codes described the importance of insights in the learning process of students. These insights mostly initiate the learning process of students. One of the respondents said:

> *" Leadership for learning: see and signaling what happens and act upon it. In the ITT ownership is such a great phrase. Taking the initiative and responsibility why you acted the way you did, what do you see, learning to observe?"*

Teachers must put appropriate effort into the instruction process and do whatever it takes to help students succeed in reaching the set goals. This, according to the condition *Challenge the Process*, means that teachers are willing to take risks and experiment to support the learning of children. The challenge for teachers is located in the fact that they must come up with a variety of pedagogies and didactics to support the way that learning goals can be met. According to the respondents they must embrace the challenges that this process brings, which corresponds with considering what actions need to come alive within their teaching practice. Respondents spoke of the importance of reflection on the learning process of students. 'One size fits all' teaching was not seen as effective, and therefore continuously challenging the steps that a teacher needs to take to reach the goals set with children, was seen as an important requirement. A leader for learning is willing to look at their own development; to reflect on their actions and seek to become a better learner themselves, according to the data.

One respondent stated that the function of the teacher is to be the catalyst for learning, meaning that the leader for learning (which is the teacher) stimulates and supports initiative arising from the students within the classroom. This is in line with creating opportunities and learning from the experience. One respondent underpinned this by saying:

> *"You (meaning the leader for learning) are the challenger of the learning process, you have to guard that!"*

Students should undergo learning challenges inside and outside the classroom and it is the teacher who can awaken an awareness for such learning opportunities and support children in discovering such learning opportunities. Eleven out of 26 respondents described that a leader should generate small wins by supporting the students' learning by helping them to find a learning environment that is effective for the student. The leadership model mentions that this reflection requires action to transform possibilities in realities.

Four major comments were made about having pedagogical and theoretical knowledge to support the learning for students. One of the comments stated that a leader of learning should search for new educational insights and have fundamental knowledge about the content for teaching. The leader for learning therefore most have a strong knowledge base

about teaching for teaching but also significant knowledge about a particular subject that needs to be taught.

Challenge the Process, according to the data, also required the need to experiment as part of growing into the professional image of a teacher. Twelve out of 26 (46%) of the respondents talked about taking the initiative, trying out new things, being creative and daring to design new ways of learning which they saw as being part of the idea of lifelong, and continuous learning. This process of learning from both students and teachers was seen as being necessary to challenge the learner. This learning is characterized by asking questions that deepen the learning process and respondents saw this deepening of the learning process taking place through an inquiry-based attitude.

4.2.5 Enable Others to Act

Enable Others to Act includes the creation of a climate of trust, facilitating relationships, enhancing self-determination and developing competence and confidence (Kouzes & Posner, 2012). Sixteen out of 26 of the respondents stated the importance of being able to motivate students for the learning process. This was related to developing competence and confidence. It was felt to be necessary that the leader for learning should be able to motivate, to stimulate and be able to arouse enthusiasm for learning and to understand how to create support and enable others. One respondent literally said:

"Strengthening people."

The leader for learning should be able to give students the opportunity to direct their own lessons and the goals that students want to reach within these lessons. The leader in this process supports students in being able to take responsibility for their learning (so what is needed within the environment for students to learn) and the leader for learning leads by example; showing that the leader for learning is also always learning, according the respondents. *Enable Others to Act* is recognized because there is confidence and growing competence involved for children to reach their goals through the support of teachers.

One respondent noted that students all have individual learning challenges and the teacher should be able to create a climate that fits all, which could correlate with the climate of trust described within the *Leadership Challenge*. The leader of learning needs to guide the process whilst maintaining an eye for the big picture by giving students the control, which means acknowledging and creating more of a partnership in the learning process. The participant said:

"Be a model = leadership. Having a conversation with yourself to start your own learning process. Caring for the other."

In this context, communication and building relations was said to be a condition for learning and developing confidence and competence. A leader for learning needs to communicate well and have excellent skills to interact with the other. This interaction will only take place

when there is a safe environment for learning. Seven respondents mentioned that a safe atmosphere is seen as an important condition for learning. The leader should pay attention to this safe atmosphere only then will the learner be able to '*pick up'* the learning process and the education that supports this learning. The leader for learning only enables others to act when there is a safe atmosphere for learning.

4.2.6 Encourage the Heart

Encourage the Heart is seen as recognizing contributions from others and celebrating the values and victories (Kouzes & Posner, 2012). These are related to valuing the contributions one does in the learning process. When looking at the reactions of the respondents there was no data found that could be mentioned in this section to fit the described prescriptions in the open space of the questionnaire. While it could have been expected that werkveld and lecturers would comment about appraisal for children and valuing the learning process. Something that teachers, if asked within the classroom, say regularly. Maybe the concept of notion of leadership is not yet closely related towards teachers attitudes within the classroom. This is of interest for further research (see chapter 5 and 6).

4.3 In what way do the students describe their professional image as a result of experiencing the initiative ?

This paragraph will expose the data that was drawn from the sub-question 'In what way do the students describe their professional image?' The data was collected from the described professional images at the end of the last year from the ITT program.

Data consisted of the descriptions which students gave of their individual professional images. Texts were subjected by highlighting instances where the images were identified as matching with the five conditions of the *Leadership Challenge* and its commitments within these five practices. Within the five leadership practices, ten commitments of exemplary leadership were described (Kouzes & Posner, 2014). The first described commitment always refers to thinking about the practice, the second described commitment always refers to actions within the *Leadership Challenge* (Kouzes & Posner, 2013).

For example, *Model the Way* has two commitments within the condition namely commitment 1: clarify values by finding your voice and affirming shared values and commitment 2: set the example by aligning actions with shared visions.

For example: Students wrote that they found learning important and that school needs to provide a good atmosphere for learning. This is categorized within *Model the Way* because it relates to beliefs and personal values they want to address.

The leadership model with its practices and commitments is as follows:

Figure 11. The leadership model, its practices and commitments

Table (3) below shows the number of comments made by students within the five practices. It is possible that one student made more than one comment within a described practice. The comments where organized around the five practices, each comment was coded into one of the two commitments. In the following section, the results will be presented according to the five conditions from the *Leadership Challenge* and the ten commitments that explain the five conditions. The data was analysed by comparing the described commitment with the described professional image by the students.

Table 3. The amount of comments that where made within the described professional image.

Leadership five practices	Number of descriptions/words that contained this condition followed after axial coding	Two commitments that belong to the practice
Model the Way (Practice)	102	1.Clarify values by finding your voice and affirming shared values.
		2.Set the example by aligning actions with shared visions.
Inspire a Shared Vision (Practice)	37	3.Envision the future by imagining exciting and ennobling possibilities.
		4.Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process (Practice)	63	5.Search for opportunities by seizing the initiative and looking outward for innovative ways to improve.
		6.Experiment and take risks by constantly generating small wins and learning from experience.
Enable Others to Act (Practice)	56	7.Foster collaboration by building trust and facilitating relationships.
		8.Strengthen others by increasing self-determination and developing competence.
Encourage the Heart (Practice)	15	9.Recognize contributions by showing appreciation for individual excellence.
		10.Celebrate the values and victories by creating a spirit of community.

4.3.1 Model the Way

4.3.1.1 Clarify values

One of the commitments in *Model the Way* is '*to clarify values*'. The paper that students wrote as an assignment requires that they should clarify their values and describe what is of importance to them in the near future becoming a teacher.

85% of the students described the importance of having a strong relationship with their children. Many of them referred to a Dutch pedagogue named Stevens (2018), who describes the three aspects required for building a strong relationship with students, namely autonomy, relationship and competence. Data from students suggested that whilst they use the literature from the ITT, they seem not to go through it in depth because concrete examples of how to use these three aspects did not appear within the data. Building a relationship, building trust and supporting children requires time from their teacher when

needed, according to approximately 80%. One student wrote that this relationship will help children grow:

"It is the core duty of the teacher to support growth at every level of the student in any way possible."

Around 80% of the students stated that children will only grow when their basic needs are met; meaning working in a safe environment for learning and making children feel competent. It is the task of the teacher to work on this environment and competence.

"There is the urgency to show children that there is a safe haven where children can tell their story and are respected."

First all students tended to regard meeting the basic needs of children and providing a safe environment as good leadership that will create open communication and a collaborative environment where learning will take place.

"…it comes down to finding the right balance between leading and guiding, sending and following, confronting and reconciling and stimulating children", a respondent wrote.

Secondly, students also described the value of structure. Students comments included being strict, having clear rules and regulations, importance of clarity and being consistent when teaching, creating a quiet atmosphere, shaping order in the classroom, being able to structure when conflicts arise. This value was summarized by a student who stated that:

"School must be a safe world for a child with recognizable and clear structures".

Third, all students valued autonomy and independence in relation to setting clear goals with children but also by children. Setting clear goals for children correlates with setting high expectations within the classroom. The goals need to be clear and the challenge is therefore to set goals that challenge the children within the classroom. A teacher should search for the balance between clear goals and high expectations. This was noted by a number of students (n=5) as important and demonstrated a growing awareness of their development for learning.

Giving children independence supports the process of development for learning, according to the written data. This also means giving them independence in correcting their assignments, as one student noted:

"Any teacher who takes the development of children seriously offers time and space to reach the proper goals. This also means being able to decide for themselves, making their own choices. This will only happen in an environment that respects the individuality of the child. Giving this autonomy and independence means not controlling everything but be a coach and mentor for children".

Three students from the sample group wrote about a particular method they wanted to use within their classroom. One suggested they would like to work according to the multiple

intelligence framework by Gardner (2011), and two students discussed working according to research and design-based learning. Students wrote that the reason for this was to address the importance of 'learning by doing' so knowledge will be remembered more effectively.

Other values noted by students within their own classroom was the importance of play through using themes within the classroom, and the integration of education and 21th skills.

The final identified value was communication with children, colleagues and parents and this was seen as important for the process of learning but also in supporting children in demonstrating and growing in aspects of citizenship. Teachers prepare children to enter the world, and so being attentive to aspects of citizenship can support the participation of children in society and developing a growing cultural awareness. Citizenship can teach responsibility, support the development of children in society and through citizenship children can learn how to voice an opinion. Learning about citizenship can lead to becoming independent and therefore contribute to a positive learning environment for the child.

Communication and collaboration support the development of the school; as one student argued:

> *"By sharing ideas, views and opinions colleagues will learn from each other. Through this learning colleagues can grow for themselves and this will support the growth of the school."*

Three of the students noted in particular that the task of the teacher was to teach the children the knowledge and skills needed for life and learning. Therefore, teachers need to 'push' children in the right direction for learning. One student underpinned this by using a quote of Vygotsky and Luria (n.d.)[5]:

> *"The road from object to child and from child to object lies between another person"*.

4.3.1.2 Set the Example
 'Set the Example' in the practice *Model the Way* showed how students concretized the values they described. This part of the data will describe some of the concrete examples students gave relating to the commitment *'Set the Example' and 'Clarify Values'*, represented in appendix 4. A small example is shown below.

---

[5] Not translated because the quote was used in English. The date and page number were not found in the assignment.

Table 4: Concrete examples students gave relating to two commitments of Model the Way.

Set the Example	Clarify Values
In my lesson I at least use two intelligences.	I want to use the multiple intelligence model by Gardner when I am a teacher.
Throughout the year I work with themes in my classroom.	Getting the real world inside the classroom, working on citizenship and collaboration.
Supporting children in planning their learning.	Participation in society, working on collaboration.
I use day rhythm maps.	Setting clear structures within the classroom.
Every day in my classroom I welcome children with a hand shake.	Relation, competence and autonomy. Being sincere and value them for who they are.
I use cooperative practices.	Believe that children are talented and that as a teacher I need to make the most out of their learning process as a coach.
I urge children to clean up the materials they use.	I believe a structured and tidy classroom supports learning.

The data in the framework shows concrete examples of what students wrote and what they described value is connected to this example. Students don't use terms as leadership, clarifying values etc. as does the leadership model but it is latent present in the data. The examples student mention, show beliefs, values and behavior statements of leadership as in the *Leadership Challenge.*

4.3.2 Inspire a Shared Vision

4.3.2.1 Envision the Future and Enlist Others

The condition *Inspire a Shared Vision* advocates sharing the vision and creating possibilities to align with that vision so shared aspirations are known and people can act. The vision benefits others (children, parents, colleagues, etc.) and not just the students themselves. The two commitments (*Envision the Future* and *Enlist Others)* are presented together because no clear distinction between the two commitments was found. When imagining possibilities, the leadership model (Kouzes & Posner, 2013) refers to creating an ideal unique image of the future for the common good. Within the described professional image students connected an 'image of the future', with setting goals in the classroom with children, teaching them to become good citizens. Students write that they acknowledge the importance of collaboration and good citizenship but only two students visualize how the initial teacher would act upon this within the classroom. In this regard they mostly described collaboration as being key to envision and enlist others. One of the students wrote:

"To reach the set goals, communication with children is vital and this implies communication with colleagues as well, consult with both groups."

Another student adds to this by describing the urgency to be clear about the goals and always check in with children about the set goals. One student wrote:

"I want my children to experience the joy of learning together. Therefore, I use collaborative methods so all children will be able to participate and get good results".

When looking at this data both commitments are represented because vision is shared and in practice is shared that this works through collaboration. Another example by a student which visualized growing independence and connection towards 'Envision the Future' and 'Enlist Others' reads:

"If my students in my classroom get the opportunity of making independent choices, then the student will be engaged in their education and then it will become a part of them. As a teacher I will need to have good teaching skills that are sensitive towards this process so students will become independent learners. I need to connect with the student and talk about the work that he wants to do. By engaging students this way, I believe I am making the first step towards independent learners."

The example is different in its visualization but shows the future envisioned through creating independent learners by connecting with students and providing them with choice. The respondents, within this practice, all mentioned that children must be independent learners *"Only when you support children with the feeling that they can, are they able to achieve, will they be able to grow and develop their own identity".* All of the students refer to being able to level with children in the needs they have to achieve a certain goal. This way of thinking is called 'Handelingsgericht werken' (Action-Oriented working) and used mostly within the ITT program. Students refer to 'working collaborative and communicate' as important skills within school but also within society. Students make this explicit and visual by referring to cooperative learning in their classroom.

4.3.3 Challenge the Process

4.3.3.1 Search for Opportunities and Experiment and Take Risks

63 codes where addressed that described *Challenge the Process* which contains searching for opportunities through initiative and looking outward for innovative ways to improve and experiment and take risks by generating small wins and learning from experience within the classroom. Students mainly describe their own challenges becoming a teacher and not so much the challenges and experiments they want to lay out for children within their classroom, as meant in *Challenge the Process*. For example, one of the students described the hardship felt in communication with parents during parent night. The student challenged this hardship by talking with colleagues about this and asked for time and room to practice communication with parents. The aspect '*Search for Opportunity'* was there but not directly related to encourage or challenge someone other than themselves, as meant within this practice. Students describe *Challenge the Process* at children's, colleagues and parents level. The figure below shows what students wrote within their professional described image that relate to children, colleagues and parents within the practice *Challenge the Process*. The data showed that students experience more hesitation towards working with colleagues and parents then when they are in the classroom working with children. They sometimes feel

that they are 'just' the substitute teacher in the classroom. It takes time for students to break through that thinking and really feel they are part of the team. Students formulate ideas and ways of working with children that address meaningful situations for them within the classroom and not so much, when looking at the data, outside the classroom. Just two students use outward situations to innovate there teaching. Generating small wins and learning from experience, stepping into the unknown as the leadership model suggests didn't occur in the described professional images.

Table 5. Description of codes within professional image on *Challenge the Process*

Challenge the Process: Search for Opportunities & Experiment and Take Risks	
Children	- As a teacher I make arrangements with children how we are going to change our learning. - I want it to be about differences with children and address that, that is hard and not always doable. I want them to learn something at their own level and use other children in the class to support that. I found that difficult to do but I did it. About 18 nodes where made on this same subject. Students find it challenging to differentiate, loose 'control' and support good classroom management to back up this differentiation. - I come up with challenging tasks in my lessons because these challenges bring in the real world. I support children with ideas and try to create a more difficult challenge every time. - Stimulating children to take on their own learning and challenge them to take on a task even when it is hard. One student said *"I support self-worth and challenge children to develop themselves".* - Challenging children to reach their goals and deliver good instruction from the perspective of 'Action-Orientated Working'. - One student wrote that a teacher challenges the environment for the students by reshuffling their positions within the classroom. Another student used reshuffling to challenge the children to talk and teach children about collaboration and decision making. - I experiment with releasing my daily structure to address the situation. - Two students contacted companies and an institution outside the school to gain knowledge and understanding on certain learning disabilities to support the learning process for a couple of children. - One student described the importance of recording the teaching actions by using the camera. The student experimented with that to support learning and to improve the quality of teaching. The student stated:" It *is very confronting to see myself on film".*

Parents	-One of the students wrote that he challenged himself to have a conversation with parents and a child from his class who had been going through some negativity. This would give the child the opportunity to tell his side of the story to his parents. The student would give himself the role of mediator between the parents and the child. Believing that sometimes children get punishment to hard in certain occasions. The student wanted to provide control and insides on the matter by asking questions. - Students find it difficult to talk with parents because they feel that they are positioned as a student instead of being the teacher for this class at a particular moment. They all want to challenge this and experiment with this part of the job as a teacher. One student wrote: "*I need to challenge myself and start a grown-up conversation with parents and set my boundaries within this conversation*".
Colleagues	- "*I am a very introvert person and this causes problems and challenges for my colleagues as well as for me*", one student wrote, "I *will never be very outspoken right away on particular subjects*". This is in line with another student who wrote that the student was reserved in sharing his opinion. Once the students got to know the teams, they were able to express themselves more, so all of the students wrote. The challenge for all of the students lies in the beginning of the internship at school and realizing they are seen as colleagues and not just only as initial teacher trainers.

4.3.4 Enable Others to Act

4.3.4.1 Foster Collaboration and Strengthen Others

Enabling others to act requires actively involving others in the learning process. The described professional images data contained descriptions about fostering collaboration and strengthening others. The data initiated three groups as important for enabling to act: children, colleagues and parents. The comments made were mostly described for children. Students described the importance of stimulating collaboration and suggested to work with different models of collaboration such as "coöperatieve werkvormen"[6]. Three students wrote they want to use "coöperatieve werkvormen" to stimulate collaboration, support positive student dependence, face-to-face interaction and to start dialogue about a subject All addressed the importance of collaboration. This collaboration implies learning from each other as children (also includes poor students learn from strong students and the other way around). Foster collaboration supports independence for learning for children, they grow in competence and believe that they are able to get the job done.

"It is my task to support the children in their believe of being able to get the job done",

---

[6] (Cooperative methods, this is a methodology that is used often in the Netherlands for collaboration)

a student wrote. All of the students connected strengthening others with giving children responsibilities for their learning and accepting the children's initiative in the learning process. Students show in the described professional image that this means that they need to be able to differentiate the learning process among children and have a wide scenario of teaching possibilities. Working with children in a safe environment is mentioned as condition to be able to create these possibilities. Four students within the sample described the actions they needed to take to accomplish the optimal learning environment for children. All wrote that they needed to support children with thoughtful- and varied questions. These questions must assure that learning is understood and to teach children to look critically towards the contributions they made in their learning process.

> *"Which steps did you take to get to this particular answer?", "Did you think about the strategies that you have used?", these are some questions I give my children,*

a student wrote. All described about giving children support to discover how things work and why certain learning must take place. Feedback in the learning process was slightly touched (n=4) while the leadership model shows the importance of talking and listening to each other's feedback as important. One of the students addressed the importance of finding balance in leading and letting the children lead the process of learning. The described image addressed the importance of working with colleagues and enabling each other for the common goal: children. Students write about the necessity to consult with colleagues to monitor the progress of children. Developing education for learning is shaped within teams, according to most students. They all related it towards the SBL competence: working with colleagues in a team. Enabling others is seen in descriptions as '*supporting each other*', '*using each other's expertise*' and '*supporting each other to grow in particular areas*', '*sharing ideas*', '*views and opinions*'. Sharing is seen as important factor to move forwards in the learning process didactically and in pedagogies. One student gave as example:

> *"When I got stuck in my classroom with a particular problem, I shared this with my colleagues in the staff meeting. My colleagues supported me with ideas and methods."*

Four comments were made about collaborating with parents to supports the development and education of their children. This collaboration also meant that there is shared responsibility towards the development of the child.

> *"Education is developed together", a student wrote, not only with colleagues but also with parents."*

In summary it says that fostering collaboration supports the educational development of the child within school.

4.3.5 Encourage the Heart chose a few examples rather than all.

4.3.5.1 Recognize Contributions and Celebrate Values and Victories

Encourage the Heart looks at the way students think about and act upon appreciation for learning. *Encourage the Heart* is mentioned the least in the described professional images. When looking at the data for thinking and acting upon the recognition for contributions of children students write the things exposed below.

- Every child needs to be recognized for being listened too or being seen.
- Children need to experience success, this creates self-worth.
- It is of high importance that you communicate with children: you matter.
- Compliments are important.
  "I always look for a child or a group of collaborating children and I compliment them when things go well. Children deserve stars when they show expected behavior", a student wrote.
- *"I stimulate believe and fun in children's capacity".*
- It is important to motivate children by giving a good example. *"As soon as I see a good example, I compliment the child".* This will support expected behavior.
- A child needs to learn that it is alright to make mistakes and that even then positive expectations are met.
- It is the job of the teacher to give children the sense of competence. This will occur through setting high expectations with children, address these expectations and show children you will support them in meeting these expectations.

Looking at the data all the comments and remarks made contain elements of *Encourage the Heart* towards children within the classroom. Students that talked about *Encourage the Heart* describe why it is important as well as what a student would address for encouragement within their own classrooms.

4.4 What support is effective in developing a professional image in leadership for learning?

The question "What support is effective in developing a professional image in leadership for learning?", was answered through the survey (n=26) and by the coordinators of the werkveld (n=4). The data (n=26) initiated for support in developing a professional image is divided in two organization structures: the university and the werkveld. Support for students is needed within the program of the curriculum. Two of the respondents described the urgency to re-arrange the ITT program, addressing a new approach for teaching. This implied new styles of teaching by the lecturers. This will give students the opportunity to be able to choose styles of teaching and find their voice within their professional identity. The werkveld must lead by example, showing different visions of schools enabling students to consider which philosophy within education fits their beliefs and values. Students need to have opportunity and time to discover these visions and from thereon take decisions in which direction they want to grow. Students need to learn to look at beliefs, values, aspirations and practice with a helicopter view which is practiced by the university as well as the werkveld. One of the respondents said that the question itself would already support students to think widely about their own profession and their role as leader for learning. The respondents gave suggestions about developing an inquiry approach to the situations that they see in the werkveld, the so called 'onderzoekende houding' (inquiry-based attitude). Ideas for support mentioned were:

1. Making sure that students understand what it means to develop as a teacher leader for learning. Most of the respondents emphasize the need for unfolding the leadership skills for becoming a leader for learning items within 'Opleiden in de School'.
2. Practicing leadership: teacher skills within the practice of the werkveld. One of the respondents said:

"Take these items to Opleiden in de School. The werkveld is a beautiful place to experience this way of learning."

