

الجامعة
البريطانية في
دبي



The
British University
in Dubai

**21st Century Schools' Leaders: the Lead Teachers'
Positive Influence on the Teachers and the Students
A Study in a Private School in Dubai**

قادة المدارس في القرن الواحد العشرين: التأثير الإيجابي للمدرسين القادة
على المعلمين و المتعلمين
دراسة في مدرسة خاصة في دبي

by

NOUR ABDULLAH MAHMOUD SUBRI

**A dissertation submitted in fulfilment
of the requirements for the degree of
MASTER OF EDUCATION**

at

The British University in Dubai

October 2018

DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature of the student

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

Abstract

This research study investigates the influence of the lead teachers' role on the teachers' motivation and professional development, and it explores the influence of the lead teachers' role on the teaching and learning process along with the main challenges that face the lead teachers in their role in a private school in Dubai. The aim in this study to examine the positive relationship between the effective lead teachers' role with the improvement in the teaching and learning process, teachers' motivation to work, and teachers' professional development. Triangulation method was adopted in research for completeness and conformity purposes; a close-ended questionnaire (quantitative data) was sent to 104 teachers in the school, and standardized open-ended interviews were conducted with 20 lead teachers in different schools in Dubai who are currently in their role. The researcher received 37 responses only out of 104 teachers in the mentioned school. Survey Monkey Software was used in collecting and presenting the quantitative data while Nvivo Software was used in presenting the qualitative data. SPSS Software was used in analyzing the quantitative data. The analysis of the quantitative data of the study shows that there is a positive relationship between the effective lead teachers and the improvement in teaching and learning process, teacher' motivation to work, and teachers professional development. In corresponding with the analysis of the quantitative data, the qualitative data reconsolidates and confirms the quantitative data findings, and it indicates that lead teachers face many challenges in their role as teachers and leaders in the same time that constrains their work such as time and resources shortage, work overload and teachers' reluctant. At the end of the study, the research study's limitations were highlighted and few recommendations were suggested in the further studies in the future in order to cover and to include other leadership aspects that could affect on the schools' improvement in UAE.

مُلخَص

تبحث هذه الدراسة في أثر المعلمين القادة في تحفيز المعلمين و تطوّرهم المهني، و دورهم في تطوير عملية التّعليم والتّعلّم؛ تسلّط هذه الدّراسة الضوء على أبرز التّحديات التي تواجه المُعلمين القادة في عملهم كمعلمين و قادة في آن واحد. أُجريت هذه الدّراسة في أحد المدارس الخاصة في دُبي. الهدف من هذه الدّراسة هو البحث في ماهية العلاقة بين دور المعلمين القادة الفعّال وتطور عملية التّعليم و التّعلّم بطريقة مباشرة و غير مباشرة في المدرسة المذكورة. تمّ اعتماد طريقة التثليث في البحث لأغراض التكامل والمطابقة حيث تمّ إرسال استبيان مغلق (بيانات كمية) إلى 104 معلم في المدرسة و أُجريت مقابلات موحدة (بيانات نوعية) مع 20 معلماً من المعلمين القادة في مدارس مختلفة في دبي. تلقى الباحث 37 رداً فقط من أصل 104 في المدرسة المذكورة. إستخدم الباحث لتقديم البيانات الكمية برنامج سيرفي مونكي و برنامج إنفيفو في عرض البيانات النوعية؛ قام الباحث باستخدام برنامج اس بي اس لتحليل البيانات الكمية. أثبتت الدراسة و تحليل البيانات الكمية و النوعية على وجود علاقة إيجابية بين دور المعلمين القادة الفعّالين و تطوّر العملية التعليمية و تحفيز و تطوير المعلمين بشكل عملي و فعّال علاوة على ذلك أظهرت الدراسة أن من أبرز التّحديات التي ممكن أن تواجه المعلمين القادة في عملهم هو محدودية الوقت و المصادر التي تعيق عملهم و تحد من قدراتهم، وأيضاً عبء العمل يعتبر أحد أبرز الصعوبات التي تواجه المعلمين القادة في عملهم كما أن معارضة بعض المدرسين للتغيير و التطوير تعتبر من التحديات التي تواجههم في عملهم. في نهاية الدراسة تمّ تسليط الضوء على قيود التي واجهت الباحث أثناء الدّراسة و تمّ اقتراح بعض التّوصيات في الدراسات المستقبلية لتغطية الجوانب القيادية أخرى التي من الممكن أن تؤثر على تحسين المدارس في الإمارات العربية المتحدة.

