

Teachers as Peer-Leaders: Is Training Needed?

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Introduction

Educators are expected to collaborate in teams for continuous improvement

Leading these teams means leading peers and equals

- Why are some teachers chosen for peer-leadership?
- Why do they accept the role?
- How do they handle challenges?
- Is leadership training needed?

Methods

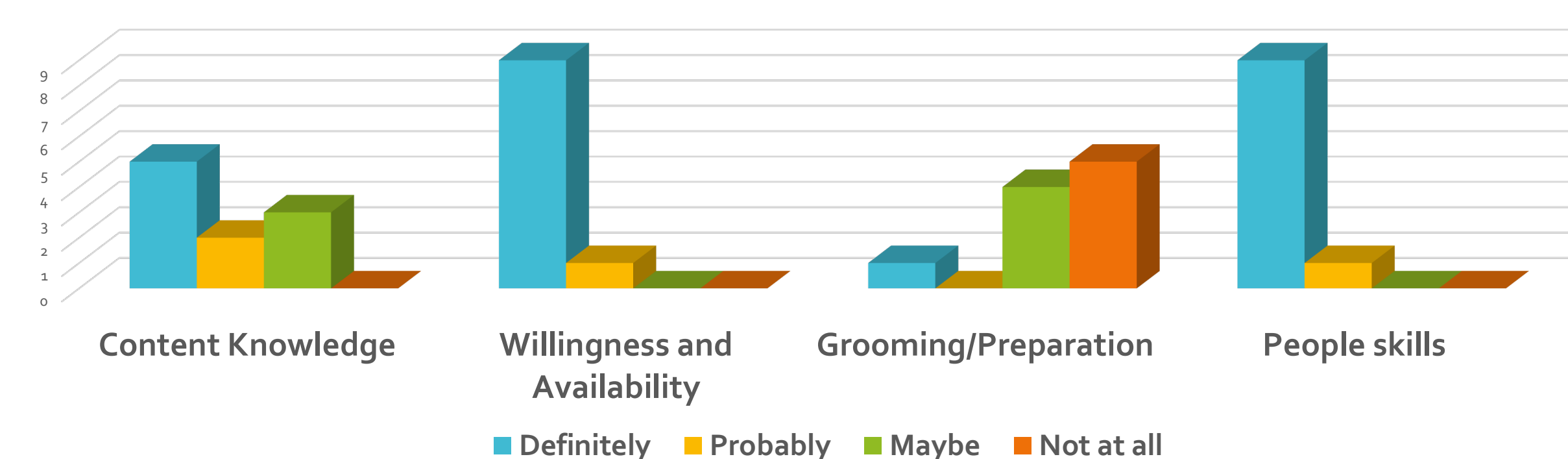
Teachers in Central Texas were asked these questions via an online survey distributed through teacher networks, utilizing snowball sampling.

They responded either as Team Leader or Team Member.