Fifteen of the respondents addressed the importance of the mentors within the werkveld. These mentors must ask students questions on their performance within the classroom. These mentors are in need of showing students the fun in educating kids and the possibilities students have to pass education on to the next generation. Mentors should be able to inspire students and provide students support in how they can make a difference within education. People from the werkveld should stimulate students to develop 'leerhonger' (eagerness for learning). The field should, according to a respondent, use the impartiality and creativity of the students coming from the university into practice. There is a clear need, described by some of the respondents, to support mentors in their professional role so they can coach students to become leaders for learning. The role of mentors need to be very clear, according to the respondents. They must support students to stand firm, while entering the field of education. One of the respondents described the importance for

students to be able to make a match between the personal professional image and the vision of a future school. This will support the possibility for students to carry out their vision in a school that matches the professional image. One of the respondents called the leadership for learning hype and absolutely irrelevant for developing a professional image in the four year ITT program.

4.5 What does the work field (werkveld) think a leader for learning should look like coming from the initial teacher trainer program and having developed a professional image?

The question was answered through in depth-interviews with four coordinators (n=4) from the different boards the werkveld and the university of applied sciences have partnership with, and two (n=2) of the lecturers of the university of applied sciences who work connectively with the werkveld and the students in this program. The interviews where first coded openly and after that axial coding took place, using codes that occurred during the coding process, and selective coding took place after the axial coding as described in chapter 3. After the process from open coding to selective coding, the selective codes were compared to the *Leadership Challenge*, to discover whether the aspect of leadership for learning as defined in the *Leadership Challenge* where recognized in the selective codes. The axial codes that emerged after the open coding were:

- ✓ Awareness
- ✓ Communication
- ✓ Continuous Learning and Developing
- ✓ Dealing with Differences
- ✓ Direction and vision
- ✓ Entrepreneurialism
- ✓ Inquiry Based Attitude
- ✓ Leadership
- ✓ Pedagogical Competency
- ✓ Subject Content Competency
- ✓ Reflecting on "Who am I?"
- ✓ Values and Norms
- ✓ Valuing Each Other (having 'eye')

After re-reading and re-coding, a connection was found between a couple of codes. These connected codes where brought together in four selective codes. Displayed in the Table 6 below.

Table 6. The different axial codes refined into four selective codes.

Identity	Awareness, values and norms, Reflection on who am I?, inquiry based attitude.
Vision	Direction and vision, leadership, continuous learning and developing,
Connection	Dealing with differences, entrepreneurialism, valuing each other (having 'eye'), communication.
Conditions	Pedagogical competency, subject matter competency.

Identity and vision, with the aspects mentioned by the respondents connect with *Model the Way, Inspire a Shared Vision* and *Challenge the Process*. Connection with the content described by the respondents connects *with Challenge the Process, Enable Others to Act* and *Encourage the heart*. Conditions shows similarities with *Inspire A Shared Vision* because within this practice behaviors are being taught that match a leader who knows content. A leader for learning has the ability to connect, extend and challenge. Therefore, developing self-knowledge and the ability to reflect upon actions are important. Leaders for learning requires being in touch with one's feelings and getting a sense of how emotions can guide or confuse, actions taken (MacBeath, 2012). These aspects where seen in the comments made by the respondents within the in-depths interviews. In the figure below is represented how many comments were made within a selective code. When looking at the data the most comments were made within the area of vision, including aspects that have to do with leadership, having a sense of direction and continuous developing and learning. Identity and connection scored the same amount of comments (39), knowing the content of the trade (subject knowledge and pedagogical knowledge) of the ITT program scored the lowest (37) within these interviews.

Table 7. Number of comments made within the different axial codes.
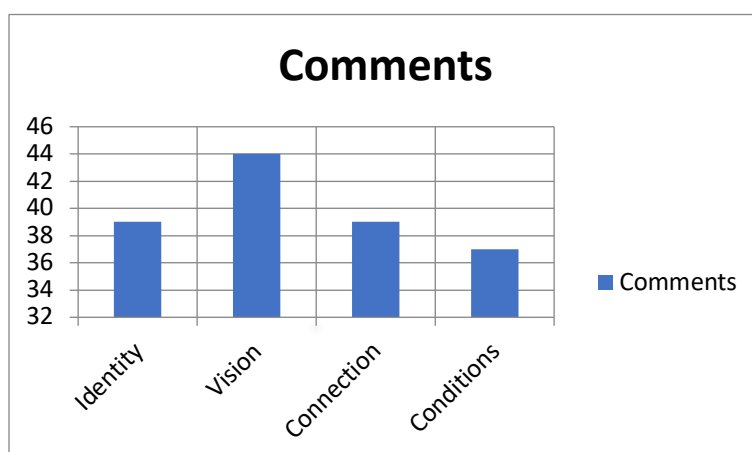
In the next section the qualitative data will be further explained using the selective codes as guidance for structure. Presentation of this data is sometimes literally what the respondents shared about professional identity and leadership for learning to value the words of the respondents.

4.5.1 Identity

Words (items) that were found within identity were: awareness, values and norms, reflection, questioning who am I? and having an inquiry-based attitude. Awareness of who you are, what you are doing and why, was mentioned by all the respondents as important. Awareness is defined by the respondents as being able to look at the effects education, teaching and learning have on you as a person but also the other way around: knowing that your identity is shaped from experiences in the past and present. Being able to connect with who you are and how you were formed through family history and for example past school experiences. Being able to look at oneself and discover 'self' to be able to do the job well.

> "*Most of them*, so a respondent said, *want to grow into the ideal teacher but they seem to forget sometimes that they also bring themselves to the situation within the classroom. Therefore, it is important to realize that we were all susceptible of a certain parenting style that influences the way we act in the present.*"

Therefore, it is important, according to the respondents, that students develop a sense of self-efficacy. Students need awareness about themselves and their attitudes and responses towards teacher situations.

> "*It isn't a trick,* a respondent said, *but it is becoming a real person with its own concept and identity of what they find useful in becoming a teacher*".

They need to have passion, something that defines them: '*a sparkle*' or '*sparkling eyes*', two of the respondents said. Something that defines them as a teacher and is also seen and not only, but exposes itself when students talk about children. All students should have a reflective attitude. This reflective attitude supports students to look at themselves but also look at the environment and surrounding. It is with this reflective attitude students should look towards people and strengthen people. Teachers should radiate their teacher professional image, showing the choices they made to be the teacher they want to be. This includes being proud of the profession and having agency within this profession. All of the respondents mentioned that teachers should have openness towards coaching to better perform as a teacher. Identity also includes openness towards feedback, looking at oneself will shape the professional identity. An open attitude is mentioned by all of them as part of the learning professional identity. All four address importance of the learning process, students don't have to develop on their own. It is alright to ask, make mistakes, learn and then thrive, according to the respondents. Having fun as a teacher and making that part of your identity is seen as essential. Having flexibility and dare to take risks.

"Basically, becoming a teacher means that everything is part of that identity. There is more than meets the eye, so it is the visible and the non-visible".

All the respondents mention that shaping identity is dependent on the person. One of the respondent described it as:

"finding the red thread in one's personality that reflects and defines them as a teacher. A teacher always shows that this person wants to persevere for children no matter what."

An inquiry based attitude is reflected in all of the respondents but isn't defined clearly by the respondents. One calls taking the initiative as being important, another emphasizes on asking questions about your effectiveness, doing the right things and asking critical questions in the learning process. Always experimenting and looking at its effect on learning. All the comments are connected with the children, mentioning that this process of inquiry based learning is important for teachers as well as children and that is must be a part of the professional identity of a teacher.

4.5.2 Vision

Aspects connected to vision are: direction, vision, leadership and continuous learning and developing. Literature (Fullan,2015; Hargreaves & Boyle & Harris, 2015; Kouzes & Posner, 2016) showed that vision always is connected to flow and motion. It is not a static fact but always due to change and refinement. All the respondents refer to having a wide focus on education and continuous learning. One mentioned that

"without having a wide focus there is no such thing as being a good leader for learning."

Make yourself known as a teacher: "*What do you stand for?*'" The respondents said that students need to develop an educational framework for teaching, meaning that this framework guides actions within the classroom. An open attitude, inquiry attitude, was mentioned by all according to the respondents that showed the willingness of development and learning. Making yourself known as a teacher (who am I, how do I want to be addressed) is an aspect connects with an inquiry based attitude, according to the respondents. One of the respondents combined an inquiry based attitude with leadership for learning. Making yourself visible for others, be a model = leadership. This was pictured through the metaphor that a teacher has a conversation with 'self' about the goals and hopes they have as a teacher. Having a clear sense about that leadership for learning. It was said that these things also have to do with social aspects within society, when you have a vision you should use it to empower others and take care of others. One of the respondents said:

"Leadership for learning entails discovering where your talents lay and using these talents in collaboration with others and in so doing learning what your personal challenges are, the constant willingness to focus on the zone of proximal development. Leadership may and should be manifested in the personal choices in regard to learning." Another respondent added to this by saying that *"it is important for a teacher to have their own vision rate plan. Stating that ownership and leadership are closely connected. If you make your own vision rate plan you claim your own leadership for learning. One of the reasons this was important is being independent and not depending on administration or principles who (must) tell you what to do."*

All of them addressed the importance of leadership of learning by a teacher because the leader must be able to lead children and give them a sense of direction on achieving their goals.

"Therefore, a leader for learning should support children to be the leader of their own process of learning", a respondent said.

One of the respondents added that a teacher should own leadership to guide a group of children to the utmost and taking leadership when things are happening. *"Taking leadership is not a negative thing",* a respondent said, *"it is necessary".* '*Be present*' and '*listen carefully*' is referred to as good leadership, but respondents said that good interaction is needed for careful listening. Respondent:

"Teachers need to be trusted and as a leader you don't betray that trust."

4.5.3 Connection

The words that were covered by connection are: differences, entrepreneurialism, valuing others, 'having eye' and communication. These words have a certain interdependency in itself and were therefore covered by connection, having relations with someone or something else. The respondents mentioned that mostly all teachers should have a *'good eye for diversity'*. This entails seeing children in their learning process as soon as they enter primary school. Valuing the differences of children and being able to see diversity in the group. One of the respondents said to connect with children, parents and colleagues. The attitude towards someone else should be one of wanting to search their style of communication and be emphatic about that style. One to the respondents said:

"Diversity is welcomed because all have different identities. A teacher should feel this in head, heart and hands."

It always means that children are observed closely and interact with them in a meaningful way. Leadership occurs in interaction with the other (child, colleague or parent), according

to the respondents:

"You pay attention to every child; you support every child and you ask questions when you notice that a child faces difficulties."

Examples, such as giving children a shoulder pat, thumbs-up and saying good-morning in the hallway, were mentioned to really see and connect with children. Teachers as leaders must continuously observe children and question the observation, together with children, the respondents say. When the respondents talked about entrepreneurialism, they mostly refer to taking the initiative in the school for action needed. This also meant, a respondent, that teachers searching for opportunities to widen their horizon and grow into knowledge construction and pedagogies. One of the respondents raised the question on having the courage to put yourself out there and teach, dealing with time spent wisely. Challenge the learning process the teacher is going through. All of the respondents talked about 'having eye' for others. Referring to value the child, parents and colleagues.

"It is necessary to be able to see the individual within the big picture of the school community, a respondent said, *teachers connect with the other out passion and commitment to discover what the other needs at a particular moment in time. Seeing this will shape the identity of the other within their school community but also shape their identity in life."*

A good teacher is able to tune in with the other and empower an individual. Having an open attitude towards receiving feedback was mentioned by all. This includes that students value the feedback for learning and becoming a better professional. Interaction with children, parents and colleagues is necessary to shape teaching practice. This shaping of the teaching practice only occurs in interaction with those involved in the learning process.

"You don't take control because you want to be in control, a respondent said, *you let leadership occur from interaction"*.

All of the respondents mention the importance of accurate communication as a leader for learning. They address that communication is fundamental for welcoming children and parents in their classroom and start the learning process. This awareness is crucial in becoming a good teacher and should start at the beginning of the ITT program. Students who become a leader for learning should think about the way they present themselves and be clear about it through communication. Teachers should put real effort in knowing the way in which the school communicates with its participants: getting to know the eyes and ears of the school. Communication is related to trust, according to the respondents. As a teacher you work with students and you are clear about the set goals within the classroom. You want to reach those goals and do not betray the appointments and rules you made with students. Teachers should be transparent and clear about their communication, even when they make mistakes. Openness towards the participants is needed, '*we are all human beings'.* The respondents mentioned the importance of knowing different communication models and using different communication styles in becoming part of the school community.

" Knowing the styles is one thing, one of the respondents said*, practicing the right communication styles is sometimes a whole other story because it is hard and needs training."*

4.5.4 Conditions

The node Conditions contains both the pedagogical- and subject matter competency. All of the respondents mention the importance of both competencies for shaping a professional identity. The respondents mention that a teacher should be aware of having good knowledge about the content of the profession and knowledge about the different subjects. Students should know their subjects in depth. All of them relate this to adapting knowledge and profession towards children in the classroom.

"Which way of bringing knowledge across does fit the student in front of you?", a respondent asked during the interview.

The knowledge component is much needed as well as the personal knowledge. Personal knowledge was seen as: what information does the teacher need from the group and vice versa, classroom management, communication and interaction and what do you need from yourself within this lesson. Teachers must perform an outstanding lesson and to do the right thing pedagogically and didactically. The teacher should feel relaxed in front of the class and able to take the lead. To do so it is important that a teacher has the right knowledge and the skills for bringing this knowledge across. A teacher must put effort in giving the proper instruction, according to respondents. This must always be followed by looking at the data: did my lesson sink in with children? All of the respondents mention learning efficiency as important for students, meaning that teachers reflect upon the lessons with children and use the information to sharpen the quality of the following lessons. One of the respondents said that all (new) teachers should always challenge themselves in every way because a good teacher is only shaped when good didactics, pedagogies and subject matter are in the right conditions.

4.5.5 Leadership Challenge compared to described identity of leadership for learning

The *Leadership Challenge* contains five practices that occur for recognizing leadership within any profession (see chapter 3). To discover if the respondents also mentioned the practices, not only literally but for its meaning, during the in depth interviews, a horizontal comparison was made showing the five practices and the codes from the in-depth interviews mentioned above. A small resume is given below in Table 8 to explain the data a little further.

Table 8. Comparison of the *Leadership Challenge* to the codes from the in-depth interviews.

The Leadership Challenge	Leadership for Learning codes from interviews
Model the Way	Identity, Vision
Inspire a Shared Vision	Identity, Vision , Conditions
Challenge the Process	Identity, Vision, Connection
Enable others to Act	Connection
Encourage the Heart	Connection

The first practice mentioned in the *Leadership Challenge* is *Model the Way*. This aspect contains clarifying values and setting an example by aligning actions with shared values. Clarifying your values means knowing who you are and what your core values are. The data showed that the respondents talked about a sense of self-efficacy. Students at the ITT program need to develop awareness about themselves and their attitudes towards teacher situations. Becoming a real person with an own concept and identity that is useful for this person in becoming a teacher. Make yourself known as a teacher, being visible for others, according to the respondents. *Setting the Example* is referred to by the respondents as having a vision and use this vision to empower others and take care of others. The second practice (*Inspire a Shared Vision*) contains envisioning the future and enlisting others and the third practice (*Challenge the Process*) deals with searching for opportunities, experimenting and take risks. When looking at the data respondents referred to taking initiative and act upon situations that occur within the classroom or school. Diversity and seeking the style of a student is seen as important. Observing children closely and interact with them in a meaningful way as a leader. The practice *Enable Others to Act* is mentioned by the respondents through emphasizing on clear communication with the people involved.

4.6 Summary

This chapter showed that the *Leadership Challenge* and its commitments are present within the different collected data but that respondents don't define this as becoming a leader for learning but address this more to described competences and skills for the teacher. The werkveld has high aspirations in the short and long term for students within the ITT program developing a professional identity. Students tend to be orientated more on the skills they need to develop short term and the experiences they have had in the past and present. Collaboration and communication between the university and the werkveld is described as important in developing a professional identity.

Chapter 5 Conclusions

5.1 Introduction

Conclusions from the sub-questions will be drawn in the first section of this chapter according to the findings from chapter four. These findings will be compared with perspectives drawn from the literature. Every sub-question is divided in one or more themes which will support the argument that was made within the sub-questions and answers thereby the sub-question. The different sub-conclusions will be used to support answering the main question: " To what extent does the leadership model by Kouzes & Posner (2013;2008) support students in developing their professional image in leadership for learning?" at the end of this chapter (5.6). The presentation of this chapter was done through idea of organizing data for representation using three significant components to expose the conclusion from the data collection and data analysis namely argument, extracts and discursive commentary according to Holliday's (2016).

5.2 Conclusions beliefs werkveld and lecturers on leadership for learning

In this section conclusions are drawn from the data relating to the first research question which explored the beliefs of participants from the werkveld and lecturers on leadership for learning. Data was collected through one open question in the questionnaire completed by members of the werkveld and lecturers from the ITT program (N=26). The themes that emerged from the werkveld and lecturers about the beliefs on leadership for learning could be divided in skills, characteristics and collaborative culture. Section 5.2.1. in general, describes characteristics and skills that emerged. Because of the large amount of data for this conclusion the characteristics and skills: empathy, being a visionary, reflection and collaborative culture are highlighted.

5.2.1 Characteristics and skills on leadership for learning

According to Cruess (1997); Freidson (2001); Kultgen (1988) knowledge and skills are both important in the development of the professional. Knowledge is being able to advance knowledge in a practical setting within the learned and exercised profession. Someone is dedicated towards a certain profession and practices this through the competences that belong to this profession. These competences and skills are always in need of a foundation of knowledge through which a person can practice and show the profession (Cruess, 1997; Freidson, 2001; Kultgen, 1988). Respondents showed that leadership for learning is highly related to skills that showed connection towards self and collaboration with others. Dall'Alba (2009) and Sachs (2000) described this as the process of becoming, acknowledging that skills and knowledge are important but always seen in the process of becoming who we are. Important characteristics and skills mentioned by the respondents were that a leader for learning is someone who:

> "Motivates, - is empathetic, - willing to experiment, - a good listener, - able to reflect, - be responsible, - a model, - a good communicator, - someone who challenges learning and – is a visionary, - connects theory and practice"

Respondents responses were:

"Making connections between theory and practice."

"Dare to experiment"

"A leader for learning continuously reflects and is capable of designing adjusted education for a particular group at a particular time."

and

He or she is empathic, stimulates, motivates, is capable of asking the deep-questions, always tunes in to see if all have the same understanding, takes initiative, is curious, support the other in finding their own way, 'mirrors', reflects, is flexible, has a clear goal in mind and able to collaborate well."

A leader for learning is someone with the ability to perform multiple tasks. The professional should be able to do these multiple tasks that have the mentioned 'characteristics' as described above and knows the content that needs to be taught within the classroom. Jenkins (2016) addressed the importance of the student who is able to actively engage in the learning process so that the initial teacher has the possibility of adding their own perspective towards the learning situation and has opportunities to develop its own identity as a teacher. The student must cope with the learning situation and reflect upon it through communication with others to discover their characteristics (Jenkins, 2016; Vigil, 2014). Kouzes and Posner called this *'fostering collaboration'* and *'strengthening others'* within the practice of *Enable Others To Act* (2012). The learning situations support students to become more qualified for the job and task ahead by growing into the skill-set of a teacher as leader for learning, together with others. The conceptual knowledge and the practical practice always needed to be connected, according to MacBeath (2018; 2012) in order to understand the experiences of students. One of the respondents wrote that students needed to be in the field so much more than they already do, and the university and the werkveld needed to connect even further to support the students leadership for learning. There is a need to extend what is already known and educators from both organizations need to enlarge their repertoire of skills and strategies. In the integrative model by MacBeath (2018; 2012) this is shown through maintaining a focus on learning as an activity by all parties stating that everyone is always a learner and that learning relies on the effective interplay of social, emotional and cognitive processes.

Equally Leadership for learning, according to MacBeath (2018; 2012) involved a shared sense of accountability in which there is a systematic approach to self-evaluation which is

embedded at classroom, school and community levels. Literature, as well as the respondents, mentioned the importance of taking the initiative as an agent. It means being proactive. MacBeath (2018; 2012); Fullan (2012:2017) and Hargreaves, Boyle & Harris (2015) described the role of the student as a change agent within the school. Being active through experimenting, bringing new didactics to the situation. Something that is expected from the students, according to the data. The characteristics and skills are always connected to the definition of the specific profession of the teacher. Initial teachers need to develop a particular set of skills which are funded within knowledge about the specific profession, teaching for this matter (Murray & Male, 2005). All of the mentioned characteristics & skills are strongly related to personal development (who are you) and with what you do at work. According to Beijaard et al. (2004); Rodgers & Scott (2008); Ruijters (2015); personal identity and professional identity are always intertwined.

"*Something that a student also must realize*", a respondent said.

Senge initiates that developing a professional identity will only take place when the learning accords with the personal vision of someone (Senge, 2012). A question one might ask according to this data is in what way does the program provide enough 'space' or 'moments' to share the personal with the professional? Although this is not the subject of this research it correlates with the answers that the respondents gave on the beliefs on leadership for learning because space and moments involve time and listening towards one another and towards oneself when growing into the profession. This again connects towards voicing the trainees into developing their own identity (Quaglia & Corso, 2017).

5.2.2 Empathy

Empathy is

> "*…based on the assumption that the teachers' empathic communication will enable their students to experience greater understanding and acceptance, resulting in more positive attitudes toward themselves and toward schooling.*" (Decety & Ickes, 2009)

Respondents mentioned that initial teachers should learn empathy, it implied that students would implicitly grow as upcoming teachers into supporting children within the classroom for learning and motivation for learning. According to Brown (2018) the components that create empathy are perspective taking, being non-judgmental, understanding another person's feelings, communicate your understanding of that person's feelings and paying attention to what is happening verbally and non-verbally. Borba (2018) stated that empathy is characterized by competencies such as growing a moral identity, having the capability of self-regulation, showing moral courage (inner strength that motivates children) and collaboration meaning working together on common goals making a shift from me to we. The data showed that respondents mentioned components of empathy from the literature, being necessary for becoming a leader for learning. They used descriptions such as listening, reflecting upon the situation and self, communicating with the learner and always connecting with the learner, this is in line with Borba (2018) and Brown (2018). The question also arises whether empathy is addressed within the curriculum of the university and the

schools where the initial teachers perform their internships because, according to the literature and the data, empathy is not a model that asks for integration within the curriculum but a continuous learning process about connection with the learner within the classroom.