Dedication

This dissertation aimed to point at the importance and essential role of the teachers from the core (the classroom) to the highest layer in schools (leadership). I hereby dedicate this work to all the teachers in this region with hope to take the results of this research into consideration in structuring and restructuring schools leadership framework.

I dedicate this piece of work also lovingly to my parents, my husband, and my children; your love, trust, and faith in me made my dream become true.

Acknowledgement

I would like to start with thanking Allah who grants me with the strength and the courage to complete this work then I would like to extend my gratitude and appreciation to Dr. Christopher Hill my dissertation coordinator for all his guidance and constructive comments and recommendation; I learned from him as a teachers as much as a student. In addition, I would like to thank each and every member of British University in Dubai for all their dedication and hard work in my master journey. Furthermore, I would like to extend my acknowledgment to my school administration and teachers that allowed me to conduct my research with them and opened the doors easily to perform my study. Finally, I express my deepest appreciation and love for my family especially my husband and children who patiently support me until the end.

Title	PAGE
TABLE OF CONTENT.....	i
CHAPTER ONE: Introduction.....	1
1.1. Statement of the Problem.....	1
1.2. Background of the Research.....	2
1.3. The educational system in UAE.....	2
1.4. The rationale of the study.....	3
1.5. Research hypothesis.....	3
1.6. Research Questions.....	3
1.7. The Significance of the Study.....	4
1.8. The Structure of this Paper.....	4
CHAPTER TWO: Literature Review.....	6
2.1. Introduction.....	6
2.2. Leader versus Manager.....	7
2.3. What is leadership?.....	7
2.4. Leadership Role in Schools.....	8
2.5. Leaders in Schools' Improvement.....	9
2.6. Modern Leadership Approaches.....	10
2.6.1. Situational Leadership (SLT).....	10
2.6.2. Transformational Leadership (TL).....	11
2.6.3. Transactional Leadership (TRL).....	11
2.6.4. Distributive Leadership (DL).....	12
2.7. Teacher as Leaders (Characteristics and traits).....	14
2.8. Similar studies.....	15
2.8.1. Studies in Teacher Leadership and Students Learning Outcomes...16	
2.8.2. Studies in Teacher Leadership Challenges.....	17
2.9. Schools' leadership in UAE.....	18
2.10. Conclusion.....	19
CHAPTER THREE: Methodology.....	21
3.1. Introduction.....	21
3.2. Purpose statement.....	22

3.3. Research Hypothesis.....	22
3.4. Research Questions	22
3.5. Research Design.....	22
3.6. Research Approach (qualitative – quantitative).....	26
3.7. Instrumentation.....	27
3.7.1. Lead Teachers’ Interview.....	27
3.7.2. Teacher’s questionnaire (teachers’ survey).....	29
3.8. Research Reliability and Validity.....	31
3.9. Ethical considerations	33
3.10. Conclusion.....	34
CHAPTER FOUR: Results, Analysis.....	35
4.1. Introduction.....	36
4.2. Quantitative Data.....	36
4.2.1. Quantitative data results.....	36
4.2.2. Quantitative Data Analysis.....	45
4.3. Qualitative data.....	46
4.4. Summary.....	58
CHAPTER FIVE: Conclusion and Recommendations.....	59
5.1. Key findings.....	59
5.2. Limitation.....	60
5.3. Recommendations.....	60
5.4. Research Conclusion.....	61
REFERENCES.....	63
APPENDICES.....	75
Appendix 1 – Letter to Gems Wellington Academy Al khail School.....	75
Appendix 2- Lead Teachers’ Interview Form.....	76
Appendix 3- Teachers’ Questionnaire (Survey Monkey).....	79
Appendix 4- Lead teacher’s Interview 1.....	81
Appendix 5- Lead teacher’s Interview 2.....	85
Appendix 6- Lead teacher’s Interview 3.....	90
Appendix 7- Lead teacher’s Interview 4.....	93

Appendix 8- Lead teacher's Interview 5.....	96
Appendix 9- Lead teacher's Interview 6.....	99
Appendix 10- Lead teacher's Interview 7.....	102
Appendix 11- Lead teacher's Interview 8.....	106
Appendix 12- Lead teacher's Interview 9.....	109
Appendix 13- Lead teacher's Interview 10.....	112
Appendix 14- Lead teacher's Interview 11.....	115
Appendix 15- Lead teacher's Interview 12.....	119
Appendix 16- Lead teacher's Interview 13.....	123
Appendix 17- Lead teacher's Interview 14.....	127
Appendix 18- An email sent to the teachers to fill the questionnaire.....	129
Appendix 19- An email sent to the Lead teachers	131