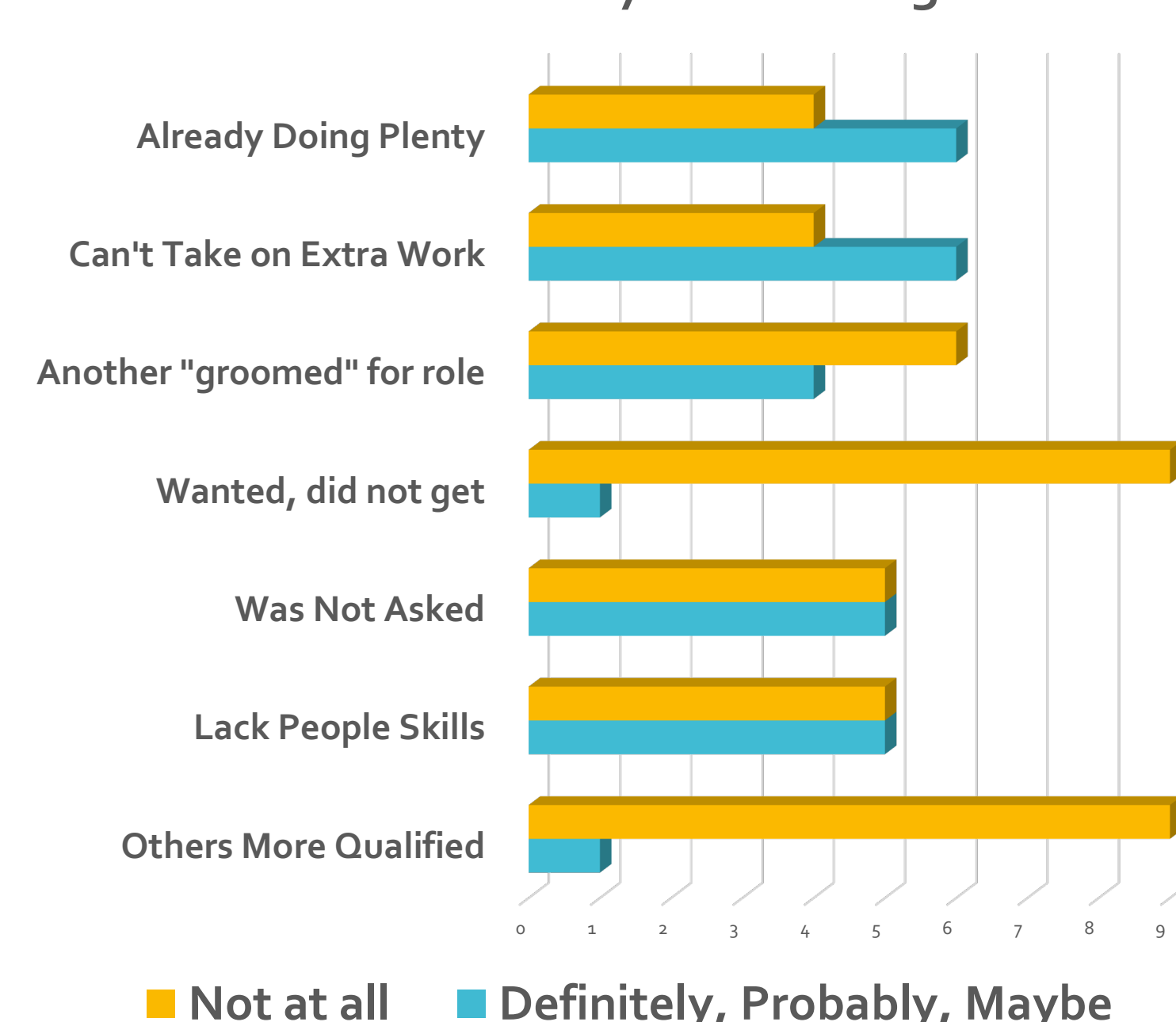


Results

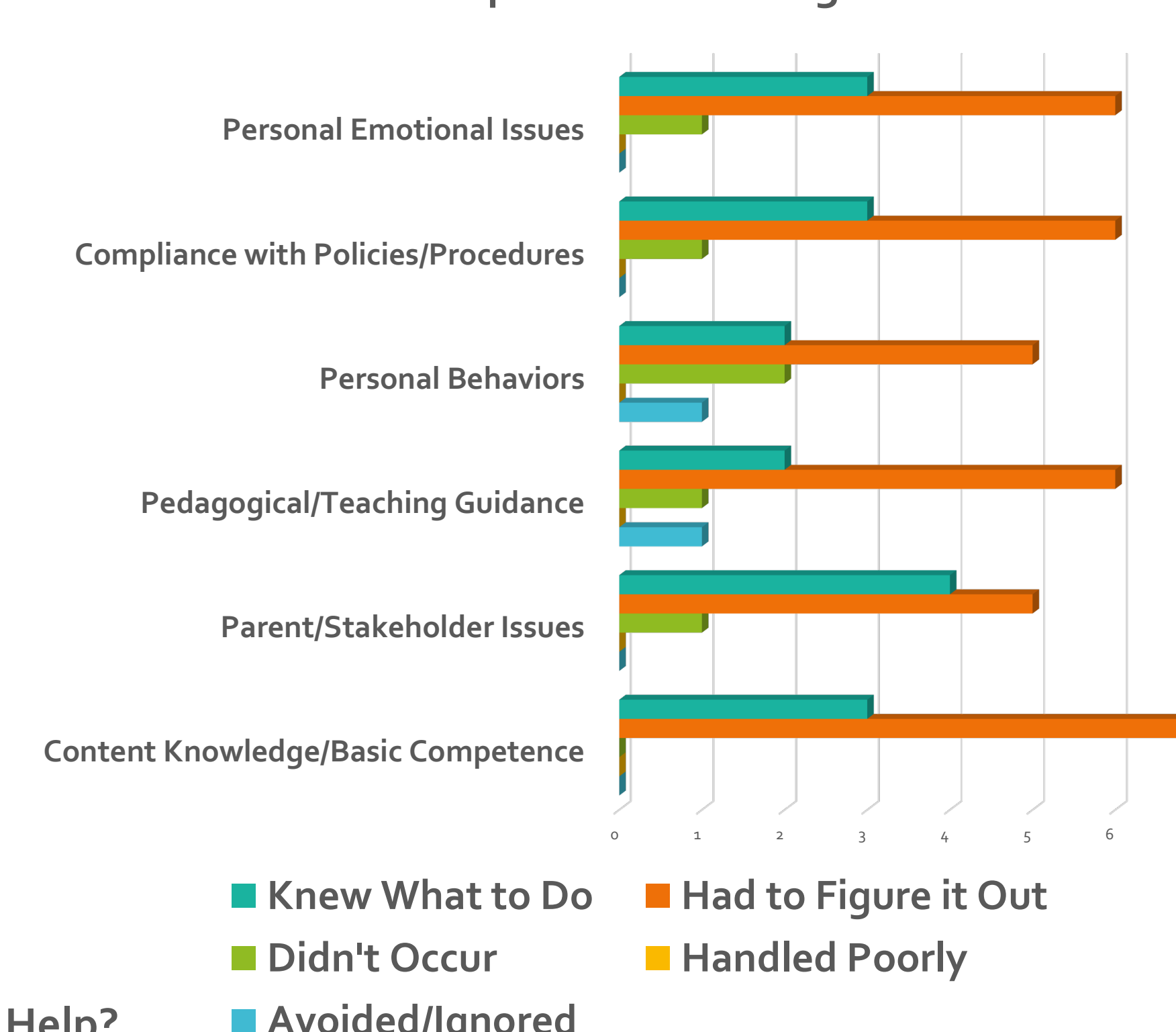
Leaders: Factors in Selection for Role



Members: Why not Leading?



Response to Challenges: Leader's View



Would Training Help?



Conclusions

- In a system that demands collaboration, a teacher's simple availability and willingness are as important as inherent skill in their selection as leaders. In short, they are picked to lead as much because of their acquiescence as their skill.
- Those electing to be supporting members do so willingly; they feel qualified to lead but are already contributing in other ways and cannot take on the extra work.
- Leaders handled most challenges *without prior experience or training* and had to 'figure out' most of the challenges they faced.
- Every suggested type of training garnered support from respondents with on-going support being most positive.

Literature Cited

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Further Information

For details about my survey and research or information about educational peer-leadership, contact me at rsamrhodes@gmail.com.