5.2.3 Visionary

A leader for learning should have a clear vision and therefore one must be a visionary (Kouzes & Posner, 2012), respondents said. All but one of the respondents mentioned this as substantial for being a leader for learning. Kouzes and Posner (2012) described the importance of having a clear vision because these should be reflections of one's fundamental beliefs and assumptions about the world, the message that a person wants to convey. Developing an identity and showing this identity within the school is seen as taking ownership of one's own learning (Vigil (2014). Baumeiser (2011) & Ruijters (2015) stated that through knowing your own identity, someone is recognized by others. Data showed that teachers should have a sense of direction and purpose and teachers should be aware of the shared vision within the school. The findings from the literature supported the collected data in terms of the relative importance of having a vision. Students need to know the 'Why' (Sinek, 2011). Understanding the purpose of their education with children, adjusting the learning towards the learner. Verhaeghe (2016) stated that identity is identified within the professional setting but shapes itself through connecting with experiences from outside. It is culturally loaded and differs because of the different connections students make with the world they grow up in becoming a teacher. The urgency to understand oneself professionally addresses this even more. For a teacher it is important to have a vision and stand rooted in this vision, when entering the werkveld. A vision will support students to face what lies ahead and it supports the way in which students view their circumstances (Graham, 2012). This is in line with Gee (2001) and Trent (2013) who state that it is not only the theoretical perspectives, although important, that counted but also engagement and interaction within a particular context. Olsen (2010) and Pillen & Beijaard & Brok, (2013) stated the importance of voicing an individual identity and questioning personal beliefs for oneself and within the organization. This is in line with the findings that interaction with others involved in education, is of great importance in discovering one's own professional identity. The data showed that discovering one's own leadership and identity always connected with the others because they all are learners. Equally reflection plays an important role in this process of learning.

5.2.4. Reflection

The data suggested that reflection is an important aspect of the leader for learning, and can support the development of the teacher as a leader. Reflection needs to expose ones strengths as a leader and also the challenges in the learning process to be set in order to reach the set goals, according to the qualitative data. Reflection is a vital element within the ITT program on becoming a teacher. In the *Leadership Challenge* that is used as a model within the program, reflection took on the role of reflecting upon aspects of the leadership

conditions. The students learned to use the model by Korthagen & Lagerwerf (2011) that follows a systematical approach for reflection about growing into the profession using questions like: "What was the concrete situation?, What was my task within the situation?, What did I see?, What did I do, What did I feel? "etc. Students didn't integrate the two models in their practice. But the *Leadership Challenge* suggested similar questions for *Model the Way* and *Inspire a Shared Vision*. Students didn't seem to 'get this'. This could imply that a certain level of reflection is needed and that depth of reflection evolves over time. This reflection will need cumulative deliberative practice otherwise students will probably not grasp the ideas of the *Leadership Challenge*. Reflection takes practice. Deliberate purposeful practice, according to Ericsson & Pool (2016) this means that practice is well-defined, focused, involves feedback and requires leaving one's own comfort zone.

5.2.4.1 Reflections werkveld

The reflection noted by the werkveld, suggested looking back on a teaching situation and reflecting upon it with the notion in mind to learn from it and to perform better in the future. This advocates for a type of reflection described by Schön and followed by Korthagen & Lagerwerf (2014; 2011) who argue that *reflection-on-action* should take place to develop, or to change practice. A leader for learning therefore should support their own quality of teaching and therefore improve the learning process within the classroom. Leaders for learning must be aware of the levels in which the children/ students learn and are able to experiment and support children with all that is required to set effective learning in place. The opportunity to experiment and take risks, as mentioned within the *Leadership Challenge*, is connected in education to an attitude of entrepreneurialism within the classroom. Experimenting and taking risks is relatively rare, because initial teachers noted that, especially in the last year of the training program, they need to perform as nearly-teachers as well as the fact that the standard with explicit competencies doesn't give any room for this experiment. This could be a matter of fear of the system versus inner motivation to experiment. These concrete remarks made by the werkveld asked for momentum to give capacity for learning from within (Korthagen & Lagewerf, 2011) and be able to step out of the so called comfort zone as mentioned by Ericsson & Pool (2016).

5.2.5 Collaborative culture

Kirtman & Fullan (2016) stated the importance of a collaborative culture, where knowledge and ideas are accumulated and circulated, for growing a professional teaching identity. Collaborative cultures, as with learning communities, value individuals and individuality because they value people in their own right and how people contribute to the group, (see also Hargreaves & Fullan, 2012 and Kouzes & Posner, 2013; 2008). Leaders for learning recognize the contributions that individuals make. A leader for learning must recognize the contributions which each child (or student) makes (Kouzes & Posner, 2013). In a study by Al-Baradie (2014) the connection is made between *Encourage the Heart* and the effects this can have on the individual and collective performance. Encouragement contains seven components that support this performance, namely setting clear standards, expecting the

best, paying attention, personalizing recognition, telling the story, celebrating together and being a good example as a leader. These seven standards combined with *Encourage the Heart* showed the importance of recognizing ones contribution in the learning process and have eye to look around for moments of encouragement in a systematical way. Trust is an important factor within this learning process, data and theory showed. Hargreaves & Fullan (2012) sum up the remarks made by the werkveld on what a leader for learning should look like by stating that:

"Making decisions in complex situations is what professionalism is all about. The pros do it all the time. They come to have competence, judgment, insight, inspiration, and the capacity for improvisation as the strive for exceptional performance. They do this when nobody is looking, and the do it through and with their colleagues and the team. They exercise judgements and decisions with collective responsibility, openness to feedback, and willing transparency. They are not afraid to make mistakes as long as they learn from them. They have pride in their work. They are respected by peers and by the public for knowing what they are doing. They strive to outdo themselves and each other in a spirit of making greater individual and collective contributions." (Hargreaves & Fullan, 2012, p.5*)*

Collaborative culture is seen as:

" … central to school improvement, the development of professional learning communities and the improvement of student learning." (Day et al. , 2011, p.26)

Collaborative culture through the data was seen as essential for a leader for learning. A leader for learning creates an atmosphere where learning can take place, respondents wrote. Collaborative learning asks for environments where there is vulnerability for learning (Brown, 2018; Hargreaves & Fullan, 2012; Kouzes & Posner, 2012). The qualitative data showed that initial teachers from the program should be able to create collaborative cultures within the classroom for their students. The question aroused whether the conditions for an initial teacher to learn how to create these cultures for their students, is present within the schools the students operate in. Does leading by example take place? Are initial teacher students already capable of being such a member within the school community ? and if they are, does the school team allow '*new*' teachers to present themselves the way as Hargreaves & Fullan describe below?

"A collaborative culture within a school community accumulaters and circulates knowledge and ideas, as well as assistance and support, that help teachers become more effective, increase their confidence, and encourage them to be more open to actively engaged in improvement and change. Collaborative cultures, according to Hargreaves and Fullan, value individuals and individuality because they value people in their own right and for how they contribute to the group." (Hargreaves & Fullan, 2012, p.114)

These questions are raised and need further research.

According to Day et. al. (2011) leaders are skilled conveners of learning situations. They '*see*' learning opportunities and are able to nurture respect and trust among those involved. According to the data the main purpose of being a collaborative learner is to be able to design learning environments for students in their classroom. Setting the learning scenes within necessary boundaries. Boundaries for learning also mentioned by Day et. al (2011) as to support clarity about goals and roles for collaboration during the learning process. The way collaborative learning was mentioned in the received data hardly showed described similarities with Freire (1971) and Giroux (1981) who saw learning as designing educational experiences that where transformative. Although, if the question would have been more specific on what the culture of this learning would have looked like, the answers maybe would have correlated more with Biesta (2007); Freire (1971); Giroux (1981) and Sarason (2004) who all give significant value towards learning that is in need of transaction.

5.3 Students professional identity overview

My second research sub-question asked "In what ways do the students describe their professional image as a result of experiencing the initiative?" This part will describe the findings and conclusions in general, followed by four sections that describe conclusions using the five practices of the *Leadership Challenge*. All students within their described professional images showed a clear focus on wanting to be a teacher who gives autonomy and competency to children and builds strong relationships with children in their classrooms. Fullan (2016) called this the moral imperative of a strong internal commitment to accomplish something of significant value for, in this case, children. Students value structure in many different ways, from being clear about set goals to being strict or having rigorous rules and regulations. This structure supports, according to the data, a safe environment and was mentioned as value by all students. This raises two issues namely 1) to explore if this structure arises from being insecure about 'entering the werkveld' and trying to sustain control within the classroom or 2) that it is something the ITT program addressed as important and therefore students believe this to be the fundament for the learning process within the classroom. It is to say that entering the werkveld could be an umbrella term for any number of issues. In further research it would be interesting to discover what exactly the issues students meet when entering the werkveld.

Students showed that leadership for learning is not clearly seen as something that is part of becoming a teacher. Students found it hard to discover leadership as part of becoming a teacher. The respondent who delivered the program to the students mentioned clearly in one of the evaluation times that to expose leadership within the profession was a huge part of the lessons. Students needed to ideally reach conscious competent about their leadership role within the profession. Within the described professional images there were aspects of the leadership model but only one student described leadership as part of the professional image. There was a lot present within the described professional images that could be categorized as unconscious competent (Kouwenhoven, 2010) because students addressed

many things that contribute to growing into leadership which showed similarities with the *Leadership Challenge*. This shows as contribution to knowledge that leadership within the educational field and in particular the ITT program, should not be taken for granted. Leadership should be present within the development of the professional entering the field of education. Leadership, according to the literature, is seen as an important part of becoming self and becoming a self-aware professional (Day & Gu, 2014). It is therefore in need of further investigation to analyze its role even deeper within education as to, in the end, teach children how to be owners of their learning process and to be able to find a place within society.

5.3.1 Model the Way

Model the Way describes vision and identity but also whether students are able to create ways of learning never imagined that is unique for this particular student. The innovative and never imagined ways that students wrote about were connected towards communication, collaboration and citizenship. Skills that can be defined as 21st century skills (Fullan, Quinn & McEachen, 2018; Ritchhart, 2015). Skills that, together with critical thinking, character and creativity are currently spread widely throughout the educational field (Fullan, Quinn & McEachen, 2018; Quaglia & Corso, 2017). The data as well as the literature suggested that students see the importance of these skills but find it difficult to recognize, analyze and activate these in the classroom. Trilling & Fadel (2009) suggested these 21st century skills act as keys to unlocking a lifetime of learning and creative work, because these give the possibility of coping with changes ahead such as the demand of higher levels of thinking and complex communication. This implies that leaders for learning could be teachers who focus on clear communication to discover the learning needs of students. It requires that teachers know how to communicate with children, parents and colleagues about learning and how learning is supported for children. The contribution to knowledge in this research on this is that students know the importance of communications and that there is a need within the ITT program to make 'learning skills of communication' a priority for learning. It would be worthwhile to invest in the, what I would like to call, the 'learning conversation'. This is the type of conversation that puts the learning of the learner and the learner itself in the middle. It should be a joint venture between the people from the werkveld, the students and the children within the classroom (and it would be recommended to even involve parents if possible). All of the participants are responsible for their part of the learning process and show leadership because of the taken responsibility. This could be further investigated within the ITT programs.

5.3.2 Inspire a Shared Future and Challenge the Process

In the conditions *Inspire a Shared Future* and *Challenge the Process* the importance of effective communication is described. Students show the importance of good communication but students aren't fully aware of this (Kouwenhoven, 2010). This is an interesting aspect for further investigation as well. Many important aspects of becoming a teacher are addressed within the ITT program but how much of it is 'present' when students

leave the ITT program to enter the field of education? What are the possibilities for initial teachers to grow into their profession? It shows an urgency to practice with real-life situations so students can develop a growing awareness of their skills and competences.

The data collected in *Challenge the Process*, suggested that most students found it hard to connect with colleagues and parents in their role as a professional. Interviews with lecturers suggested that the reason for this might be that students are not enough prepared for this role within the ITT program. Other reasons for not being able to take on the professional role could be lack of acceptance by the werkveld of the student as a full member of the team. The findings initiated the importance on working collaboratively in the classroom with children. Students in their role as a teacher supported this collaboration through using cooperative methods which they gained from the education in the ITT program. The idea of working collaboratively and using cooperative methods has its roots in the idea that learning is viewed as an activity that is personal and social (Quaglia et al., 2017; Schreck, 2011).

5.3.3 Enable Others to Act
A leader for learning who acknowledges the fact that learning is social and personal and believes that much learning takes place in situations that are not always directly controllable by the teacher in the classroom. Nuthall argued that pupils learn better when they can self-select or self-generate activities (Nuthall cited in Didau, 2015) whereas Kagan (2013) stated that using cooperative learning strategies support reaching the set educational goals. The tension between self-select and using strategies by a teacher is interesting if you combine these with students who write that rules and regulations (control) are an important part of their professional identity. Are students at the end of the ITT program capable of creating a balance between freedom and controlling when looking at their professional identity? A question which cannot be answered by the data of the described professional images. The described professional identities showed that the teacher takes initiative for collaborative work and mainly is initiated through the teacher. Students described the importance of collaborative work where the teacher has an important role in guiding and directing the collaborative process, so the described images showed.

According to Fullan & Langworthy (2013); Trilling & Fadel (2009) the leader for learning must be someone who always looks outward in the world in search of new learning opportunities. The findings showed that only two students use the outward world consciously for the creation of learning opportunities. This could be due to a lack of experience, not having their own class with children or it could also suggest that there are no exemplary schools for students who use the 'outside world' to support the learning process for children and be vitalized by this outside world. Another cause could also be that within the ITT program students don't recognize that learning takes part within the democratic society and therefore is in need of 'using the outside' for learning as described by Darling-Hammond & Bransford (2005). Darling-Hammond & Bransford (2005) addressed the importance of discovering teaching as a profession where teachers learn to understand their roles and

responsibilities as professionals in schools that prepares all students for equitable participation in a democratic society.

5.3.4 Encourage the Heart

Encourage the Heart, the aspect that addresses the importance of acknowledging someone's contribution, was mentioned by the students through examples of how they would encourage children within their classroom. This generally said giving compliments for contributions by children. None of the students addressed the importance of recognizing the contributions of their colleagues or parents. The research from the *Leadership Challenge* showed the importance of recognizing the contributions someone makes within any field of work or within any process. The leadership research stated that when a professional is recognized, one is cared for. When a person is cared for they are able to perform their given tasks better, then when there is no care for contributions (Al-Baradie, 2014; Day & Gu, 2014; Qualia & Corso, 2014; 2017). According to Day & Gu (2014) care in the classroom can only be successful if it is embedded in knowledge of the person for whom one is caring and, within this, an ambition for that person to learn and achieve well (p.48). The question is whether within the curriculum of the ITT program students get enough examples of care so they can learn by example in growing into the aspect of *Encourage the Heart*.

The findings in the described professional images show that students mainly use the prescribed literature within the ITT program to describe their own professional image. The researcher was unable to discover in what way students exposed signs of one's personal leadership capacities to explore and learn towards about growing into a professional outside the ITT program. Maybe this means that students don't show leadership capacity to search for new meanings through literature or other sources. One of the evaluation moments showed that students see the described professional image as a final piece before graduation and don't give themselves time to think about their own identity in the last year of the program because so much work needs to be done. 75% of the students who wrote the described professional image, needed to re-exam for this part, which could confirm the comment. Overall it can be stated that the aspects of the *Leadership Challenge* are unconsciously present within the described professional images and that only one student literally used the aspects of the model to support the described professional image.

5.4 Support

Data to answer the question about what support would be needed for students to become a leader for learning was collected through the questionnaire and by in-depth interviews with the werkveld and two of the colleagues connectively working with the werkveld and the students. According to the respondents this support can be divided into support coming from the werkveld and support from the lecturers from the ITT program.

The people from the werkveld and lecturers from the ITT program addressed the urgency of being able to develop identity and build character, in becoming a teacher. This responsibility

to make sure students are able to develop identity and build professional character, lies with the people from the werkveld and the lecturers from the ITT program. A systemically and connecting approach is needed to make growth for students happen, according to the respondents. The werkveld and university needs to find ways to connect their thinking and beliefs about building character to unambiguous work for and with students, I think. Awareness is needed that in order to reach a certain level of critical thinking, it requires a systemic approach of coaching where all parties realize that they are working on a bigger enterprise within education, so respondents state. Which could mean that, when wanting to see a critical attitude from a leader for learning, the same type of behavior must be seen in the people from the werkveld and ITT program. This means, that learning takes place at every level.

" If we wish students to emulate the behavior we model, it requires people to teach what is preached first", a respondent.

When this occurs, all become leaders for learning. This type of leadership is being characterized as a form of collective leadership in which teachers develop expertise by working together according to Goleman in Harris (2004) who see every person in one way or another, acting as a leader.

This adds support to previous work by Berry & Wieder (2013) and Quaglia & Corso (2017) who see the teacher as a leader who is able to contribute their professional opinions based on knowledge and classroom expertise learned through practicing teaching within practice of the werkveld. These professional opinions can support the student in becoming a leader for learner because the students are learning from the leading learner within the werkveld or university. Both the werkveld and the university should feel the responsibility for ensuring learning at all times. These are high levels of 'teacher involvement' (Hargreaves & Boyle & Harris, 2014; Harris, 2004) that are based on the principles of distributed leadership. The mentor is the person within the organization that communicates and collaborates with the student the most, so the respondents state. The mentor is the person from the werkveld who coaches the student within the classroom and doing the internship. According to the data this person should be supported in the mentor role. *"This means*, respondents write, *that the expectations within the role of the mentor needs to be very clear."* The data initiated the role of the mentor in guiding the student within the internship is described as too narrow.

"Not only does the role of the mentor with its competences need to be very clear but also the other people from the werkveld, involved with the students, need to have a clear understanding of the obligations that come from supporting a student becoming a teacher", one of the respondents from the in-depth interview stated.

The mentor and the student might have power-issues, so the respondents say. This power is present because, the student involved in the classroom of the mentor, is also examined by this same mentor. This could stand in the way of shaping a professional identity that fits the character of the student. A student wants to perform right before the mentor and therefore

adjust their own behavior to meet the expectations of the mentor from the werkveld, according to the respondents. The effects that these power issues have or could have within practice of teaching within ITT program, in relation of developing character and a professional image, should be further investigated. This investigation should re-start with shared expectations on how to train and support students becoming a teacher. Are all still thinking about 'Opleiden in de School' the same way, namely to support students within a community of learning? One of the things to investigate this even further is through understand 'Opleiden in de School' as a creation of an inclusive community (Day & Leithwood, 2007).

> *"Such an inclusive community has its emphasis on relationships and ethic of care; creation of shared meanings and identities through the professional culture of the school; staff development programs and arrangements for teaching; learning and assessment which encourage dialogue; a discourse of the personal; reciprocity of learning; encouraging new approaches to learning; remaining restless about contemporary understandings of leadership and management." (Day & Leithwood, 2007, p. 184)*

5.5 Leadership for Learning: thoughts from the werkveld

Through in-depth interviews with people from the werkveld and lecturers from the ITT program, who closely work with the people from the werkveld, data was generated for the question " What does the werkveld think a leader for learning should look like coming from the ITT program and having developed a professional image?" The collected qualitative data was coded through an open and axial coding system to find out what the characteristics are of the leader for learning leaving the ITT program and entering the werkveld of education. Audio recordings were made with permission from the werkveld of the in-depth interviews and the interviews were put into writing to support the transcriptions and the coding process. After the axial coding, the characteristics for the leader for learning that emerged, were the twenty characteristics mentioned in chapter 4.These axial codes were coded selectively (Boeije, 2005). The selective codes that emerged and that characterize the leader for learning are: pedagogical, didactical and theoretical knowledge, having clear educational goals, collaboration: learning with others and being open and reflective towards the learning process always having an inquiry mindset for growth.

In this paragraph a summary of the responses from the respondents, suspended from the selective codes that characterize the leader for learning, will be described to show their ideas and thinking. In following order:

1. Pedagogical, didactical knowledge and skills and theoretical knowledge;
2. Educational goals;
3. Collaboration: learning with others;
4. Open and reflective towards the learning process, having an inquiry mindset for growth.

5.5.1.Pedagogical, didactical knowledge and skills and theoretical knowledge

The in-depth interviews showed that all of the respondents address the importance of knowing about the different subjects that are being taught within elementary school. All six respondents mentioned the urge of having the knowledge fundamental for teaching within the primary educational field. Darling-Hammond & Bransford (2005) & Hirsch (2016) argue similarly that teaching subject matters and that students should be given the opportunity to investigate subject matter within context. One of the respondents said that ITT trainers need to understand their own level of content- and pedagogical knowledge. The respondent added to this by addressing the importance of using this pedagogical knowledge by saying:

…they need to be aware of the content knowledge and also search on the side of pedagogics. Build self-awareness and also search for the learning style of the child. We have to make students aware of this. Students learn 'tricks and communication technics' but are they really empathic?" a respondent.

The respondents addressed the importance of the didactics. The respondents combined this by saying that knowing your didactics must support the way in which children learn.

"Didactics are very important, following children, learning, experiencing and to observe children", a respondent."

Another respondent explained that didactics must support the inquiry based learning of children.

"There is a link between being didactically dependent on the teacher and behaviorally. Children will not take responsibility if they are very much depending on the teacher", a respondent."

All of the respondents talked about the importance of being able to take the lead when it comes to sharing content knowledge. This doesn't mean following the guide book and give the lessons on the *'automatic pilot'* (a respondent[7]) but think about the goals that need to be met and show leadership in what to perform to and with children. According to Bransford (2005) and Darling-Hammond modelling is needed from the werkveld to develop this way of teaching. All respondents addressed the importance of being able to perform good classroom management. They use words like: management, planning, organizing to support effective learning.

---

[7] Note for the reader. In the Netherlands there are described methods for all the subjects. One could easily follow the method all year round without thinking about the goals that need to be met. The respondent literally said that teachers mustn't do 'lesjes afdraaien', which means that you just deliver from the guide book without really thinking about it.

5.5.2.Educational goals

One of the characteristics of becoming a leader for learning is really knowing in which direction the teacher wants to go with the children in the classroom and that this teacher is able to align personal goals for learning from a child within the classroom with the collective goals of the group. This is in line with Farr (2010) & Reeves (2016; 2011; 2006) who describe that leaders should define big goals for learning. Respondents mentioned:

" Focus on the whole but also on the individual" or

"Being focused and effective with learning time."