List of Figures

Bar Chart 1: The Teachers' Responses in Q1.....	37
Bar Chart 2: The Teachers' Responses in Q2.....	37
Bar Chart 3: The teachers' Responses in Q7.....	38
Bar Chart 4: The teachers' Responses in Q3.....	41
Bar Chart 5: The teachers' Responses in Q5.....	41
Bar Chart 6: The teachers' Responses in Q6.....	40
Bar Chart 7: The teachers' Responses in Q8.....	42
Bar Chart 8: The teachers' Responses in Q9.....	44
Word Tree1: the Personal Domain and Distributive Leadership Awareness	48
Word Cloud 1: the Personal Domain and Distributive Leadership Awareness	49
Word Tree 2: the Main Challenges Face the Lead Teachers.....	50
Word Cloud2: the Main Challenges Face the Lead Teachers.....	51
Word Tree 3: the Contributions of the Lead Teachers in Teachers' Professional Development.....	52
Word Cloud3: the Contributions of the Lead Teachers in Teachers' Professional Development.....	53
Word Tree 4: the Influence of the Lead Teachers in Improving the Learning Process.	54
Word Cloud4: the Influence of the Lead Teachers in Improving the Learning Process.	54
Word Tree 5: the Self-Reflection and Evaluation of the Lead Teachers.....	55
Word Cloud5: the Self-Reflection and Evaluation of the Lead Teachers.....	56

List of Tables

Table 1: Teachers' background information.....	36
Table 2: Definitions of Questionnaire's Aspects and Responses' Measurements...	36
Table 3: The Results of Teachers' Responses in Q1 in the Teachers' Survey.....	38
Table 4: The Results of Teachers' Responses in Q2 in the Teachers' Survey.....	38
Table 5: The Results of Teachers' Responses in Q7 in the Teachers' Survey.....	38
Table 6: The Results of Teachers' Responses in Q3 in the Teachers' Survey.....	40
Table 7: The Results of Teachers' Responses in Q5 in the Teachers' Survey.....	42
Table 8: The Results of Teachers' Responses in Q6 in the Teachers' Survey.....	42
Table 9: The Results of Teachers' Responses in Q8 in the Teachers' Survey.....	43
Table 10: The Results of Teachers' Responses in Q9 in the Teachers' Survey.....	44
Table 11: Case-Processing Summary.....	45
Table 12: Reliability Statistics.....	46
Table 13: Case-Processing Summary.....	46
Table 14: Reliability Statistics.....	46
Table 15: Table 15: Regression Model Summary.....	46
Table 16: ANOVA.....	46
Table 17: Coeffeint.....	47
Table 18: Residuals Statistics.....	47
Table 19: Teachers' background information.....	48

CHAPTER ONE: INTRODUCTION

1.1. Statement of the Problem

Organizations consist of a group of people who work toward achieving a common goal; the situation in schools as organizations is more complex as students and teachers are the core of these organizations and any part or member in the school works toward achieving goals related to them. Moreover, school leadership has a dominant effect on both teachers and students in schools as Vidoni & Grasseti (2003) & Mwangi (2009) proved in their researches (Evidence from Timiss2003) and (Schools' Leadership in Kenya) that school leaders have a direct effect on students' achievements and schools' outcomes in general. This effect could be positive or negative depending on the extent of the school leadership's awareness of the challenges that facing the teachers and the students in the classrooms and the essential requirements for achieving ideal teaching and learning process as (Humphreys, 2010), (Maden, 2001), and (Silins & Mulford, 2002a, b, & c) conclude. The real challenge in many schools in the Middle East is that schools administration is way far from the school core (teachers and students)'s needs and challenges, which hinders the school improvement and obstructs the teaching and learning process. New leadership trends have been moved toward the decentralization and flatting school systems; distributive leadership that embedded in teachers' leadership helps in strengthening the linkage between school's leaders and actual teaching-learning process and stakeholders as West-Burnham (2002) explains that teacher leadership clarifies the link between school leadership and students' learning outcomes.

1.2. Background of the Research

In the last forty decades, a huge change has occurred on the leadership perspective especially in schools, and a dominant attention has been drawn to school leadership in

aiming of schools improvements as schools' leadership has a direct effect on the students' academic achievements and the teachers' professional development. New leadership directions have been launched to cope with the 21-century demands and challenges.