In one of the in-depth interviews educational goals were connected with having an own plan for learning with the children in the classroom and staying focused to work with that plan. Working with their own goals and plans was seen as important, because a teacher doesn't need to be dependent on the principal for leadership and reaching the set goals. Having a plan meant leadership over one's own life as a professional. Another respondent said:

"The teacher must ask: What is your goal? What do you want to learn within this lesson? As a teacher you take leadership but you also give leadership to the child by asking: what do you want me to do for you?"

A leader for learning supports learning by giving clarity about the educational goals. Looking at the results this could be meant as: clarity provided by the teacher for the curriculum that children follow or clarity about learning goals and ways to get there, discovered by the children with the support of the teacher.

5.5.3. Collaboration: learning with others

Collaboration in the in-depth interviews is connected with having an 'eye' for 'the other' and each other in the learning process and is always connected towards the learning process. 'The other' in this case could be an individual child, the group, parents or colleagues. Collaboration means searching for the learning style of the child, with the child and parents.

"Someone who shares and dares to share the story", a respondent.

That same respondent mentioned becoming a leader for learning also implies:

"You are not alone on an island in this learning process".

"You have to let moments of collaboration occur".

Another respondent mentioned that the inquiry based attitude is important. Addressing that you have to dare to look at the education process with the children.

" Inquiry based attitude is important to collaborate with children and dare to look back…, a respondent."

The respondents mentioned that being willing to listen to the other for learning and having

an openness towards the learning process as vital for being a teacher. There is always a sense of interaction needed in the process of learning when being (or becoming) a teacher. Collaboration is needed when being a teacher. Fullan, Quinn & McEachen (2018) describe the importance of working with others to identify effective practices. One of the respondents mentioned that for students in becoming a leader for learning, collaboration with the children in their classroom is mostly experienced as easier than with the people from the werkveld or with parents. An explanation for this fact wasn't given in the in-depth interview but it could have something related to power issues, the student being the 'guest' and learning to become a teacher and also maybe the fact that this student is being examined and assessed by the colleague from the werkveld. Despite these remarks all the respondents mentioned that learning takes place together in collaboration with each other. One of the respondents:

"A leader for learning is a team player who knows how to motivate the team members and is fully aware of the bigger picture", a respondent.

5.5.4. Open and reflective, inquiry mindset for growth.

The respondents stated that the vision of the student becoming a leader for learning really matters because it empowers the students to enter the werkveld with their own story and professional identity. It supports the self-efficacy of the student in becoming a teacher. Students need to become aware of the importance of having a vision. The growing of this vision, their story, means that a student learns to look at the effects education, teaching and learning have on them, the so called reflection. According to one of the respondents this identity and vision is shaped from experiences past and present, and this effects the way that individuals enter the teaching profession, that includes the way the student relates to children. A major aspect of becoming a leader for learning, according to the werkveld, is the aspect of knowing self. The respondents explain this by saying that knowing 'self' requires the ability of reflection and having an inquiry based attitude which allows a person to ask questions about the situation that someone experiences. Someone who knows 'self' has the ability to be reflective about oneself. One of the respondents said:

"You need to reflect and really work with that reflection because there is more that meets the eye"

Respondents also cite:

"Taking students with you to look to oneself with criticism, dare to experiment and make choices. The inquiry based attitude is aspect of the complete identity. It is the fundamental way to support yourself to reach a higher plan, a respondent...a teacher needs to reflect the professional image."

and

"You need to have a reflective attitude and with this reflective attitude you also need to look at your surroundings".

One of the respondents mentioned the importance of deepening the learning process with students through communication with the student and the mentors within the schools. Students need to be able to reflect and grow into this by getting feedback that is different and builds on a previous process of reflection and feedback.

The respondent said:

"Students have no need for the same continuously feedback. The mentors should deepen the learning process by stacking of learning".

Someone who enters the field of education should always be a person who leads by being attentive to person. This attentiveness for leader leaners entails having the right coaching abilities. The question, according to the werkveld, should be: "What does this child need to progress its learning?" The leader for learning has an inquiry based way of teaching, being open minded towards children and their environment. A leader for learning should support the children to be the leader of their own process of learning, according to the in-depth interviews. But to be able to do so the student has to look at oneself. One of the quotes from a respondent was:

"Lots of things concern the person itself, how does one undergo the learning process. How does one look, reflect upon self and the development that one goes through."

Another respondent said:

"Leadership and ownership are closely connected. You must design your own plan because that means taking leadership of your own life. That is important. A teacher must have direction over the lessons and the goals set within the lesson. Therewith the teacher at the same time can teach children to take direction over their learning."

Having an open mind is connected towards being able to widen your horizon as a teacher, two of the respondents mentioned. Trust is a vital element in being a leader for learning, so a respondent said. Giving children but also the teacher the possibility to learn, listen and lead the process of learning.

"Teachers need to be trusted and as a leader you don't betray that trust."

The respondents of the in-depth interviews mention the importance of looking outward and to be an entrepreneur, using innovative ways to improve your own teaching. According to one of the five practices namely *Challenge the Process* (Kouzes & Posner, 2008;2013) it is vital for a leader to be constantly looking for innovative new ways to improve the everyday routines of work to incorporate new mindsets (Fullan, 2017). This open mind influences the vision of the teacher and vitalizes vision and supports the idea of knowing that the teacher works in a diverse setting, a reflection of society within the classroom. This is in line with Ruijters & Ruijters (2016) who found in their research that people who love to learn have an open mind toward new insights, ideas, new situations and developments. These people have preferences to learn in different environments and settings. There is no one size fits all and that context matters for learning and diversity is vital in this process of learning (Ruijters & Ruijters, 2016). Developing as a professional asks for love, an open mind and respect towards the learning process and its environment. Although the respondents don't mention love as the development of a professional, they all refer to an open mind for development.

The in-depth interviews showed that communication and trust are strongly related when learning takes place. Only then will reflection and feedback support learning and change. Working and learning in an environment where trust is in place, makes it easier for a child and student to learn from failure because no one is blamed in learning. Students need to work on good communication skills when becoming a leader for learning, the in-depth interviews show. Reflection, feedback, trust, communication can only happen through an inquiry based attitude of the teacher, mentioned by most of the six respondents.

"An inquiry based attitude is aspect of the full identity. A basic attitude which will support you to put yourself at a higher plan, a respondent."

This paragraph summarized the main thoughts of six respondents who shared their ideas of what a leader for learning should look like coming from the ITT program and working in the werkveld. One of six of the respondents made a strong comparison with the *Leadership Challenge* by Kouzes and Posner (2013). This was mainly because this was the teacher trainer that was deeply involved with supporting the students in the program. Although all the other respondents knew about the program, none of the referred to the five practices of the model (*Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act* and *Encourage the Heart*) clearly. The possible implications for this conclusion will be discussed in chapter 6.

5.6 Summary

In this chapter emerging conclusions were drawn from the different research questions through a discussion of the findings exploring the development of professional identity around issues of leadership at the university of applied sciences, department of Education,

Windesheim the Netherlands. Students, the werkveld and lecturers were asked to reflect upon the professional image of the upcoming teacher in the werkveld and the support that is needed to develop a teacher that grows a professional profile and also makes connections with the professional profile that was designed with the university and the werkveld, the so called Beroepsbeeld as described in chapter one.

Beliefs of the werkveld show that a leader for learning is someone with awareness of self, growing into the profession of a teacher. It is someone who believes and knows that learning is an ongoing process of interaction with children, colleagues and parents. Their professional identity show that reflection is a state of mind, a way of being. This student has an open mind towards learning situations within the educational and an open mind towards the learning questions that children expose. This professional has an inquiry state of mind.

Teachers entering the werkveld have a clear vision about the professional person they want to become. This vision occurs through interaction with the werkveld and shaping identity through knowledge and practice. This knowledge is both pedagogical, didactical and content knowledge. The data showed that the theoretical framework (*Leadership Challenge*), used to discover ones professional identity in becoming a leader for learning, is latent present in the answers the werkveld and students exposed. Students mostly use the theoretical frameworks prescribed by the university. The students use literature but hardly cross different borders for new resources, so it showed from analyses in the described professional images. Autonomy, competency and relationships with children are seen as most important. This for example comes from the pedagogy courses within the program and is based on Stevens book Pedagogical Tact (2018). A leader for learning will only be able to be a professional leader when working collaboratively with children, parents and colleagues, so the data showed. According to the data, communication and reflection is key in this process.

The data showed that, in the support needed for students to develop a professional identity, all addressed the importance of working systemically. The werkveld as well as the lecturers need to find ways to connect their thinking about building professional identity with each other. An equivalent approach is needed to support students in developing their professional identity. The werkveld sees a major role for the mentor in this process because the mentor is the person who connects the most with students from the ITT program.

Although latent present the werkveld, students and lecturers all show notion of these four aspects of the *Leadership Challenge*: *Model the Way, Inspire a Shared Vision, Challenge the Process and Enable Others to Act.* The condition *Encourage the Heart* is not clearly mentioned in any of the described professional images or in the questionnaires and in-depths interviews.

The main question: "To what extent does the leadership model by Kouzes & Posner support students in developing their professional image in leadership for learning?" showed that there is a growing awareness of the different aspects of leadership for learning but according

to the data students don't show consciously competence in the described professional profiles towards the *Leadership Challenge*. Aspects of the *Leadership Challenge* could be deducted but are not clearly mentioned. Lecturers of the bachelor program find the model supportive within their classes. It gives the lessons about professional identity direction and structure.

The next chapter of the research project will raise a number of issues with leadership for learning as well as process of the research. This chapter will look into the theory of knowledge and the use of this theory of knowledge within practice. The role of the researcher will be addressed and implications from this research will be laid out.

Chapter 6 General conclusion, discussion and reflection

6.1 Introduction and overview

Paragraph 6.1 describes the responses to the research questions. Paragraph 6.2 shows the contribution to education and the ITT program. 6.3 Describes the contribution and limitation to the methodology. 6.4 Shows future directions for research and 6.5 shows final reflections.

Research question 1: "What are the beliefs which teachers from the werkveld and lecturers have on leadership for learning ?"

Both teachers and lecturers believed that a leader for learning is someone with the ability to perform multiple tasks demonstrating that they are a continuous learner, a communicator, someone who experiments within the classroom and school, a creator of a safe learning environments, someone who supports ownership of learning, sets boundaries for children within the learning process and always builds relationships. The data and literature illustrated how all of the characteristics mentioned were grounded in a knowledge of learning with a strong foundation in knowledge and practice. All beliefs were connected and grounded in building a strong professional identity.

Research question 2: "In what way do the students describe their professional image?"

Students described their professional image wanting to become a teacher that builds relationships, autonomy and competency in the classroom with children. Students wanted to make this happen through open communication and a collaborative environment where children can learn and grow. The described professional images of the students showed a strong connection towards the development of children but hardly exposed how they wanted to work professionally with their colleagues within the school or others they came across within the educational field.

Research question 3: "What support is effective in developing a professional image in leadership for learning?"

The required support could be divided into support coming from the werkveld and from the lecturers of the ITT program. Data showed that support should involve the possibility and space to be able to develop and build character in becoming a teacher. To make this development happen, a systemic and connected approach within 'Opleiden in de School' is needed. This meant that the 'system' supporting connection, must be in place. It also meant that people from both institutes need to 'teach what they preach'. The support implied that all become leaders for learning and form collective leadership in which teachers develop expertise by working together collaboratively. The inclusive community needs to be extended even further and must have an emphasis on relationships, ethics of care, creation

of shared meanings and identities, development programs, dialogues, reciprocity of learning and encouraging new approaches for learning.

Research question 4: "What does the werkveld think a leader for learning should look like coming from the ITT program and having developed a professional image?"

Responses from the werkveld suggested that a leader for learning is someone who is always connected to the institutional and professional framework. This connection means that a teacher connects with others within the educational field and especially connects with children in the classroom. This connection involves learning with others to grow as professional. The leader for learning knows its subject. This leader has strong pedagogical and didactical knowledge and skills and theoretical knowledge of the subjects they teach. The leaders for learning have a clear vision about their professional identity, is open and reflective towards the learning process, having an inquiry mindset for growth.

The overview and main question for this research asked: "To what extent does the leadership model by Kouzes & Posner support students in developing their professional image in leadership for learning ?"

The leadership model supported students thinking about their professional image as a leader for learning, in a systematic way. The five practices used within the model namely *Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act* and *Encourage the Heart* were taught within the program and different tasks where given to facilitate thinking about the different aspects the students as initial teachers needed to undergo. The five practices were recognized within the described professional images, although students (all but one) didn't use the terminology of the model to describe who they want to become as a leader for learning within the educational field. This counts for the people from the werkveld as well.

6.2 Contribution to education and the ITT program

This study demonstrated the use of the *Leaders Challenge*, a leadership model, in the educational field namely the university of applied sciences and especially the ITT program in Almere, the Netherlands. Conceptions of teachers as leaders is still seen as too narrow often upholding the existing, quite archaic, school structures (Berry, Byrd & Wierder, 2013). This research argued that, when all professional staff work closely together towards an environment for building a stronger professional identity with students from the ITT program and support from the *Leadership Challenge*, leaders for learning can grow and develop. In this section this contribution will be further exposed through making four statements from this research to close the knowledge gap around leadership and education. Offering a way of thinking and acting namely that working with a leadership model to develop professional identity in ITT program is a contribution in the field of initial teacher training.

First statement: Education is in need of a systematical approach for leadership for learning using a clear methodology such as the *Leadership Challenge* in order to grow a professional identity and be prepared for the challenges education is confronted within this era. This study has demonstrated, although in a very early stage, that when a systematic approach for thinking about your professional identity in relation to being a leader for learning is used, students have the tendency to think about their own professional development deeper before entering the field of education and it deepens the thinking of the people who work with these students. Collective responsibility for learning is supported and a network for learners occurs when all are leaders for learning. The systematic approach supports students to think about self and their growing professional identity and it provides them with tools, practices and approaches to become a leader for learning. What we know now, although in early stage, is that students have a tool to support their thinking of their professional identity as a teacher leader. Leadership in the educational field is mostly seen as someone who is in charge such as a principle or board member.

Although many researchers (for example Goodman & Cameron & Hein, 2015; Hargreaves & Fullan ,2012; 2016; Reeves, 2011) talk about the importance of being a leader teacher and teacher leader, there is still a hard nut to crack when it comes to defining this type of leadership and believing it to be more than being a good instructional leader within a classroom or the principle of a school. The study showed that leadership is still mostly seen within the traditional way of thinking and reserved for those who are assigned responsibilities for finances and staff, therefore there is a need for defining leadership for learning and a need to be able to learn and practice this leadership for learning. The *Leadership Challenge* can support thinking of changing the ecology within schools because nowhere within the universities of applied sciences in the Netherlands, and especially within the educational department, a model of leadership was found that support thinking about leadership and the professional identity of the teacher. Using a systemic approach supports the idea of empowering the whole person towards a profession. This requires complex change on a mass scale. According to Raman & Hall (2017):

> *"…transforming existing education systems into new "learning ecosystems"—dynamic networks of educators and others who influence the experience of young people, working together to ensure that every young person develops the knowledge, skills, and inclinations that are prerequisites to creating a better world." (Raman & Hall, 2017)*

Considering the above, I argue that we need to change the ecology of schools. This asks for further research.

Second statement: A professional identity develops over time and should begin in an early stage within the educational program and continue beyond the qualified, graduate student leaving the university and entering the field of education. The professional must see their role in the context of the school and the community. Therefore, the professional identity is continuously transforming because society changes and therefore education is in need of

change. Learning takes place within the democracy and serves democratic purposes (Darling & Hammond & Bransford, 2005) such as preparing students for '*equitable participation*' (p.11). Within the educational field, awareness needs to grow that an educator is not born but shaped overtime and therefore institutions must build in space for developing professional identity and start working with fluid curricula that create time and space for 'growth'. The implication for the curriculum is an investment of time. Working and reflecting upon the professional identity is a continuous search for the indestructible characteristics that define ones color within the educational field. The model by Ruijters (2016) could be a framework for support and realization for growing into the profession, because it acknowledges the fact that professional identity is in need of growth. This model of growing a professional identity shows different stages that professionals go through as illustrated below (translated from the Dutch version by the researcher).

Years	Core	Recognition in growing professional identity
1 +	1. Trust	(After initial trainer program) Scanning; finding your way, getting to know the profession in relation to the organization one works at, does it connects with you? Building trust back-and forth.
1 +	2. Autonomy	First own actions, tasks, opinions', first mistakes, missteps, insecurities and doubts, do it yourself (want & must).
2 +	3. Initiative	Dare to take a position, pulling things towards yourself, purposely trying to exert influence, wanting to contribute, wanted to be taken seriously.
2 +	4. Competences	Expand ability, growing independence and need for acknowledgement, medior phase, behavioral and motivational problems when over-demand in asking.
3 +	5. Identity	Knowing who you are within context, loyalty, I am somebody and I perform my profession, got color, what's next?, Choices and insecurities (staff or line, extern or intern, width of depth).
3 +	6. Intimacy	Making connections –not wanting and not in need of working alone, echo doesn't play a big role anymore or plays a different role, award something to others, calm through choices made.
4 +	7. Productivity	Conscious role in the development of younger colleagues, urge to support the development of others, care for the bigger picture, occur of regulations and experience.
4 +	8. Integrity	Growing urge to share and pass on, taking on the ethical role of the profession, not always wanting the fastest solution, long-term thinking, putting things into perspective, setting clear boundaries.

Figure 12. Phases in growing a professional identity, derived from Ruijters (2016) based on Erikson, Weggeman and Ericsson.

The gap within the educational field and growing identity is not just the fact that insufficient attention is given towards growing into the profession as a person and professional. The professional teacher identity is often treated as complete when leaving the ITT program. The people from the werkveld have far high expectations of everything that must be learned within the ITT program than reality can give. Time and context are of strong influence when growing into the educational profession (Rodgers & Scott, 2008; Ruijters, 2016). This research showed that the field of education can change by giving attention to time and context: development and growing identity is a continuous process whereby practitioners improve their competences and the context in which what happens is of great importance (Beijaard, Meijer & Verloop, 2004; Rodgers & Scott, 2004). Starting to think about the professional identity needs to start at the beginning of the ITT program and it is in need of a continuous process when entering the field of education. The process of growing into the profession is a collaborative process, the research showed. Therefore, the third statement describes 'collaborative working and supporting the professional identity' as being vital for becoming a leader for learning and growing professional identity over time.

Third statement: Developing students professional identities is only achieved through collaboration in and beyond the ITT program, using the systemic approach as mentioned in statement one: the *Leadership Challenge*. This research showed that the university and the werkveld needs to set a framework into place that supports leadership for learning, such as the *Leadership Challenge*. After the framework is, collaboratively, set in place the university and werkveld should work closely together for integration of the model to develop leadership for learning in the wider context of the field of education. It would mean that the five practices will be fully addressed in the training, professional development and wider opportunities offered within the 'Opleiden in de School'. Collaboration is the key to effective professional development (Frost, 2014). Collaboration supports building a learning culture:

"…in which there are shared values, beliefs and norms of practice….

collaboration enables us to pursue our professional learning by sharing good practice."(Frost, 2014, p.47)

It means that giving feedback towards a student (or the other way around) where questions are asked about developing the profession and reflecting upon what someone sees within practice. Together learners *Challenge the Process* and *Enable Others to Act* within practice. This requires true trust. In order to secure sustainable impact, teachers need to take up the challenge of learning together and be vulnerable to feedback and learning. It is the challenge for educators to act upon the student with the same learning attitude with which they address their colleagues: as a learning professional. According to Brown (2018) vulnerability is the cornerstone of courage building and vulnerability supports creativity and innovation in becoming a leader. Education is in need of collaborative work that accepts the fact that vulnerability in learning will lead to becoming better professionals in the field and that happens collaboratively.

Statement four: Recognizing contributions and celebrating the values and victories of learners must be a fundamental condition addressed within the educational programs of universities of applied sciences and within the werkveld of education because it supports a spirit of community and belonging (condition five: *Encourage the Heart*, *Leadership Challenge). Encourage the Heart* supports the process of growing into Self and developing a professional teacher identity and creates an environment where learning can take place through reflection. This study showed that attention towards recognizing contributions and celebrating values and victories seemed to be unexplored territory. A leader for learning who has the ability to *Encourage the Heart* is in line with Brown (2018) who states that a leader is anyone who takes responsibility for finding potential in people and processes, and who has the courage to develop that potential. This courage also challenges someone to become better in what they do but also recognizes the contribution someone has already made. This means encouragement of the heart with the whole heart present. Honest, trustworthy and true encouragement. This implies having a culture in which the learner feels safe, seen, heard and respected (after Brown, 2018, p.12). *Encourage the Heart* means giving full attention to the learner and being considerate towards contributions of learners. The data showed that (by not showing it within the data) there is a need for *Encourage the Heart* as a motor on which people thrive and are able to continue their learning process.

Therefore, expectations need to be clear, high and there is a need for clear communication about the expectations, a strong believe in peoples actions, an environment that is safe enough to receive and give feedback, and links recognition and performance, that knows the types of encouragements to supports learners, connects with people in person, supports creative recognition, has fun, recognizes the importance of learning to say thank you and doesn't take anything that happens within the school environment for granted. Becoming a leader for learning this means that both institutes provide the students with:

"… a space in our schools and classrooms where all students can walk in and, for that day or hour, take off the crushing weight of their armor, hang it on a rack, and open their heart to truly being seen. We must be guardians of a space that allows students to breathe and be curious and explore the world and be who they are without suffocation. The deserve one place where they can rumble with vulnerability and their hearts can exhale."
(Brown, 2018, p. 13).

As a direct result of the study findings, I would argue that there are four specific contributions to knowledge to be made with respect of the ITT programs in general namely;

1. **Curriculum Development**
   To be able to support students in becoming a strong professional with a clear professional image of the role they are being trained for as teachers, and as required by the Dutch Government, ITT programs need to broaden their current learning objectives to include the concept of leadership for learning. The research findings support the idea that becoming a professional requires more than simply learning

about pedagogical knowledge and attitudes, subject and didactical knowledge and attitudes and reflective knowledge and attitudes. Fullan and Langworthy argued that leadership for learning supports and encourages trainee teachers to become more engaged and that addressing leadership for learning within the ITT curriculum will equip them in coping with, and taking the lead in an atmosphere of constant and possibly volatile change which frequently exists within the field of education (2014; 2013). I argue that this research highlights exactly how leadership within the ITT programs and within education in general, needs a significant place within the curriculum in terms of supporting students in developing their role and growing professional identity. It allows students, individuals within the werkveld and the university to work systemically towards becoming a more professional teacher by enabling all those concerned to gain more from the total training experience.

2. **Staff knowledge enhancement**

   Staff within the werkveld and the university through the leadership for learning approach, are supported in thinking about, and re-thinking their role as a facilitator of learning towards someone who brings a new perspective to the educational setting that was previously missing (Biesta, 2014). The findings from this study show that ITT staff constantly need to think about their own professional role and how this role is being portrayed both within the ITT program and the werkveld. This research has addressed the need for thinking about this professional role by using the aspects of leadership for learning (using the *Leadership Challenge* to achieve this) in a methodological and systematic way. Staff within both the university and the werkfeld were challenged to address their work through the lens of leadership. Knowledge was enhanced through this because as staff noted, the method challenges individuals to think about who you are in a deeper and more profound way, enabling people to realize that the role of the teacher is deeply rooted in the quality that a teacher brings forth, which is far more than their pedagogical, didactical and reflective attitudes, it meets in the middle in them becoming a professional. It gives a more honest approach towards learning to become a professional (Dall'Alba, 2009) because it also takes into account the personal qualities that shape and form who I am and who I become as a professional (Tateo, 2012). This aspect of 'growing into a professional educator and supporter of learning' takes time and effort (Murray & Male, 2005). Professionals from both the werkveld and the university need this professional growth to be able to support students from the ITT program to describe their professional image. The research demonstrated that, in order to professionally learn together within the Opleiden in de School, the werkveld and therefore the university needs to address their professional growth as a whole, in order to support students more effectively. The ITT programs should consider designing a professional development plan in order to be able to meet the challenges described by the Onderwijsraad (2016).

3. **Student knowledge and skills enhancement**

The third contribution to knowledge within the ITT programs relates to how students generated more enhanced knowledge and skills within the ITT program to describe their professional image and to gain a deeper understanding of how they would like to start their professional teaching life by using the principles of leadership for learning. Over the past years this was always done with limited levels of support for teachers. It was assumed that students had sufficient skills and knowledge after four years to describe and show who they are. Because of the need to address a broad new goal for education namely, that education should evolve within the three key domains of socialization, subjectification and qualification (Onderwijsraad, 2016), this research showed that more support is needed for the students. This was needed as the former curriculum did not address these three main aspects. Through the leadership program and using this in an integrated way between the werkveld and the university, students are able to gain a deeper understanding of who they want to become as teachers.

4. **Intensive collaboration between the werkveld and the ITT programs in growing a professional identity**

A major contribution to knowledge on growing a professional identity and in the describing this professional image within ITT programs, was made through realizing that developing students professional identities is only achieved through collaboration in and beyond the ITT program. Previously, it had largely been taken for granted by the university of applied sciences, education department, that the university would cover the teaching of the 'knowledge' and the werkveld would ensure that the necessary 'teaching skills' were covered. Based on the findings of this study, it is argued that increased levels of collaboration, achieved through sharing each other's practices and knowing each other's work is needed to support students in growing into a professional. This is in line with Frost (2014) who addressed the importance of sharing good practice. The ITT program should set time apart in an early stage to collaborate with the werkveld about growing a professional identity. The model below, which emerged from the research findings, is applicable as a framework for supporting both the werkveld and the university to support students in developing a professional image, using the same approach.
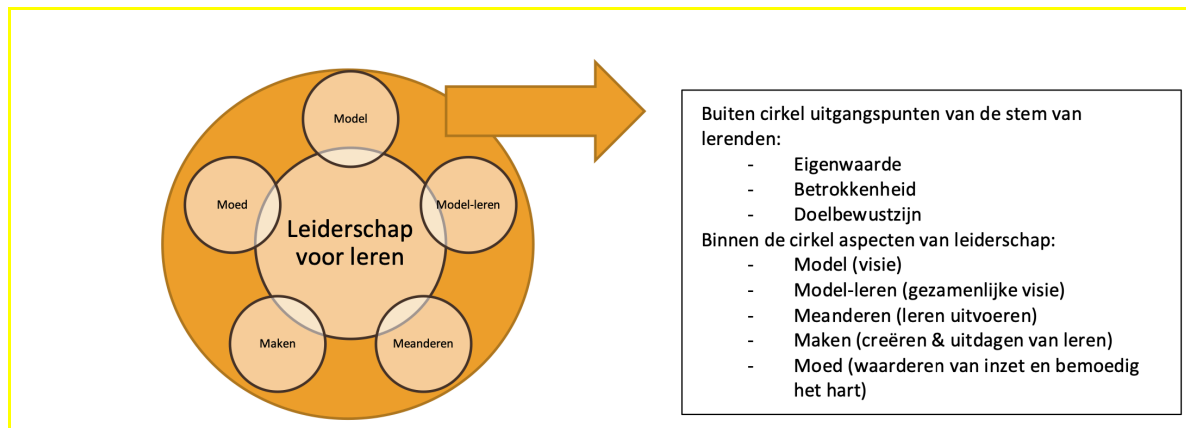
Figure 13: Collaboration to support leadership for learning

Language translation of the model:

Leiderschap voor leren	: Leadership for learning
Model	: Model the way
Model-leren	: Inspire a shared vision
Meanderen	: Challenge the process
Maken	: Enable others to act
Moed	: Encourage the heart
The outside circle shows:	
Eigenwaarde	: Self-worth
Betrokkenheid	: Engagement
Doelbewustzijn	: Purpose

The model places leadership for learning in the middle, with the aspects of the Leadership Challenge placed around it. The main circle details those aspects which speak to the student becoming a leader for learning. Becoming better professionals in the field happens through collaboration and in using the same language which is recognized by the students, both by the werkveld and the university. It is therefore inherent that those working in the werkveld and university, department education, ITT program, have a network of collaboration with its focus on supporting the students growing into a professional.

6.3 Contribution and limitation

In this section a number of topics are exposed that reflect upon the product of the research as well as the process of the research exploring how students developed their professional image around issues of leadership using the *Leadership Challenge*. It also addresses the objective of exploring how an evidence-based model, in this case the *Leadership* Challenge, within curriculum is supportive in facilitating the development of the student's professional image.

The main question relating to gaining insights in these explorations was "To what extent does the leadership model by Kouzes & Posner support students in developing their professional image in leadership for learning?"

The study could be subject to a number of limitations. First the students are not obligated to follow the classes. Due to other choices students made, for example finishing all the 'left-over' work from previous years or starting writing their own research proposal, not all students followed the complete series of classes on the *Leadership Challenge* and the role of leadership for learning in becoming a teacher. This might have influenced the quality of the described professional identities and the recognition of the model within the described professional image. It is maybe due to not attending the complete series that students fall back on literature and knowledge they already obtained in the previous years instead of using the latest new knowledge on teaching and leadership or any other subject that can influence their described professional identity as a teacher, literature and insights that were laid out for the students in this program.

The second limitation could be that the program supports students in dealing with conflicting theories of education to challenge their thinking about their own role and professionalism. The described professional identities and data didn't expose clear different approaches. It appeared that both students and the werkveld were either unaware of how to deal with different opinions in relation to the development of the professional identity or avoided addressing these differences within the described professional identity, taking a path that had already been walked before. The two lecturers responsible for the coaching of the students in this last year both acknowledged the need for new insights because of the changing global world.

A third limitation could be the time available to put the model into practice. During the research the question "Should we have deepened the *Leadership Challenge* even further than what we did?" was asked. The researcher and the participants concluded that more time with the students could have led to a deeper understanding of the model. Besides time, exposing and modelling the *Leadership Challenge* even further (for example through language connected to the leadership model) within other classes or explicit learning moments in the werkveld, would have supported it as well. A more collaborative approach is necessary for solid integration of the model becoming a teacher. One could say that students now were introduced to the model but that it will take a couple of working years and intervision to grasp and constrain its depth. Using the *Leadership Challenge* does support the respondents in working more methodologically to develop a professional identity, according to the evaluations held over the years, although it is necessary to practice the actions of the *Leadership Challenge* within other parts of the curriculum. By doing so, it becomes a habit of mind and a framework for continuously thinking about the development of professional identity. Students, lecturers and the werkveld must 'recognize' where in the curriculum the components of leadership for learning, can be seen. Together, using collaboration, students could find examples of children who took initiative within the

classroom and showed leadership. Using examples and make leadership explicit through these examples support the notion that leadership and shaping identity is seen as contextual, relational and emotional: everyone is involved with leadership and all influence all. Therefore, time as well as creating moments to learn from and with each other are important and must be 'in place' within both institutes (werkveld and university).

The limitation time asks for a recommendation to introduce the *Leadership Challenge* earlier in the bachelor program to support teachers in the concept of being a leader for learning and supporting the development of their professional identity. The lecturer and researcher believed that this will also take away the closing entry of writing the professional identity because student don't have one 'set time' for writing but literally develop their identity over time, really undergoing a journey towards the end of the bachelor program. The personal journal that students now kept could be used for monitoring one's own development.

Werkveld, lecturers and students valued the *Leadership Challenge* for its structure. It supported students in developing and recognizing their own professional identity, although it is necessary that time is provided for getting to know the *Leadership Challenge* and to have opportunities to literally work with the model. An integrative collaborative approach is needed with the werkveld and the people from the ITT program so students can be coached in a more effective way for discovering their professional identity as a teacher. The process of becoming a teacher and developing this identity should start in the first year of the ITT program supporting student from the beginning to work methodically on leadership for learning in a collaborative setting.

6.4 Recommendations and directions for future research

The following paragraph discusses recommendations arising from the research and directions for future research resulting from those recommendations.

6.4.1 Recommendations

Re-design the role of the teacher. The educational system in the Netherlands has its focus mainly on developing teachers who are at least instructional specialist, experts in performing a curriculum for or, sometimes, with children throughout the year and being executers of organizational activities like organizing the sports events or parents night. These are all important but when looking at the wider scope of education and its purpose within society, the role of the teacher working in a global world, needs to be re-evaluated and maybe even re-designed. There is still a narrow view of the teacher and the profession of the teacher in the Netherlands. The concept of a teacher being a leader for learning hardly stands up. This is recognized by Berry, Byrd & Wierder (2013) who stated that most approaches to teacher leadership are lacking in depth and breadth. Research based in the Netherlands was mainly carried out by Snoek (2014) who described the role of teacher leadership and its implications for practice. But until now no research which describes the qualifications and competences of the teacher, and also includes leadership and a strong focus on leadership for learning,

has been produced. This research was a contribution to change this thinking within the ITT program. The new 'bekwaamheidseisen' (a new skill-set by law for teachers) that was launched in 2017 [8] and must replace the model of competences within the upcoming years, mainly describes that a teacher should be excellent at pedagogics, didactics and content knowledge but leaves a wide description as to how this teacher can reach these excellent skills. As the data and the literature showed, these competences also require a vision, knowing Self and growing into the professional identity of the teacher. Leadership supports learning these skills and building professional identity of the teacher. Leadership therefore must be part of the fundamental skill set of teachers profession in order to be able to face the challenges that teachers meet on a national and global scale. In the ITT program learning leadership, therefore, must be positioned within the curriculum.

Work systemically with the *Leadership Challenge*. The werkveld and university benefit from working systemically within a method that provides structure and that deepens 'Opleiden in de School' for building a professional teacher identity. Structure should support the learning process but not used as a control mechanism. University and werkveld can substantiate their collaboration through using the *Leadership Challenge* in supporting the development of the professional teacher identity. This supports unity and gives clarity for all members when developing professional identity with students.

This also requires persuasive advocacy within 'Opleiden in de School' to build support. As Murphy (cited in Frost, 2014) stated, teachers are more likely to develop their leadership capacity if they have access to supportive frameworks and structures. Rawlings (cited in Frost, 2014) adds to this by addressing the importance of working with an evidence-based strategy for leadership that also enables participants to use for reflection. Because according to Fuller:

" You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." (in Laloux, 2014, p.1)

The *Leadership Challenge* will support the developing professional teacher identity through cooperation. Cooperation involves 'relatedness to others' (Fullan & Quinn, 2018; Kouzes & Posner, 2013; Laloux, 2014; MacBeath et al, 2018) and shared intentionality, meaning that objectives are defined together and the outcome is shared (Morieux and Tollman in Fullan, 2015). If university and werkveld work systemically together in cooperation, all participants could start learning and participating in, what I would like to call, the 'leadership of learning movement' for growing strong professional teacher identity within the university and the werkveld. It is therefore recommended that the vision and function of the network of 'Opleiden in de School' is re-examined and vitalized with shared aspirations about collaboration and leadership.

---

[8] https://zoek.officielebekendmakingen.nl/stb-2017-148.html

Growing into a professional teacher identity takes time. Every education program at a university of applied sciences for education in the Netherlands, takes four academical years. In these programs much attention is given towards knowing subject matter. And though students have four years, the challenge is still that all the required knowledge, skills and attitudes are taught. Besides growing into the role of the teacher with its required competences, students also need to grow into their role as a professional. This research showed that growing a professional identity takes time and that it also needs 'moments' for growth (Davey, 2013; Hargreaves & Fullan, 2012; Laloux, 2014; Parker, 2007; Ruijters, 2016). Therefore, learning and developing as a teacher requires time and moments that go beyond a four year program and into the working process because teaching …

> *"…has to be prepared for fully, and practiced repeatedly, but it will take years to perfect until you reach the heights of proficiency." (Hargreaves & Fullan, 2012, p.79)*

The educational program must make an early start with students entering the program. Supporting them as soon as possible with thinking about their own personal identity and the growing into the profession. Research by Fullan (2013); Kouzes & Posner (2012) exposed that learning and development must always be done collaboratively. Together the university and the werkveld can develop a body of knowledge and related tools to make the profile of the professional teacher identity clearer, building professional capital in the widest sense possible and as early as possible. Teachers working in complexity will then develop habits of mind that can guide decisions and reflection on practice in support of continual improvement (Darling-Hammond & Bransford, 2007) and a sustainable growing professional teacher identity. Recommendation is that from day one the university and werkveld have a shared curriculum, with shared beliefs, about developing a professional identity.

6.4.2 Directions for future research

Suggestions for future research is needed to investigate the effectiveness of students starting to think systemically about their role as a leader for learning at an earlier stage.

Most of the students who followed the program from the *Leadership Challenge* work in schools that are connected to 'Opleiden in de School', the network of schools connected to the university. To fully understand the effects of leadership for learning it would be beneficial if the students who were part of the initiative would be followed because it could improve the model of the *Leadership Challenge* and the designed program within the curriculum.

Further research could explore the perceptions and conceptions of teacher education (Davey, 2013) as a job or career (*doing* teacher education), the professional knowledge base and what they consider to be distinctive about the 'know-how' of teacher educators (*knowing* teacher education), the various roles, personae and emotions that represent the kind of teacher they see themselves as being (*being* a teacher educator) and the collective

identity that which binds them as a professional group (*belonging* as a teacher educator) because it could support tuning the content of the ITT programs.

Future research around the area of reflection that students showed would also be beneficial in setting realistic goals within the ITT program and the werkveld about developing a professional identity. What can we expect from the level of reflection of students that undergo the *Leadership Challenge*? How do we support them in crossing borders to look for new innovative ways (*Challenge the Process)* in their learning? What would happen if both the university and the werkveld 'arranged' further thresholds for learning within the program? Thresholds that risk losing something like 'letting go of old educational or traditional ideas?' and that open up new and previously inaccessible ways of thinking about something (Didau, 2015). These thresholds may support students in dealing with what Land (as cited in Didau, 2015) calls 'troublesome knowledge'. This is knowledge that confronts and confounds students' beliefs and expectations (Didau, 2015). Doing research on this would gain insight in how students grow deeper into reflection about their profession as a teacher and how students can be equipped better within the ITT program.

Further research and inquiry are also needed into the described need for collaborative cooperation. The need of working and developing strategies where both the university and the werkveld align to grow professionally with each other using the principles of the *Leadership Challenge* for growth. This research would be based on the knowledge that all are leaders for learning and that there is no distinction between principles, directors, experienced teachers, young teachers, students, parents, children etc. This knowledge is based on the fact that:

> *"There is nothing inherently 'better' about being at a higher level of development, just as an adolescent is not 'better' than a toddler. However, the fact remains that an adolescent is able to do more, because they think in more sophisticated ways than a toddler. Any level of development is okay; the question is whether that level of development is a good fit for the task at hand." (Petrie, cited in Laloux, p.37)*

Such research must entail ways of growing deeper from collaboration into cooperation with each other because cooperation combines around shared values but all have their own expertise. The aspects of the *Leadership Challenge* could be the framework for deepening the cooperation with special attention towards the aspect of *Encourage the Heart*. Questions asked could be:

- How do we hold on to each other when learning together?
- How do we encourage one another even when the road is rocky sometimes because there are different politics and interests?
- What does this mean for the development of the students entering the field of education?

I hope that future steps, building on this research will be the development of such a framework that entails systemically working with each other towards growing the best teachers for the field that are recognized by their strong professional personal teacher identities and in line with the described 'Beroepsbeeld' (professional image).

6.5 Personal reflection on role as a researcher

Where to begin…to reflect upon this research and my role as the researcher in a process that due to private challenges took longer than expected. To explain my role, I want to use a quote, inspired by Brene Brown but originally from Theodore Roosevelt[9]:

"It is not the critic who counts: not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again…who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly."

The quote reflects perfectly how I have felt so many times standing in the arena of education and doing research within this field. Having so many hopes, dreams and goals for the university but mostly dreams for students who dare to take on, in what I believe, the biggest challenge in these times: becoming a teacher. The quote means that all of us who dare to be leaders for learning enter the arena must continue, although knowing that we are being watched by all the critics such as politics and others. I have tried carefully and with great caution to understand others in this research but realizing that this was also depending on how others interacted with me (Holliday, 2016). In this research I had two roles: researcher and developer of the leadership program. My colleague, the one who mostly delivered the program, held me accountably when the two roles intertwined. Therefore, I could step back at times where I sometimes wanted to interfere. For example, when I thought that students, colleagues or werkveld didn't do the right things according to the *Leadership Challenge*. It taught me to take the data as it is: no prettier, no more revolutionary and definitely not more promising as I wanted it to be. The data needed to be true to the ordinary world of the people in the setting (Holliday, 2010). This was in line with my ethics and the principles called by Brooks, Riele and Maguire (2014) and Pring (2000) that this research would find the truth, instead of only describing the truth – present, on leadership for learning developing professional image by accessing relevant data to answer the research question.

The process of the research and the data that was collected through this process was done through a systematic approach going back and forth through the data. This sometimes made me insecure because there are so many ways to undergo a coding process. To assist my confidence level, I got support from my supervisor but I also asked fellow researchers and

---

[9] https://constantrenewal.com/man-in-the-arena/

colleagues to look at the data with me. It could be argued that someone else going through the research data might have found new angles through which to address the findings. This is in line with Holliday (2016) who writes about the notion of the creation of textual room and how this is related to what the researcher does. It meant that I was aware of, and accounted for, the implications of my researcher involvement (after Holliday, 2016). The theoretical framework from the *Leadership Challenge* kept me focused on the research questions and the 'how' of analyzing the data, interpretation and conclusion.

As a researcher I went through an 'AHA-experience' when it comes to receiving feedback from my supervisor, colleagues, students and England meetings with professors. I realized what our students as learners undergo, when doing research. This was humbling and challenging at the same time. It shaped my own professional identity in a way that I learned even more about the importance of having a voice in this research process, sharing your voice and listen to other voices. It meant that I had to really think about what was being said and act upon it, while at other times I felt the urgency to hold on to my experiences within this research because of the Dutch context and especially the concept of 'Opleiden in de School'.

At the end of this journey I can truly say that I still love doing research. I believe in the power of inquiry for growing a professional identity. I believe it should be something that is part of our ordinary routine: asking questions, wondering together about how to deliver the best teacher ever for society. It is a continuous process of dare and bravery that always must be done collaboratively, I believe.

Bibliography

Ainscow, M., & Sandill, A. (2010). 'Developing inclusive education systems: the role of organizational cultures and leadership', *International Journal Of Inclusive Education*, 14, 4, pp. 401-416, Academic Search Elite, EBSCO*host*, viewed 17 November 2011.

Akkerman, S.F., & Bakker, A. (2011). Boundary crossing and boundary objects. *Review of Educational Research,* 81, 312-169.

Alexander, F.K. (2000). The changing face of accountability. *The Journal of Higher Education, 71(4) pp 411-431*.

Alghamdi, A.H., & Li, L. (2013). Adapting design-based research as a research methodology in educational settings. *International Journal of Education and Research, 1 (10),* p.1-12. Retrieved from ijern.com

Alsup, J. (2006). *Teacher identity discourses, Negotiating personal and professional spaces.* New York, NY: Routledge.

Andenoro, A.C., Allen, S.J., Haber-Curran, P., Jenkins, D.M., Sowcik, M., Dugan, J.P., & Osteen, L. (2103). *National leadership education agenda 2013-2018: Providing strategic direction for the field of education.* Retrieved from http://www.leadershipeducators.org/ResearchAgenda.

Artikel 8 WPO, sub. 2:"Het onderwijs richt zich in elk geval op de emotionele en verstandelijke ontwikkeling, en op het ontwikkelen van creativiteit, op het verwerven van noodzakelijke kennis en van sociale, culturele en lichamelijke vaardigheden.

Ashmore, L., & Robinson, D. (2015). *Learning, teaching & development: strategies for action.* Thousand Oaks, CA: Sage Publishers.

Baart, A.,VanHouten, D. (1999). 'Normatief-reflectieve professionaliteit; oefeningen in betekenisontsluiting'. *Praktische Humanistiek, 8 (3).* p. 94-113.

Bass, B.M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8 (1).* p.9-32.

Baumeister, R.F., & Tierney, J. (2011). *Willpower: Rediscovering the greatest human strength.* New York, NY: Penguin Press.

Bambrick-Santoyo, P. (2012). *Leverage Leadership.* San Francisco: Jossey-Bass.

Benade, L. (2008). A critical review of curriculum mapping: Implications for the development of an ethical teacher professionality. *New Zealand Journal of Teachers' Work, Volume 5, 2.* p. 93-104.

Bennis, W. (2009). *On Becoming A Leader*. New York: Basis Boo.

Berger, R., Ruge, L., & Woodfin, L. (2014). *Leaders of their own learning*. San Francisco, CA: Jossey-Bass.

Bernstein-Yamashiro, B., & Noam, G. G. (2013). 'Teacher-student relationships: A growing field of study', *New Directions for Youth Development, 2013*(137). 15-26.

Berry, B. & Byrd, A. & Wieder, A. (2013). *Teacher prenereurs, innovative teachers who lead but don't leave.* San Francisco: Jossey-Bass.

Beijaard, D. Meijer, P.C., Verloop, N. (2004) *Reconsidering research on teachers ' professional identity.* Available at: openaccess.leidenuniv.nl. Accessed: 29 July 2019.

Biesta, G. (2015). *Het prachtige risico van onderwijs.* Culumborg: Phronese.

Biesta, G. (2014). *The Beautiful Risk Of Education.* Boulder: Paradigm Publishers.

Biesta, G. (2007), Why 'what works' won't work: evidence-based practice and the democratic deficit in educational research. *Educational Theory*, 57: 1–22.

Biggs, J. (1999). What the student does: teaching for enhanced learning. *Higher Education Research and Development,* 18:1, 57-75.

Borba, M. (2018). Nine competencies for teaching empathy. *Educational Leadership*, *76*(2), 22–28.

Both, D., & Bruijn, A.de (2012). *Onderwijs vraagt leiderschap.* Schiedam: Scriptum.

Bowden, J.A., & Marton, F. (2004). *The university of learning: beyond quality and competence.* Oxford: Routledge.

Brinkmann, S., & Kvale, S. (2014). *Interviews.* London: Sage Publications.

Britzman, D. (1992). Structures of feeling in curriculum and teaching. *Theory Into Practice,* 31(3). p. 252-258.

Brooks, R. & Riele, K. te., Maguire, M. (2014). *Ethics and Education Research.* London: Sage.

Brown, B. (2018). *Dare To Lead.* New York: Random House.

Brown, L.M., & Posner, B. (2001). Exploring the relationship between learning and leadership. *Leadership & Organization Development Journal 22(6),* 274-280.

Bryman, A. (2015). *Social research methods.* Oxford: Oxford University Press.

Bush, T., Bell, L., & Middlewood, D. (2010). *The principles of educational leadership & management.* Thousand Oaks (CA): Sage Publishers.

Buthelezi, A.B. & Wolhuter, C.C. (2018). *School Management and Leadership.* Noordbrug: Keurkopie.

Carter, K, & Doyle, W.(1996). Personal Narrative and Life History in Learning to Teach. In J. Sikula, T.J. Buttery, & Guyton (eds), *Handbook on research in teacher education.* New York: Simon & Schutser Macmillan.

Cochran-Smith, M., Ell, F., Ludlow, L., Grudnoff, L. & Aitken, G. (2014). When complexity theory meets critical realism: A platform for research on initial teacher education. *Teacher Education Quarterly, 41(*1*),*p. 105-122.

Cochran-Smith, M., Ell, F., Ludlow, L., Grudnoff, L., & Aitken, G. (2014). The challenge and promise of complexity theory for teacher education research. *Teachers College Record, 116*(5), 1–38.

Cohen, L., Manion, L., & Morrison, K. (2017). *Research Methods in Education.* Abingdon: Taylor & Francis Ltd.

Cole, M. (1996). *Cultural psychology: A once and future discipline*. Cambridge, MA: Harvard University Press.

Corbetta, P. (2003). *Social Research Theory, Methods and Techniques.* London: Sage Publications.

Cranton, P. (2016). *Understanding & promoting transformative learning.* Sterling (VA): Stylus Publishing.

Creasy, K.L. (2015). Defining professionalism in teacher education programs. *Journal of Education and Social Policy, 2 (2), June 2015.* p.23-25.

Dall'Alba, G. (2009). Learning professional ways of being: Ambiguities of becoming. *Journal Educational Philosophy and Theory, 41 (1).* p. 34-45.

Darling-Hammond, L. & Bransford, J. (Eds) (2007). *Preparing Teachers for a Changing World: What Teachers Should learn and be able to do.* Jossey Bass, USA.

Davey, R. (2013). *The professional identity of teacher educators: Career on the cusp?.* London: Routledge.

David, M. & Sutton C.D. (2004). *Social Research the Basics.* London: SAGE Publications.

Day, C. & Gu, Q. (2014). *Resilient Teachers, Resilient Schools.* London: Routledge.

Day, C., Sammons, P., & Leithwood, K. (2011). *Successful school leadership.* New-York: Open University Press.

Day, C., & Leithwood, K. (2007). *Successful principal leadership in times of change.* Dordrecht: Springer.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). 'The Personal and Professional Selves of Teachers: Stable and Unstable Identities', *British Educational Research Journal*, 32, 4, pp. 601-616, ERIC, EBSCO*host*, viewed 3 April 2018.

DeLaski, K. (2019). *The learner revolution: How challenges can thrive in a new skills and competencies marketplace.* Washington DC: Education Design Lab.

Dempster, N. (2009*). Leadership for Learning a framework synthesizing recent research.* Canberra: the Australian College of Educators.

Delnooz, P. (2010). *Creatieve Actie Methodologie.* Den Haag: Boom Lemma uitgevers.

Dewey, J. (2017). *Democracy and education.* Scotts Valley (CA): Createspace Independent Publishing Platform.

Didau, D. (2015). *What if everything about education was wrong?.* Wales: Crown House Publishing.

Drago-Severson E. (2016). Teaching, learning and leading in today's complex world: reaching new heights with a developmental approach. *International Journal of Leadership in Education, 19:1, 56-86.*

Dufour, R. & Marzano, R.J. (2011). *Leaders of Learning.* Bloomington: Solution Tree Press.

Earl, L, & Fullan, M 2003, 'Using Data in Leadership for Learning', *Cambridge Journal Of Education*, 33, 3, pp. 383-394, Academic Search Elite, EBSCO*host*, viewed 3 November 2012.

Ell, F., Simpson, A., Mayer, D., Davies, L., Clinton, J., & Dawson, G. (2019). *The Australian Educational Researcher* (2019) 46: 177. /'#[;p0-sxw\XW\2

Farr, S. (2010). Teaching as leadership: The highly effective teacher's guide to closing the achievement gap. San Francisco, CA: Jossey-Bass.

Fenstermacher, G., & Berliner, D. (1985). 'Determining the value of staff development'. *Elementary School Journal, 85, 3.* P 281-334.

Freidson, E. (2001). Professionalism: The third logic. Chicago: University of Chicago Press.

Freire, P. (1972). *Pedagogy of the oppressed*. Harmonsworth, UK: Penguin.

Frost, D. (2014). *Transforming education through teacher leadership.* Cambridge: University of Cambridge.

Fullan, M. (2018). *Nuance, why some leaders succeed and others fail.* Thousand Oaks, CA: Corwin.

Fullan, M. & Quinn, J. & McEachen, J. (2018). *Deep Learning, Engage The World To Change The World.* Thousand Oaks, CA: Corwin.

Fullan, M. (2017). *Indelible leadership.* Thousand Oaks, CA: Corwin.

Fullan, M., & Quinn, J. (2016). *The taking action guide to building coherence in schools, districts, and systems.* Thousand Oaks, CA: Sage Publications.

Fullan, M. (2015). *Freedom to change.* San Francisco, CA: Jossey-Bass.

Fullan, M., & Langworthy, M. (2014). A rich seam, how new pedagogies find deep learning. Retrieved from https://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf

Fullan, M., & Dufour, R. (2013). *Cultures built to last*. Bloomington: Solution Tree.

Fullan, M., & Langworthy, M. (2013). *Towards a new end: new pedagogies for deep learning.* Retrieved from http://www.newpedagogies.nl/images/towards_a_new_end.pdf.

Fullan, M. (2010). All systems go, the change imperative for whole system reform. Thousand Oaks (CA): Corwin Press.

Gamage , D.T. (2009a). *Leading Managing 21th Century Schools for Improved Student Performance*. Sydney, Mc Graw Hill.

Gardner, H. (2011). *Frames of Mind. The theory of multiple intelligences.* La Vergne, TN: Ingram Publisher Services.

Gee, J.P. (2001). Identity as an analytic lens for research in education. In W.G. Secada (ed.). *Review of research in Education,* 25, 2000-2001. Washington, DC: American Educational Research Association.

Geijsel, F., & Meijers, F. (2005). Identity Learning: the core process of educational change. *Educational Studies, Vol. 31, No. 4, December 2005, p. 419-430.*

Giroux, H.A. (1981*). Ideology, culture and the process of schooling*. Philadelphia(PA): Temple University Press.

Goodwin, B., Cameron, G., & Hein, H. (2015). *Balanced leadership for powerful learning.* Alexandria, VA: ASCD.

Gordon, A., & Yukl, G. (2004). The future of leadership research, challenges and opportunities. *Zeitschrift fur Personalforschung, ISSN 1862-0000, Hampp, Mering, Vol.18, Iss. 3,* p. 359-265.

Grant, C.A., & Zeichner, K.M. (nd). On becoming a reflective teacher. *Socialization and Progress.* p. 103-114.

Grossman, P. L., Smagroinsky, P., & Valencia, S. (1999). Appropriating Tools for Teaching English: A theoretical framework for research on learning to teach. *American Journal of Education, 108*. 1-29.

Hargreaves, A. & Fullan, M. (2012). *Professional Capital, transforming teaching in every school*. New York: Teachers College Press.

Harinck, F. (2013). *Basisprincipes praktijkgericht onderzoek.* Antwerpen: Garant.

Hazy, J.K.(2011). Parsing the 'influential increment' in the language of complexity: Uncovering systemic mechanisms of leadership influence. *Journal of Complexity in Leadership and Management, 1.* 164-168*.*

Holliday, A. (2016). *Doing & writing qualitative research.* London: Sage.

Hoyle, R. H., Harris, M. J. & Judd, C. M. (2002). *Research Methods in Social Relations*. London: Thomson Learning, Inc.

Hoyle, E. (2001). Teaching: prestige, status and esteem. *Educational Management & Administration, 29 (2),* p. 139-152.

Hoyle, E., & John, P.D. (1995). *Professional knowledge and professional practice.* London: Cassell.

Hammerness, K.M., Darling-Hammond, L., Bransford, J. et al. (2005). How teaches learn and develop. In L Darling-Hammond, & J. Bransford (Eds.), Preparing teachers for a changing world: What teachers should learn and be able to do (p. 358-389). San Francisco, CA: Jossey-Bass.

Hargreaves, A., Shirley, D. (2009). *The Fourth Way.* Thousand Oaks: Corwin.

Heijden, H.R.M.A. van der ., Geldens, J.J.M., Beijaard, D., & H.L. Popeijus (2015). 'Characteristics of teachers as change agents'*, Teachers and Teaching, 21:6, 681-699*.

Hirsch, E.D. (2016). *Why knowledge matters.* Cambridge: Harvard University Press.

Hulsbos, F. & Langevelde, S. van. (2017). *Gespreid Leiderschap In Het Onderwijs.* Utrecht: Kessels & Smith Publishers.

Jenkins, D.M., & Allen, S.J. (2017). It's all about intentionality: Aligning instructional strategies with learning outcomes and leadership competencies. *New Directions for Student Leadership, 153,* 75-88.

Jenkins, D. M., & Andenoro, A. C. (2016). Developing critical thinking through leadership education. In K. L. Guthrie, & L. Osteen (Eds.), Reclaiming Higher Education's Purpose in Leadership Development. *New Directions for Higher Education*, *174*, 57-67.

Johnson, S.M. & Donaldson, M.L. (2006). Teachers unions can support new teachers' desires for assistance and professional growth-while aiding. *Teacher Effectiveness, 17.* p.45.

Kallenberg, T., Koster, B., Onstenk, J. & Scheepsma, W. (2007). *Ontwikkeling door onderzoek; een handreiking voor leraren.* Utrecht: Thieme - Meulenhof.

Katz, D., & Kahn, R.L. (1978). The social psychology of organizations. New York: John Wiley & Sons.

Kauffman, S. (1996). *At home in the universe.* New York, NY: Oxford University Press.

Kaufman, S.B., & Gregoire, C. (2016). *Wired to create*. New York: TarcherPerigee.

Kelchtermans, G. (2009). Who I am in how I teach is the message. Self-understanding, vulnerability and reflection. *Teachers and Teaching: Theory and Practice, 15*, 257-272.

Kelchtermans, G. (2007a). Macropolitics caught up in micropolitics. The case of the policy on quality control in Flanders. *Journal of Education Policy, 22*, 471-491.

Kelchtermans, G. (2007b). Teachers' self-understanding in times of performativity. In L.F. Deretchin & C.J Craig (Eds.), *International Research on the Impact of Accountability Systems. Teacher Education Yearbook XV* (pp. 13-30). Lanham: Rowman & Littlefield Education.

Kerfoot, K. (2005). Establishing guardrails in leadership. *Nursing Economics, Nov/Dec., 23, 6,* p.334.

Kirtman, L., & Fullan, M. (2016). *Leadership.* Bloomington (IN): Solution Tree.

Kouzes, J.M., & Posner, B.Z. (2016). *Learning Leadership.* San Francisco (CA): Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2013). *The Student Leadership Challenge*. San Francisco (CA): Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (2012). *The Leadership Challenge.* San Francisco (CA): Jossey-Bass.

Kouzes, J. & Posner, B. (2012). *The Leadership Challenge, How To Make Extraordinary Things Happen in Organizations.* San Francisco: Jossey-Bass.

Kouzes, J. & Posner, B. (2008). *The Student Leadership Challenge, Five Practices for Exemplary Leaders*. San Francisco: Jossey-Bass.

Kultgen, J. (1988). *Ethics and Professionalism*. University of Pennsylvania Press, Philadelphia.

Laloux, F. (2014). *Reinventing Organizations*. Brussels: Nelson Parker.

Liamputtong, P. (2011). *Focus group methodology principles and practice.* London: Sage.

MacBeath, J. (2012). *Future of teaching profession.* Cambridge: University of Cambridge/Educational International Research Institute.

MacBeath, J., Dempster, N., Frost, D., Johnson, G., & Swaffield, S. (2018). *Strengthening the connections between leadership and learning.* New York: Routledge.

MacBeath, J. & Dempster, N. (2009). *Connecting leaders*hip *and learning.* London: Routledge.

Marton, F., & Booth, S.A. (1997). *Learning and awareness*. New York: Psychology Press.

Marton, F., & Ramsden, P. (1988). 'What does it take to improve learning?' in P. Ramsden (Ed) *Improving learning: New Perspectives, 268-286.* London: Logan.

McCulloch, G. (2004). *Documentary research in education, history and the social sciences*. London: Routledge Falmer.

Mc Kee, A. & Eraut, M. (2013). *Learning trajectories, innovation and identity for professional development*. New York: Springer.

Merriënboer, G. van, & Kirschner, P.A. (2012). *Ten steps to complex learning.* Oxford: Routledge.

Miller, T., Birch, M., Mauthner, M., & Jessop, J. (2012). *Ethics in Qualitative Research.* London: Sage.

Moldoveanu, M., & Narayandas, D. (2019). 'The future of leadership development', *Harvard Business Review 97*, no. 4: 40-48.

Moos, L., & Johansson, O. (2009). The international successful school principalship project: Success sustained? *Journal of Educational Administration,* 47, 765-780.

Morioka, M. (2008). Voices of the self in the therapeutic chronotope: *Utushi* and *ma. International Journal of Dialogical Science, 3*(1). Retrievable from http://ijds.lemoyne.edu/journal/3_1/index.html.

Morrison, K. (2008). Educational philosophy and the challenge of complexity theory. *Educational Philosophy and Theory*, 40:1, 19-34, DOI: 10.1111/ j.1469-5812.2007.00394.x

Muhammad H. U, Muhammad A. & Fazalur R. (2011). Analysis of Quality Indicators of Higher Education in Pakistan. *A paper contributed to the 22nd International conference on higher education held at Bilkent University, Ankara.*

Murray, J., & Male, T. (2005). Becoming a teacher educator: Evidence from the field. Teaching and Teacher Education, 21, 125–142.

Newport, C. (2016). *Deep work: Rules for focuses success in a distracted world.* London: Piatkus.

Nias, J. (1996). Thinking about feeling: the emotions in teaching. *Cambridge Journal of Education, 26*(3), 293-306.

Nias, J. (1989). *Primary teachers talking, a study of teaching as work.* London-New York: Routledge.

Noordegraaf, M., Loon, N. van, Heerema, M., & Weggemans, M. (2015). *Professioneel vermogen in het primair Onderwijs.* Utrecht: Universiteit Utrecht.

OECD (2018), *The Future of Education and Skills Education 2030 Position Paper,*
https://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf
(accessed on 12-05-2019).

Olsen, B. *Teaching for success: Developing your teacher identity in today's classroom.* Boulder, CO:
Paradigm Publishers.

Onderwijsraad (2019). Duurzame ontwikkeling als richting in het onderwijs. Den Haag: Onderwijsraad.
https://www.onderwijsraad.nl/publicaties/2019/advies-duurzaamheid/item7752

Onderwijsraad (2018). *Ruim baan voor leraren.* Den Haag: Onderwijsraad.
https://www.onderwijsraad.nl/publicaties/2018/ruim-baan-voor-leraren/item7699

Onderwijsraad (2016). *De Volle Breedte Van Onderwijskwaliteit.* Den Haag: Onderwijsraad.
https://www.onderwijsraad.nl/publicaties/2016/over-de-volle-breedte-van-
onderwijskwaliteit/item7399

Palmer, P.J. (2007). *The courage to teach, exploring the inner landscape of a teacher's life*. San Francisco (CA):
Jossey-Bass.

Patton, M.Q. (2008). *Utilization-Focused Evaluation (4th ed.).* Thousand Oaks, CA: Corwin.

Perkins, D.N. (2014). *Future wise, educating our children for a changing world.* San Francisco: Jossey-Bass.

Pillen, M.T., Beijaard., & Brok, den, P.J. (2013). 'Professional identity tensions of beginning teachers'. *Teachers
and Teaching, vol. 19, no.6, pp.660-678.*

Popper, K. (1968). *The logic of scientific discovery (2nd edition*). London: Huchinson.

Pring, R. (2000). *Philosophy of educational research.* London: Continuum.

Quaglia, R., & Corso, M. (2017). *Lef om te luisteren.* Huizen: Pica.

Quaglia, R., Corso, M., Dykes, G., & Fox, K. (2017). *Aspire High, imagining tomorrows schools today.* Thousand
Oaks, CA: Corwin.

Quaglia, R. (2016). *Principal voice.* Thousand Oaks, CA: Corwin.

Quaglia, R., & Corso, M. (2014). *Student Voice.* Thousand Oaks, CA: Corwin.

Raman, V., & Hall, R. (2017, 12 januari). *System Change in Education: It Begins With Us*.

Geraadpleegd op 5 augustus 2019, van

https://ssir.org/articles/entry/systems_change_in_education_it_begins_with_us#

Reeve, J. (2015). Giving and summoning autonomy support in hierarchical relationships. *Social and Personality
Psychology Compass. 9 (8),* 406-418.

Reeves, D. (2016). *From leading to succeeding*. Thousand Oaks: Solution Tree.

Reeves, D. (2011). *Finding your leadership focus: What matters most for student results.* New York, NY:
Teachers College Press.

Reeves, D. (2006). *The learning leader.* Alexandria: Association for Supervision and Curriculum Development.

Robinson, K. (2011). *Out of our minds*. Chichester: Capstone Publishing.

Robinson, V. (2011). *Student-Centered leadership*. San Francisco: Jossey-Bass.

Robinson, K. (2009). *How finding your passion changes everything.* London: Penguin.

Rodgers, C.R., & Scott, K.H. (2008). The development of the personal self and professional identity in learning to teach. In Handbook of Research on Teacher Education, chapter 40, p.732-755. New York, NY: Routledge.

Ross, J.A. and Gray, P. (2006). School leadership and student achievement: The Mediating Effects of Teacher Beliefs. *Canadian Journal of Education, 29(3), 798-822.*

Ruijters, M. & Ruijters, M.C.P. (2016). *Liefde voor leren.* Deventer: Vakmedianet Management B.V.

Ruijters, M. (2015). *Je binnenste buiten.* Deventer: Vakmedianet Management BV.

Ruijters, M. & Simons, R.J. (2012). *Canon van het leren.* Deventer*:* Kluwer.

Sachs, J. (2000). The activist professional. *Journal of Educational Change, 1.* P. 77-95.

Sagor, R. (2000). *Guiding School Improvement With Action Research.* Alexandria (VA): ASCD.

Sallis, E. (2002). *Total quality management in education (3rd ed.).* London: Kogan Page.

Sarason, S. (2004). *And what do you mean by learning?.* Portsmouth (NH): Heinemann Publishers.

Schön, D.A. (2016). *The reflective practioner.* New York, NY: Routledge.

Scott, G., Coates, H., & Anderson, M. (2008). *Academic leadership capabilities for Australian Higher Education.* Sydney: University of Western Sydney.

Seemiller, C., & Priest, K.L. (2015). The hidden 'who' in leadership education: Conceptualizing leadership educator professional identity development. *Journal of Leadership Education.* 14(3), 312-151.

Smagornisky, P., Cook, L.S., Moore, C. (2004). Tensions in Learning to Teach. *Journal of Education,* Vol. 55, No. 1. p. 8-24.

Snoek, M. (2014). *Developing Teacher Leadership and its Impact in Schools.* Academisch proefschrift. Amsterdam: Hogeschool van Amsterdam.

Sociaal Economische Raad (2017). Advies leren en ontwikkelen, https://www.ser.nl/nl/adviezen/leren-en-ontwikkelen.

Spillane, J.P., Halverson, R., & Diamond, J.B. (2004). 'Towards a theory of leadership practice: a distributed perspective'*, Journal of Curriculum Studies,* 36:1, 3-34.

Strategische Koers Windesheim (2017). Zwolle: Hogeschool Windesheim.

Sternberg, theory of complexity. Accessed on August 5th, 2019. (http//www.robertjsternberg.com/investment-theory-of-creativity/).

Tagg, J. (2003). *The learning paradigm college.* Bolton: Anker Publishing Company Inc.

Tateo, L. (2012). What do you mean by "teacher"? Psychological research on teacher professional identity. *Psicologia & Sociedade, 24(2), 344-353.*

Townsend, J. (2011). *Leadership beyond reason: How great leaders succeed by harnessing the power of their values, feelings and intuition.* Tennessee: Thomas Nelson.

Trent, J. (2013). Becoming a teacher educator: The multiple boundary-crossing experiences of beginning teacher educators. Journal of Teacher Education, 64, 262–275.

Van Deventer, I. & Kruger A.G. (2009*). An educator's guide to school management skills (6th Impression)*. Pretoria: Van Schaik.

VanKuiken, D., Bradley, J., Harland, B., & O' Brien King, M. (2014). Calming and Focusing: Students' Perceptions of Short Classroom Strategies for Fostering Presence, *Journal of Holistic Nursing*, 35, 2, (165).

Van Schalkwyk R. D . (2011). *The impact of leadership practices on service quality in private higher education in South Africa*. A dissertation UNISA.

Vigil, V.P. (2014). Meaningful learning: Teacher Presence & learner engagement in the online classroom (Web log post). https://vpadillavigil.wordpress.com/2014/07/30/meaningful-learning-teacher-presencelearner- engagement-and-in-the-online-classroom.

Walker, D., & Nacon, H. (2007). Boundary crossing competence: Theoretical considerations and educational design. *Mind, Culture and Activity,* 14, 178-195.

Weimar, M. (2013). *Learner-Centered Teaching: Five Key Changes to Practice, 2nd.* San Francisco: Jossey-Bass.

Wholey, J.S., Hatry, H.P., Newcomer, K.E. (2010). *Handbook of Practical Program Evaluation*. San Francisco: Jossey- Bass.

Wisniewski, M. A. (2010). Leadership and the Millennials: Transforming today's technological teens in tomorrow's leaders. *Journal of Leadership Education*, 9(1), 53-68. Retrieved from http://www.journalofleadershiped.org/attachments/article/169/JOLE_9_1_Wisniewski.pdf

Wolf-Branigin, M. (2013). *Using complexity theory for research and program evaluation.* Oxford: Oxford University Press.

Wood, P., & Butt, G. (2014) Exploring the use of complexity theory and action research as frameworks for curriculum change. *Journal of Curriculum Studies*, 46:5. https://www.tandfonline.com/doi/abs/10.1080/00220272.2014.921840

Yukl, G. (2012). *Leadership in Organizations (8th Ed).* New York: Pearson.

Yukl, G. (2006). *Leadership in Organizations (6th Ed).* New Jersey: Pearson Prentice Hall.

Yukl, G.A. (2002) Leadership in Organizations. (*5th Ed*.). New Jersey: Pearson Prentice Hall.

Zhao, Y. (2012). *World Class Learners, educating creative and entrepreneurial students*. California: Corwin.

Zimmerman, B.J. (2015). Self-regulated learning: theories, measures and outcomes. In J.D. Wright (Ed.), *International Encyclopedia of the Social & Behavioral Sciences, 541-546,* Oxford: Elsevier.

Appendix 1 The described professional image from the werkveld and the university

You are a teacher with a passion for education. You want to help children to develop their talents and learn them to live together.

You have an inquiring attitude. This means that you are able to reflect upon yourself, your school practice and the children in your group. You have an inquiry approach, you discuss this approach with others, and you are able to find the resources to find answers to raised questions. As you are able to look from different perspectives, and have a critical attitude, you are able to enhance your vision on education. Your vision reflects your inquisitive approach, and motivates you to design excellent education for all children.

You search for new, recent, creative an renewing possibilities to stimulate children, based on your vision on education, subject knowledge and your involvement with the world around you. In this way stimulating children's curiosity, designing meaningful education is not optional. You are aware of the differences between children and the families they are raised in. In order to include the variation of society you aim at co-creating your teaching with parents.

You have an open mind towards different philosophies of life, confessional and non-confessional and discuss this with others. You explore and reflect upon your own values and beliefs.

You are aware that education will always develop and improve. You are a teacher that is willful, but know that you are not operating alone. You are part of the community of professionals who carries the responsibility of keep on learning together. You are a teacher that dares to ask questions, and understands that there is no such thing as an absolute truth.

Appendix 2 Questions questionnaire and in-depth interviews

- Questionnaire

The six questions of the questionnaire for the teachers examining the student on their final assessment.	
Dutch	*English*
Leiderschap voor leren / ontwikkelen van de persoonlijke praktijktheorie = beschrijving professionele identiteit van de leraar. Hoe zou je die omschrijven?	*Leadership for Learning / developing of the professional image. How would you describe the professional image of the teacher?*
Welke kenmerken heeft volgens u een leider voor leren?	*What are the characteristics of a Leader for Learning?*
Heeft u deze kenmerken terug gezien in de persoonlijke praktijktheorie?	*Have you seen these characteristics in the described professional image?*
Welke ondersteuning heeft een student volgens u nodig om voorbereid te worden als een leider voor leren?	*Which support does the student, according to you, need to become a Leader for Learning?*
Heeft u door middel van het lezen van de persoonlijke praktijktheorie herkent dat de student heeft nagedacht over zijn rol als leerkracht, leider voor leren?	*In which way have you seen, by reading the described professional image, that the student has thought about his role as a teacher; Leader for Learning?*
Welke suggesties heeft u ten aanzien van het ontwikkelen van de leerkracht, leider voor leren?	*Which suggestions do you have for developing the teacher as a Leader for Learning within the program?*

- Questions in-depth interview

Questions available for the in-depth interviews (randomly described) Alle related to the development of 'Opleiden in de School'.	
Dutch	*English*
Hoe zou u een leider voor leren omschrijven?	*How would you describe a leader for learning?*
Welke kenmerken heeft volgens u een leider voor leren?	*What are the characteristics of a Leader for Learning?*
Wat is volgens u de beschrijving van een professionele leerkracht? (denken, doen, voelen)	*What is the description of a professional teacher? (thinking, doing, feeling)*
Welke ondersteuning heeft een student volgens u nodig om voorbereid te worden als een leider voor leren?	*Which support does the student, according to you, need to become a Leader for Learning?*
Welke suggesties heeft u ten aanzien van het ontwikkelen van de leerkracht, leider voor leren, in relatie tot Opleiden in de School?	*Which suggestions do you have for developing the teacher as a Leader for Learning, within the 'Opleiden in de School'?*
Welke rol heeft het ontwikkelen van een visie voor de student? (Model the Way)	*Which role does the development of a vision have for a student?*
Welke rol heeft het gezamenlijk werken aan een visie voor de student (in relatie tot hogeschool/werkveld) (Inspire a Shared Vision)	*Which role does Inspire A Shared Vision have in the growing of identity in the university and the werkveld?*
Wat heeft eens student nodig van hogeschool/werkveld om zijn visie werkelijkheid te laten worden? (Challenge the Process)	*What do students need from the university and the werkveld to practice their vision?*
Welke betekenis heeft samenwerking in het ontwikkelen van een persoonlijke praktijktheorie? (Enable Others to Act)	*What meaning does collaboration have in the development of a professional identity?*
Op welke manier kunnen we studenten in hun ontwikkeling bekrachtigen in leren? (Encourage the Heart)	*In what way can we encourage students in developing a professional identity?*

This document was modified for this research. All the relevant names, lay-out etc. is removed from this paper and lesson planning. This is to give an example of the final assignment.

PCBS een school in X die valt onder de organisatie U. De school telt 296 leerlingen. Op deze school zijn er twee kleutergroepen, (van elk leerjaar één groep) en verder zijn er nog combinatiegroepen van 2/3, 4/5 en 7/8. Er zijn 23 leerkrachten, één IB'er, één onderwijsassistent, één leerkrachtondersteuner, een directeur en een directrice.

De school is gehuisvest op twee verschillende locaties. De groepen één t/m zes zitten op het hoofdgebouw en de groepen zeven en acht zitten op de dependance in de Y-Wijk.

In de school staan ontwikkeling en actualiteit centraal. Dit wordt beschreven in vijf pijlers die samen de visie van de school vormen.

Ontwikkeling en actualiteit zie je niet alleen terug in de pijlers, maar ook in de klas en het team. In de klas worden de leerlingen steeds meer betrokken bij hun eigen ontwikkeling over zowel een lange als een korte periode. Ook wordt er in de klas bijna elke dag gekeken naar het jeugdjournaal om op de hoogte te blijven van de actualiteit. In het team zijn er verschillende werkgroepen die alle actuele ontwikkelingen bijhouden en hun eigen onderwijs verder ontwikkelen. Hierbij wordt ook steeds gekeken naar de 21 century skills, waarin wordt beschreven welke vaardigheden een leerkracht in deze tijd moet beheersen om goed op de ontwikkelingen in te kunnen spelen. (Thijs, Fisser, & Hoeven, 2014)

De vakken geschiedenis en aardrijkskunde worden op X gegeven door middel van de methode VierKeerWijzer. Deze methode werkt volgens de principes van meervoudige intelligenties. Voor elke intelligentie zijn er steeds twee opdrachten die bij het thema horen. (Bastmijer)

In de vijf pijlers van de school staat ook beschreven dat leerlingen betrokken worden bij hun leerproces. Leerlingen betrekken bij hun leerproces is ook het onderwerp van mijn praktijkonderzoek.

Eigenaarschap

Eigenaarschap is een gevoel. Je kunt je ergens eigenaar van voelen. Van materiële eigendommen zoals een auto, maar ook van sociale constructen als een relatie of een werkproces. Binnen het onderwijs kun je je eigenaar voelen van je lokaal, maar ook van je les of zelfs van de school als geheel. Op het moment dat jij je ergens eigenaar van voelt, doe je er meer je best voor omdat het van jou is
Je kunt ook eigenaar zijn van je leerproces. Dit is precies wat X beschrijft in de vijf pijlers: Leerlingen zijn betrokken bij hun leerproces. Door leerlingen te betrekken bij hun leerproces maak je leerlingen eigenaar van hun leerproces.

Je eigenaar voelen van je doelen zorgt ervoor dat je je verantwoordelijk voelt voor je doelen. Daarnaast heb je meer motivatie om jouw doelen te behalen. (Ebbens & Ettekoven, 2013)

Ik vind het belangrijk om leerlingen eigenaar te maken van hun leerdoelen. Om dit te kunnen, moet je als leerkracht aan een aantal voorwaarden voldoen. Eén van deze voorwaarden is dat de leerkracht een duidelijke, activerende instructie geeft waarin één oplossingsstrategie centraal staat. Ook moet hij tijdens de uitleg steeds controleren of de leerlingen het begrijpen. Daarnaast moet de leerkracht zowel taakgericht als resultaatgericht zijn, en het onderwijs afstemmen op het niveau van de leerlingen. (JSW, 2015)

De voorwaarden waar een leerkracht aan moet voldoen om leerlingen eigenaar te kunnen maken van hun leerproces, zijn allemaal onderdelen van het onderwijs die ik belangrijk vind. Deze onderdelen komen dan ook verder terug in de paper.

Onderwijs op maat

Wat ik meeneem naar mijn eigen klas is het principe van de meervoudige intelligenties. Door het principe meervoudige intelligentie toe te passen wordt het onderwijs adaptief. Adaptief onderwijs wil zeggen dat leerling onderwijs op maat krijgen. Alle leerlingen zijn verschillend en leren op verschillende manieren. Om ervoor te zorgen dat alle leerlingen leren, zal de leerstof dan ook op verschillende manieren aangeboden moeten worden. Door rekening te houden met verschillende intelligenties houd je ook rekening met verschillende leerstijlen. (Dijkstra, 2007; Bastmijer; Buter, 2004)

Onderwijs op maat heeft te maken met verschillende intelligenties, maar ook met het kennisniveau van de leerlingen. In een klas heb je als leerkracht te maken met veel verschillende kennisniveaus onder de leerlingen. Er zijn leerlingen die de leerstof al beheersen en uitdaging nodig hebben. Er zijn ook leerlingen die de kennis die verwacht mag worden nog niet beheersen en die extra instructie en begeleiding nodig hebben. Een leerling heeft onderwijs op maat nodig om zich competent te voelen. Je competent voelen wil zeggen dat je het gevoel hebt de opdracht goed te kunnen maken. Je competent voelen is ook één van de drie basisbehoeftes. Deze behoeftes moeten vervuld zijn voordat leerlingen goed kunnen leren. (Dijkstra, 2007; Janssen-Vos, 2008; Blijswijk, 2012; Beter onderwijs Nederland)

Onderwijs op maat in de praktijk gebeurt door handelingsplannen op te stellen en te handhaven. In een groepsplan worden drie groepen gemaakt. De instructie afhankelijke groep, de basisgroep en de instructie onafhankelijke groep. (Pameijer, Beukering, & Lange, 2011)

Groepsplannen hebben wij voor begrijpend lezen, taal en spelling. Voor rekenen werken wij op basis van de doelen. Vooral nemen wij de rekentoets af, aan de hand daarvan kunnen wij vaststellen welke doelen de leerlingen al gehaald hebben en welke doelen nog extra aandacht nodig hebben. Deze doelen zijn voor de leerlingen zichtbaar door de doelenposter aan de muur. Dit zorgt ervoor dat leerlingen zich meer eigenaar voelen van hun doelen en dat leerlingen zelf aangeven dat ze extra hulp nodig hebben. Tijdens de les probeer ik alle leerlingen zoveel mogelijk op hun niveau te bedienen.

Tijdens de aardrijkskunde en geschiedenis lessen werken we aan de hand van VierKeerWijzer. Deze methode werkt aan de hand van een onderwerp waar vijf vragen over gesteld worden. Deze vijf vragen moeten de leerlingen na twee weken kunnen beantwoorden. Deze vragen kunnen de leerlingen beantwoorden door de leerkrachtlessen

die gegeven worden, dit zijn er drie, en de opdrachtkaarten. Er zijn van elke intelligentie twee opdrachtkaarten. Deze opdrachten gaan over een geschiedenis of aardrijkskunde onderwerp. (Bastmijer)

Op deze manier leren leerlingen allemaal over het onderwerp, maar ieder op zijn eigen interesse en kwaliteiten.

Kennis van vakgebieden

Als leerkracht is het belangrijk om kennis te hebben van alle vakgebieden die je de leerlingen aanbiedt. Op het moment dat er weinig kennis is van de leerstof die aangeboden wordt, volg je al snel een de methode en durf je daar niet vanaf te wijken. In het onderwijs wordt dit ook wel 'slaaf van de methode zijn' genoemd. Bezit je kennis van alle vakkengebieden dan kun je van de methode afwijken en leerlingen nog steeds leren wat ze anders met de methode zouden leren.

Kennis van vakgebieden zorgt ervoor dat de leerkracht een activerende instructie kan geven zonder van het leerdoel af te wijken. Kennis van alle vakgebieden is belangrijk; niet alleen van het leerjaar waarin de leerkracht op dat moment lesgeeft, maar ook van de leerstof van de leerjaren daarvoor. Op die manier kun je als leerkracht op een goede manier onderwijs op maat geven. (Beter onderwijs Nederland)

Schoolplezier

Het is belangrijk dat leerlingen met plezier naar school gaan. Leerlingen kunnen alleen met plezier naar school gaan als ze zich veilig voelen, zowel in de school als in de klas. Een leerling voelt zich veilig als er een goede sfeer is in de klas en als leerlingen elkaar en anderen accepteren zoals ze zijn. Leerlingen hebben het nodig om relaties met andere leerlingen en met de leerkracht te hebben. Dit is één van de drie basisbehoeftes die vervuld moet zijn zodat leerlingen goed kunnen leren.

Een goede relatie met de leerkracht wil zeggen dat je, je als leerling gezien voelt en weet dat als je een probleem hebt deze kunt vertellen aan de leerkracht en de leerkracht daar ook echt iets mee doet. Een leerling heeft niet alleen een relatie nodig met de leerkracht maar de leerkracht heeft ook een relatie met de leerling nodig. We kunnen de leerlingen niets leren als we de leerlingen niet kennen, pas als we de leerlingen echt kennen kunnen we inspelen op hun behoeftes en komen leerlingen tot leren. (Gurian, Stevens & King, 2008; Marzano, 1993)

Wanneer de leerlingen de klas in komen krijgen ze van mij altijd een hand. Dit doe ik om de leerlingen welkom te heten en om ervoor te zorgen dat ze weten dat ik ze aan het begin van de dag heb gezien. Ik kan direct zien hoe een leerling zich voelt. (Jones, 2007)

Om de leerlingen onderling ook een goede relatie te laten ontwikkelen, beginnen we het schooljaar met twee 'je hoort erbij weken'. Tijdens deze weken zijn we bezig om de groepsfases zo goed mogelijk te laten verlopen. Na deze twee weken is de groep als het goed is klaar met de norming fase, dan kan er echt geleerd worden. (Overveld, 2012)

Na de twee weken onderhouden we de relatie door de sociaal-emotionele methode Kwink. Aan de hand van deze methoden bespreken we wie wij willen zijn als groep en hoe wij met elkaar omgaan, wat wij belangrijk vinden en hoe we conflicten kunnen oplossen.

Voor de leerlingen is het belangrijk om schoolplezier te hebben en te worden gezien, maar ook voor de leerkrachten is het belangrijk om plezier te hebben op school. Leerlingen zijn gemotiveerder wanneer ze schoolplezier hebben en datzelfde geldt ook voor leerkrachten. Om het beroep van leerkracht goed uit te kunnen voeren is het nodig om gemotiveerd te zijn en plezier te hebben in je werk. (Dijkstra, 2007; Janssen-Vos, 2008; Blijswijk, 2012)

In de ochtend, voor de leerlingen de klas binnen komen en op vrijdagmiddag wanneer de kinderen naar huis zijn, drinken we als collega's wat fris met wat lekkers erbij. Op deze momenten praten we elkaar bij over de gebeurtenissen die gebeurt zijn die dag of andere dingen die ons bezig houden.

Kunstzinnige ontwikkeling

"Creatief denken is niet alleen gebaseerd op eigen fantasie, maar vooral op goed kunnen waarnemen, associëren en onthouden. Dit zijn vermogens die iedereen heeft en kan ontwikkelen." (Draisma, 2009)
Kunstzinnige ontwikkeling vind ik erg belangrijk in het onderwijs. Door leerlingen in contact te laten komen met onderdelen als muziek, dans, beeldende vorming en andere vormen van kunst, leren ze op een andere manier te denken. Deze creatieve manier van denken is een waardevolle aanvulling op de meer cognitieve manier van denken die leerlingen meekrijgen bij bijvoorbeeld de taal- en rekenmethode. (Leef! , 2007)
De afgelopen zes weken hebben de leerlingen muziekles gehad van een professionele muziekleerkracht van de muziekschool in Zeewolde. Deze leerkracht kwam elke week een muziekles geven. Hierdoor leerde de leerlingen omgaan met muziekinstrumenten, het lezen van noten en het maken van een eigen liedje. De muziekleerkracht had verschillende instrumenten mee zodat elke leerling een instrument kon kiezen naar zijn eigen interesse.

Plannen, organiseren en aanpassen

Een leerkracht moet goed kunnen plannen en organiseren. Om een dag goed te laten verlopen is planning belangrijk. Je moet ervoor zorgen dat alle lessen in de dag passen en dat de leerlingen die extra instructie nodig hebben dit krijgen. Daarnaast moeten ook de leerlingen die extra uitdaging nodig hebben genoeg aan bod komen. Om dit allemaal voor elkaar te krijgen moet je niet alleen goed kunnen plannen maar ook goed kunnen organiseren. Organiseren hoe de dag gaat verlopen en wat je klaar moet hebben om ervoor te kunnen zorgen dat iedereen tot zijn recht komt. Een dag in het onderwijs verloopt bijna nooit zoals gepland. Om de dag dan toch goed te laten verlopen, moet je de planning tussentijds aan kunnen passen om er toch voor te zorgen dat alle lessen aan bod komen. Er zijn ook momenten dat er dingen tussendoor komen of calamiteiten plaatsvinden waardoor je de planning van je dag moet aanpassen en waardoor er zelfs lessen uit kunnen vallen. Wanneer je hier niet flexibel genoeg in bent of wanneer je deze vaardigheden zelfs helemaal niet hebt, kan een dag erg ingewikkeld en onoverzichtelijk worden. (Förrer, 2009)

Talenten en ontwikkelpunten

Om achter je talenten en ontwikkelpunten te komen is het belangrijk om te reflecteren. Bij het reflecteren is het niet alleen belangrijk dat je onderzoekt hoe het bij jou ging, maar ook hoe het bij de leerlingen ging. Wanneer je, je afvraagt wat jij wilde bereiken met je les, moet je, je ook afvragen wat de leerlingen wilde bereiken in je les. (Korthagen & Vasalos, 2002)

Elke leerkracht in het onderwijs heeft talenten en punten waar nog verder op ontwikkeld kan worden. Ik vind het belangrijk dat leerkrachten van elkaar kunnen leren en dat ze van deze kans gebruik maken. Mijn ervaring is dat het op vergaderingen vaak gaat over de praktische organisatie van het onderwijs en de zaken daar omheen, maar helaas niet of nauwelijks over wat de beste manier is om het onderwijs inhoudelijk aan te pakken. As ik straks een eigen klas heb, zou ik het fijn vinden om op een school te werken waar vergaderingen niet alleen maar gaan over het schoolreisje of over het schoolbeleid. Deze dingen moeten zeker besproken worden, maar ze zouden niet de hele vergaderingstijd in beslag moeten nemen. Aangezien elke leerkracht talenten en ontwikkelpunten heeft, heb ik die ook. Mijn talenten zijn het plannen, organiseren en aanpassen. De punten die ik nog meer zou kunnen ontwikkelen, zijn onderwijs op maat geven en een relatie opbouwen met leerlingen in de klas.

Deze les op dit moment

De les die ik ga geven tijdens mijn veldassesment is een rekenles. Ik heb deze les gekozen omdat het vrijdag de laatste dag is dat ik de juf ben van groep 7/8. Om afscheid te nemen, vieren we een feestje. Om dit feestje goed te kunnen organiseren met de leerlingen zijn er een aantal vaardigheden nodig. Met groep zeven ga ik het boodschappenlijstje maken voor dit feest. Met groep acht ga ik later die dag het programma maken. Zo leren ze in groep zeven om te vermenigvuldigen met kommagetallen, te schatten en te rekenen met geld. De leerlingen hebben deze stof al eens uitgelegd gekregen. Echter heb ik aan het eind van de methodes alle doelen per leerling uitgeschreven die nog niet behaald was. Het cijferend vermenigvuldigen kwam bij bijna elke leerling voor als doel die nog niet behaald was. De leerstof die de leerlingen vandaag krijgen hebben ze al wel behandeld maar behalen ze nog niet voldoende. In groep acht leren ze om te gaan met tijdsplanning, te berekenen hoeveel personen er mee kunnen doen aan een onderdeel en te bedenken wat ze nodig hebben om activiteiten te organiseren.

Ik heb ervoor gekozen om een rekenles te geven aan groep zeven en groep acht in deze tijd een zelfstandig werkopdracht te geven. Groep acht zal dan ook nauwelijks aanbod komen in mijn lesvoorbereiding. Er zitten veel verschillende niveaus in groep zeven en om te laten zien dat ik daarmee om kan gaan is de keuze gevallen om groep zeven een instructie te geven. Er zijn drie leerlingen die niet op het klassikale niveau werken. Twee van deze leerlingen werken op begin groep zes niveau, de andere leerling werkt op het niveau van begin groep 7. Deze leerlingen zullen wel

meedoen met deze les maar dan op hun eigen niveau. Normaal gesproken krijgen deze leerlingen op hetzelfde moment als de rest van de klas instructie bij de leerkrachtondersteuner.

In de klas werken wij met de timer en het stoplicht. Er is een blauwe timer die aangeeft hoelang de les duurt en de rode timer geeft aan hoelang het stoplicht op die kleur blijft staan. Als het stoplicht op rood staat wordt er van de leerlingen verwacht dat ze zelfstandig aan het werk zijn zonder dat ze andere klasgenoten of de leerkracht vragen stelt. Op deze manier kan er extra instructie geven worden of kunnen leerlingen die het nodig hebben op weg geholpen worden. Bij oranje kunnen leerlingen wel vragen stellen aan elkaar maar niet aan mij. Zo kan je bij leerlingen nog extra helpen, maar kunnen leerlingen wel geholpen worden bij hun vraag. Bij groen mogen de leerlingen vragen aan elkaar stellen en vragen aan de leerkracht stellen. Dit is ook het moment om te zien of leerlingen het begrepen hebben of dat ze nog meer instructie nodig hebben.

Bastmijer, M. (sd). *vierkeerwijzer*. Opgeroepen op 10-04- 2016, van
    http://www.vierkeerwijzer.nl/

Beter onderwijs Nederland. (sd). *SLB competenties.* Opgeroepen op 05 30, 2016,
    van beteronderwijsnederland:
    http://www.beteronderwijsnederland.nl/sites/beteronderwijsnederland.nl/files/s
    blcompetenties.pdf

Blijswijk, R. v. (2012). *Over het werk van Luc Stevens: 'De behoefte aan relatie,
    competentie en autonomie.'.* Opgeroepen op 04-06-2016, van hetkind.org:
    http://hetkind.org/2012/11/25/over-het-werk-van-luc-stevens-de-behoefte-aan-
    relatie-competentie-en-autonomie/

Boden, M. (1990). *The Creative Mind.* Oxford.

Buter, A. (2004). Meervoudige intelligentie en cooperatief leren. *fisme science*, 77-84.

Dijkstra, R. (2007). *De adaptieve Basisschool.* Utrecht : APS.

Draisma, E. (2009). *www.eibertdraisma.nl.* Opgeroepen op 12-01-2016

Ebbens, S., & Ettekoven, S. (2013). *Effectief leren basisboek.* Houten: Noordhoff.

Förrer, M. (2009). *Klassenmanagement.* Amersfoort: CPS.

Gurian, M., Stevens, K., & King, K. (2008). *Strategies for Teaching Boys & Girls.*
    John Wiley & Sons Inc.

X. (sd). *X.* Opgeroepen op 10-04-2016, van http://www.X.nl/

Janssen-Vos, F. (2008). *Basisontwikkeling voor peuters en de onderbouw.* Assen:
    Van Gorcum.

Jones, F. (2007). *tools for teaching.* Santa cruz: Fredrick H. Jones & associates, Inc.

JSW. (2015). Geef leerlingen grip op hun leerproces. *JSW*, 32-36.

Korthagen, F., & Vasalos, A. (2002). Niveaus in reflectie: naar maatwerk in

Student		Praktijkschool	
Coachgroep		Mentor	
Schoolopleider		Stagegroep	
Datum		Aantal leerlingen	

begeleiding. *VELON Tijdschrift voor Lerarenopleiders, 23*, pp. 29-38.

Landelijk Kennisinstituut Cultuureducatie en Amateurkunst. (2014). leefeffecten van
kunsteducatie. *LKCA*, 1-7.

Leef! . (2007). Kunst maakt gelukkig. *Leef!*, p. 2.

Marzano, R. (1993). *Performance Assessment Using the Dimensions of Learning
Model.* Alexandria: ASCD.

Overveld, K. v. (2012). *Groepsplan gedrag.* Huizen: Pica.

Pameijer, N., Beukering, T. v., & Lange, S. d. (2011). *Handelingsgericht werken: een
handreiking voor het schoolteam.* Leuven/Den Haag: Acco.

Thijs, A., Fisser, P., & Hoeven, M. v. (2014). *21e eeuwse vaardighedenin het
curriculum van het fundamenteel onderwijs.* Enschede: SLO.

van de Kamp, M.-T., Admiraal, W., & Rijlaarsdam, G. (2012). Creativiteit bevorderen
bij de kunstvakken. *Kunstzone*, 6-9.

Veenman, S., Lem, P., Roelofs, E., & Nijssen, F. (2003). *Effectieve instructie en
doelmatig klassemanagement.* Steenwijk: Swets&zeitlinger.

Lesvoorbereidingsformulier

1. LEERPUNTEN (waar ik voor mezelf aan wil werken)

	Leerpunt betrek hier ook je semesterplan en je evaluaties van je vorige lessen bij	Hoort bij competentie
1.	Zorg ik ervoor dat voor het begin van het zelfstandig werken eerst kijk of de leerlingen echt aan het werk zijn, voor ik extra instructie ga geven	Pedagogisch competent en didactisch competent
2.	Vraag ik door wanneer leerlingen een antwoord geven? (waarom denk je dat? Of hoe weet je dat?)	Pedagogisch competent en didactisch competent

2. VERANTWOORDING (waarom ik deze les ga geven)

Onderwerp van de les	Boodschappenlijstje maken voor het feest	Vakgebied	Rekenen

- Lesdoelen (wat kunnen, kennen en/of weten de kinderen aan het einde van mijn les?)

	Lesdoel Concreet beschrijven (lesdoelen nummeren)	Koppeling aan het (de) volgende kerndoel(en)	Koppeling aan de volgende: - theorie en/of - kennis basis- begrippen
Kennis =weten			
Vaardigheden = kunnen	1. De leerlingen kunnen aan het eind van de les schattend rekenen op het gebied van kommagetallen. 2. De leerlingen kunnen aan het eind van de les cijferend vermenigvuldigen, optellen en aftrekken met kommagetallen 3. Leerlingen kunnen rekenen met geld	Kerndoel 28: De leerlingen leren schattend tellen en rekenen Kerndoel 30: De leerlingen leren schriftelijk optellen, aftrekken, vermenigvuldigen en delen volgens meer of minder verkorte standaardprocedures	Schatten Kommagetallen Cijferen Vermenigvuldigen Kolomsgewijs
Attitude = houding		.	

- Leeropbrengst

	Lesdoel Noteer het nummer van je lesdoel	Hoe stel ik vast of het lesdoel behaald is?
Vaardigheden	1. 2. 3.	1. Dit kan ik vaststellen door de verwerking van de leerlingen te bekijken, Daar staat op wat ze hebben geschat en of hun schatting onder de 10 euro is. 2. Dit kan ik vaststellen door de verwerking van de leerlingen te bekijken. Daar staat op wat het lijstje precies kost, zonder een rekenmachine te gebruiken 3. Dit kan ik vaststellen door de boodschappen te halen en door de kloppende berekeningen in de verwerking
Attitude		

- Beginsituatie

Op welke wijze sluiten het *onderwerp* en de *inhoud* van mijn les aan op de *belevingswereld* van de kinderen?	De les sluit aan op de belevingswereld doordat we het feestje wat we voor een deel deze les gaan opzetten ook echt gaan uitvoeren. Ik ga echt met een aantal leerlingen naar de supermarkt die middag om het boodschappenlijstje te halen voor het feestje van de volgende dag. Doordat we wat de leerlingen berekenen echt gaan halen en het feestje echt gaan vieren zijn de leerlingen meer gemotiveerd en meer eigenaar van hun leerproces.
Wat kunnen, kennen en/of weten de kinderen al wat betreft de	De leerlingen hebben de doelen al eens gehad, deze doelen zijn ook getoetst. Aan het eind van het jaar heb ik alle doelen die nog niet behaald waren per leerling opgeschreven. Dit doel kwam het meest voor en daarom herhalen we dit nogmaals. Ook schatten herhalen we deze les omdat het weinig tot niet aan bod is gekomen

leerinhoud van mijn les?	het afgelopen jaar. Als we kijken naar de stof van groep 8 zien we dat cijferend vermenigvuldigen en schatten een belangrijke basis is voor de verdieping die ze in groep 8 krijgen. Vermenigvuldigen met kommagetallen onder één vinden de leerlingen nog wel erg moeilijk. De leerlingen die op hun eigen leerlijn werken, weten hoe ze met een rekenmachine moeten werken. Deze leerlingen weten hoe ze hiermee moeten werken.

3. Didactiek (hoe ik deze les ga geven)

* In mijn les kies ik voor het (de) volgende didactische model(len)
X activerende directe instructiemodel (ADIM)

O vijf stappenplan (DMW)

O vijf didactische impulsen

O V.E.S.I.T.-model

O anders, namelijk: _____

* In mijn les bereik ik de lesdoelen *het beste* door de volgende werkvorm(en):
X interactievorm

X instructievorm

X opdrachtvorm

O spelvorm

O anders, namelijk: _____

* Bij mijn gekozen werkvorm kies ik voor de volgende groepingsvorm(en):
X klassikaal

O kring

O in groepen van _____ kinderen

X in tweetallen

X individueel

* Differentiatie in mijn les

Differentiatievorm	Wat doe ik *concreet* binnen deze differentiatievorm? Denk hierbij ook aan het groepshandelingsplan/ individuele handelingsplannen
Tempo	Er zijn leerlingen die meer tijd nodig hebben om hun opdrachten te maken en er zijn leerlingen die eerder klaar zijn. Ik zorg tijdens de

	instructie ervoor, dat de leerlingen die eerder klaar zijn een werkblad hebben met moeilijkere opdrachten die horen bij de vaardigheden die we daarvoor geoefend hebben.
Niveau	Er zitten veel verschillende niveaus in de groep. Er zijn drie leerlingen die werken op de f-lijn, er zijn drie leerlingen die op hun eigen leerlijn werken. De leerlingen die op hun eigen leerlijn werken, mogen een rekenmachine gebruiken bij het uitrekenen van de sommen met kommagetallen. Deze leerlingen help ik ook even op weg
Leerstijl	In de les worden de opdrachten op het bord gezet en de stappen die gezet worden voor de leerlingen die visueel zijn ingesteld en hier behoefte aan hebben. De leerlingen maken een opdracht waarbij ze echt aan de slag gaan, met knippen en plakken, voor de leerlingen die het fijn vinden om dingen te doen. Leerlingen die het liever opschrijven in plaats van knippen en plakken mogen dit uiteraard ook doen.
Interesse	In de les wordt er rekening gehouden met interesse doordat leerlingen zelf hun producten uit mogen kiezen die ze lekker vinden om op het feestje te eten.

3. ORGANISATIE

| Vooraf
Wat moet ik klaar leggen?	Gynzy klaar zetten. Een briefje van 10 in mijn broekzak stoppen. Wit papier, lijm en genoeg scharen. Folders van de supermarkt COOP.
Waar kunnen de kinderen spullen zelf pakken?	De kinderen kunnen de spullen van de tafel naast het bord pakken.
Waar leggen de leerlingen hun producten neer?	Als leerlingen klaar zijn dan leveren ze hun blaadje in op het tafeltje wat naast het bord staat. Hier leggen ze ook de lijm en de scharen weer terug.
Tijdens
Wissel ik van opstelling tijdens de les?	De leerlingen veranderen niet van opstelling tijdens de les. Tenzij ze samenwerken met de gene die achter hen zit.
Na afloop
Wie ruimt wat op?	De leerlingen ruimen zelf hun spullen op.
Waar en hoe gaan de leerlingen zitten voor de volgende les?	De leerlingen zitten op hun eigen plek voor de volgende les, De spullen voor de volgende les hebben ze al in hun laatje zitten.
Extra werk
Wat kunnen de leerlingen doen die eerder klaar zijn met mijn les?	Leerlingen die extra werk hebben kunnen daarmee aan de slag als ze klaar zijn. De andere leerlingen die eerder klaar zijn kunnen aan de slag met hun weektaak.

4. LESVERLOOP (wat ik ga doen in deze les)

Activerende directe instructiemodel	Vijf stappenplan	Vijf didactische impulsen	V.E.S.I.T.
1. terugblik 2. oriëntatie 3. uitleg 4. begeleide oefening 5. zelfstandige verwerking 6. evaluatie 7. terug- en vooruitblik 1-7 feedback	1. introductie/ confrontatie 2. spontane verkenning 3. onderzoek en resultaten vastleggen 4. rapportage/ communicatie 5. verbreding of verdieping	1. oriënteren 2. structureren en verdiepen 3. verbreden 4. toevoegen 5. reflecteren	1. voorstructureren 2. ervaringen 3. structureren 4. inzoomen 5. theorie

Lesfase	Tijd	Activiteit	Bordgebruik	+/-
In deze kolom noem ik afzonderlijk alle lesfasen van het gekozen didactische model	Per fase geef ik aan hoe veel tijd ik hier voor neem	Hier noteer ik per fase wat ik wil gaan doen en wat de kinderen gaan doen tijdens mijn les. Om per fase aan te geven in welke mate deze leerkrachtgestuurd en/of kindgestuurd is, plaats ik een x op de lijn	Hier geef ik per fase aan of en hoe ik het bord ga gebruiken. - Wat noteer ik op het bord? - Hoe gebruik ik het whiteboard? - - Waarvoor gebruik ik het digitale schoolbord? **Materiaalgebruik** Hier geef ik per fase aan hoe ik het materiaal inzet	**NA** de les vul ik in wat goed (+) en minder goed (-) ging
Terugblik		leerkrachtgestuurd I-X------------------I kindgestuurd		
Oriënteren	**5**	Morgen is de laatste dag dat ik jullie juf ben, en om een leuke laatste middag van te maken, lijkt het mij leuk om een feestje te organiseren. Wat heb je nodig om een feestje te vieren? Ik stuur hier naar eten en drinken, een programma van de activiteiten en uitnodiging. Groep 7, we hebben het afgelopen jaar al heel veel doelen geleerd. We hebben geleerd keersommen met kommagetallen uit te rekenen en af te ronden. Daarom lijkt het mij wel een goed idee dat wij samen het boodschappen lijstje gaan maken, en dat we na de pauze met groep 8 het programma gaan maken. Voor het feestje zou het fijn zijn als ik vanmiddag boodschappen kan doen. Ik was het laatst in de COOP en er was een vrouw met een hele boodschappenkar vol met spullen,	Gynzy, hier staat het doel en de folder. White bordjes met stiften, zodat leerlingen op de bordjes mee kunnen schrijven met de les.	

		bij elkaar wel bijna 75 euro, maar ze had maar 60 euro en ook geen pinpas. Ze moest producten terug doen, eerst de dure spullen die ze niet echt nodig had en daarna spullen die ze minder nodig had als andere spullen. Tot ze op de 60 euro uitkwam. Ze schaamde zich natuurlijk heel erg en er ontstond een mega rij. Dat wil ik echt niet hebben als ik vanmiddag boodschappen ga doen. Ik heb alleen maar deze 10 euro en dat is alles. Als we ons boodschappenlijstje maken, moeten we er dus rekening mee houden dat we maximaal 10 euro hebben en dat we daar als hele klas van moeten kunnen eten en drinken. leerkrachtgestuurd I-X-----------------I kindgestuurd		
Uitleg	10	Nu heb ik hier een folder op het bord van de aanbiedingen. En er staat één pak koekjes voor 75 cent. Hoeveel koekjes zouden er in een pakje zitten? Hoeveel hebben we hiervan nodig? (Ik geef Ilse, Eva of Josh een beurt) Hoe weet je dat? Hoeveel zouden we dan moeten betalen om zoveel zakken te halen? Wie weet hoeveel dat ongeveer zou zijn? Hoe heb je dat berekend? Hoe komen we er nou achter wat het precies kost? De manier van de leerling die de beurt krijgt, schrijf ik op het bord. De ander leerlingen schrijven mee op hun bordje. Voor Eva, Ilse en Josha is het niet erg dat je dit niet begrijpt. Wij gaan zo aan de instructie tafel samen rekenen. We hebben nu het bedrag uitgerekend dat we kwijt zijn als we dat product voor de hele klas halen. Hoe komen we er nu achter hoeveel geld we nog over hebben voor andere producten? Ik schrijf op het bord mee wat de leerling uitlegt. De andere leerlingen vraag ik mee te schrijven op hun bordje. Dit vraag ik zodat de leerlingen betrokken blijven. leerkrachtgestuurd I-----------------X--I kindgestuurd	Gynzy, hier staat de les uitgeschreven White bordjes met stiften, zodat leerlingen op de bordjes mee kunnen schrijven met de les.	
Begeidende inoefening	5	We gaan zo aan de slag met het maken van een boodschappenlijstje. Je hebt de folder van de Coop. Nu heeft ieder een eigen folder, in de folder kun je kijken voor producten voor het boodschappenlijstje. Wie ziet er al iets wat heel erg lekker is? Oke jij ziet (ik herhaal het product) hoeveel zouden we daar bijvoorbeeld van nodig hebben? Oke (ik herhaal het getal) dan kan je nu berekenen wat dat ongeveer kost en wat het precies kost. leerkrachtgestuurd I----X--------------I kindgestuurd	Gynzy en de wisbordjes Folders van de Coop	
Zelfstandig werken	20	Nu mogen jullie zelf aan de slag. Je krijgt zo een folder, in deze folder mag jij zelf kiezen wat je graag zou willen eten en drinken morgen op het feestje. Daar maak je een boodschappenlijstje van. Wat is er belangrijk aan een	in gynzy staat wat er van de leerlingen wordt verwacht. Ze hebben een witblaadje, een	

		boodschappenlijstje? (ik stuur op: Goed leesbaar, de juiste prijs erbij, het merk van het product) Je kunt het product uitknippen en plakken op het een wit papiertje. Dan verwacht ik wel van je dat je erbij schrijft hoeveel we van dat product nodig hebben, wat de geschatte prijs is en wat we precies kwijt zijn. Zorg dat je wel bijhoud dat je niet over de 10 euro gaat. Hoe zou je dat makkelijk bij kunnen houden? Misschien is het handig als je aan de zijkant de prijzen onder elkaar zet en het dan optelt. Je mag deze opdracht samen doen, maar ik verwacht van iedereen een blaadje met een boodschappenlijstje. als je klaar bent, hoe kunnen we dan controleren dat we echt onder de 10 euro zitten? Klopt het niet, dan mag je bij mij komen en dan kunnen we er samen naar kijken. Klopt het wel leg het lijstje wat je gemaakt hebt in op de tafel naast het bord en ga je aan de slag met je verrijking of je weektaak. Eva, Ilse en Josha mogen aan de instructie tafel komen zitten. Ik vertel hun dat zij het mogen uitrekenen met de rekenmachine. De leerlingen hebben hier al een keer mee geoefend. Ik loop naar Julia, Nina en Romano en vertel hun dat zij een schatting gaan maken en het niet precies hoeven uit te rekenen, maar dit uitrekenen met een rekenmachine moeten doen, wel moeten ze het optellen van het boodschappenlijstje zelf optellen. Ik ga hier naar groep 8, waar lopen ze tegenaan, hoe gaat het. Ik loop een rondje en geef leerlingen ook de gelegenheid om te overleggen. Ik zet de timer aan op 15 minuten. Na de 15 minuten zorgen de leerlingen dat ze klaar zijn. leerkrachtgestuurd I-X----------------I kindgestuurd	kladblaadje, lijm, schaar en een folder van de Coop nodig.	
Reflecteren	5	Ik heb de lijstjes op het bord gehangen. Wat valt jullie nu op? (ik vat de antwoorden samen) Nu hebben jullie allemaal mooie lijstje gemaakt, maar hoe weet ik nou wat ik allemaal moet halen? Wie heeft daar een oplossing voor. leerkrachtgestuurd I----------------X---I kindgestuurd	Lijstje op het bord. Genoeg magneten	
Terug-vooruit blik	1	Vanmiddag ga ik samen met 2 leerlingen naar de Coop om deze producten te halen voor morgen middag. Na de pauze gaan we overleggen wie er mee gaat. Nu mag je de spullen opruimen. Je hebt niets nodig voor de volgende les. Ook groep 8 mag het blad inleveren en hun tafels leegmaken.		
1-7 feedback		-		

5. Zelfevaluatie (hoe ik vind dat mijn les verlopen is)

In het schema van mijn LESVERLOOP (5) geef ik eerst per fase aan wat goed ging (+) en wat minder goed ging (-)	Zie schema LESVERLOOP (5) laatste kolom
Hoe weet ik dat ik *mijn lesdoel(en)* behaald heb? - Welke wel en welke niet? - Wat zie ik van/bij de kinderen in het proces en het product?	
Hoe komt het dat ik mijn lesdoel(en) niet behaald heb? Wat is de oorzaak?	
In hoeverre heb ik *mijn eigen leerpunten* behaald? Welke wel en welke niet?	
Hoe komt het dat ik mijn eigen leerpunten niet behaald heb? Wat is de oorzaak?	
Wat zou ik bij een volgende les *anders doen* en waarom?	
Welke leerpunten neem ik mee naar mijn volgende les? Bekijk ook je semesterplan!	

Appendix 4 Concrete examples of the two commitments within Model the Way

Table 4. Concrete examples of the two commitments within *Model the Way*

Set the Example	Clarify Values
In my lesson I at least use two intelligences.	I want to use the multiple intelligence model by Gardner when I am a teacher.
Throughout the year I work with themes in my classroom.	Getting the real world inside the classroom, working on citizenship and collaboration.
Supporting children in planning their learning.	Participation in society, working on collaboration.
I use day rhythm maps.	Setting clear structures within the classroom.
Every day in my classroom I welcome children with a hand shake.	Relation, competence and autonomy. Being sincere and value them for who they are.
I use cooperative practices.	Believe that children are talented and that as a teacher I need to make the most out of their learning process as a coach.
I urge children to clean up the materials they use.	I believe a structured and tidy classroom supports learning.
A good preparation of my lesson is important. I prepare every activity that I teach very well. In my planning I take into account the communication I had with my mentor teacher, observations from before. I arrive at school early so I can prepare myself and for example turn on the digital learning devices, get the materials ready and go over the day one more time. I start the day prepared, but I also relaxed because I know I don't have to print anything anymore of need to get things from other places. My full attention is with the kids.	I believe a structured and tidy classroom supports learning.
I have little conversations with children about their life at home, their friends, their hobby's, their weekends and their homework. I use a doll called 'Brammetje' that I put on the Table when I am talking to one of my children. Children then know that I am having a conversation with one of their fellow students and that we cannot be interrupted.	Relationships are important.
A student one day said: "Miss, it looks like you have the eyes of an insect! You see everything, even when I am sitting behind you!"	I find it important to be attentive to every person.
I have conversations with children about what they need from me as their teacher.	Every child is unique and addresses learning his or her own way.
I make sure that we all have the same routines within the classroom and school.	Expectations need to be clear.
The rules are being set by me as a teacher.	Structures are important to support learning.
I used the placemat-method to collaborate with parents to gain information on a certain topic.	Collaboration and communication.

I organize my classroom for effective classroom management.	Structures are important for welcoming every child and support safety.
I wanted to teach every child individually at the beginning of the year to support the relationship. But after talking to my mentor and thinking about the need for relationship, I found out that I must address this while teaching my students every day even with a bigger number of students at once. Then I will build on relationships as well.	Relationships are important.