Distributive leadership approach is one of the most efficient leadership approaches, which recently has proven its resilience and efficacy in the actual school contexts. Bolden (2011) claim that distributive leadership has been followed back in the 1970s in different organizations. Distributive leadership according to Bolden (2007) is a process that moves the focus from the personal traits of a leader to the shared roles and practices with the followers. Spillane et al. (2001) claim that distributed leadership's definition takes three views, which are coordinated, collaborative, and collective practice. Teachers' leadership, which is the core of this study, is one face of the distributive leadership approach; teacher's leadership lately is followed in many schools as it has shown a mediation improvement and growth in school's hub (teachers- students). West-Burnham (2002) explains that teacher leadership clarifies the link between school leadership and students' learning outcomes. Teachers' leadership mainly is about teachers' cooperating and learning from each other to improve the classroom practices. Teachers' leadership can definitely participate in the desired improvement in any school such as teaching and learning process, students' outcomes, and teachers' professional development and motivation. The reason for this efficient effect of the teacher leadership is that the change comes from the core of the school (Teachers). On the other hand, teachers as leaders encounter many challenges in their role, which should be recognized and flagged.

1.3. The educational system in UAE

Schools in UAE context work toward accomplishing unified goals and a vision. 2021 Vision of UAE was launched by H.H. Sheikh Mohammed bin Rashid Al Maktoum; The National Agenda of UAE has stated many indicators of the success of any school in the country. The agenda emphasizes the long last learning, facilitating schools to more innovation, moving schools from centralization to decentralization, and working on teachers training and professional development. For this reason, schools in UAE especially

in Dubai work on improving the school in all the domains including leadership construction. Distributive leadership is one of the modern leadership approaches that work on reducing the gap between the schools' layers and contribute on moving the schools from the classical hierarchal scheme of work to more flexible and flat one. Distributive leadership embodies in organizational learning and teacher leadership.

1.4. The rationale of the study

As an educator with long experience in the education field worked in different schools, the researcher has noticed that each school adopted intentionally and unintentionally a leadership style (bureaucratic, transformational etc.....). The researcher main reason to study leadership in education is her strong belief that leadership is not monopolized in one person, but it is an art in balancing between distributing responsibilities, conserving work consistency, and keeping the workflow on the right track. The researcher believes that the success in leadership comes from the success in inspiring, nourishing the follower ambitions, and leading them to lead. The researcher aim in this research is viewing the center core of school leading (teacher leaders), studying the challenges that face them in their role, and highlighting positive effects of the distributive leadership on the teachers and on schools improvement in general.

1.5. Research hypothesis

Distributed leadership theory, which is embedded in teacher leadership, allows school senior management to keep close to the certain learning practices in classrooms (Humphreys, 2010), (Maden, 2001), and (Silins & Mulford, 2002a, b, & c).

Based on distributive leadership approach, which is formed in teacher leadership, this research study has drawn three hypothesis.

This research study will investigate the validity of the following hypothesis:

1. The effective lead teachers have a positive influence in improving the learning process.
2. The effective lead teachers have a positive contribution to teachers' professional development and work motivation.

3. The effective lead teachers face many challenges in their role between teachers and school administration.

1.6. Research Questions

This research study will examine the validity of the given hypothesis by answering the following questions:

- 1- What is the influence of the lead teachers in improving learning process?
- 2- What are the challenges face the lead teachers in their role between teachers and school administration?
- 3- What is the role of the lead teachers in teachers' professional development, and teachers' motivation?

1.7. The Significance of the Study

As is illustrated above many kinds of research and studies have been conducted and books and articles have been written on teacher's leadership role, effectiveness, and challenges in the United States, United Kingdom, and Canada. Obviously, very rare researches have been done in Middle East schools based on teachers' leadership, especially in UAE. Furthermore, the UAE context has particular demands, which add more load and challenges to schools leadership. In this study, there will be some lightning on the role of distributed and transformational leadership, which embedded in teacher leadership in moving schools toward the desired improvement especially in UAE context. The researcher is going to focus on teachers' leadership in an international school in Dubai taking into consideration the internal, and external requirements, and how teachers' leadership can contribute to schools' improvement in general and in teachers' performance and students' outcomes in particular.

1.8. The Structure of this Paper

This study consists of five chapters. The first chapter is the introduction of the research; an overview of the study followed by the background, the problem, the purpose of the study, and the significance of this research are displayed in this part. The second

chapter is the literature review. In this chapter, dominant key issues, theories, views, and studies related to educational leadership and to distributive leadership, in particular, are shown in this part along with a glance of schools in UAE context and the general vision that required in UAE schools (National Agenda and 2021 Vision). The third chapter in this study illustrates the methodology that is followed in this study, which comprised of the research design, approach, instrumentation (mixed methods' instruments), and the validity of both research instruments and the collected data. Moreover, ethical considerations of the research study are clarified in this section. The fourth chapter is the findings and the data analysis of this study, which are illustrated in tables and bar charts. The last chapter is the conclusion of the study, which concludes with the summary of the research findings, discussion, the limitations of the study, and the suggestions for future studies.

CHAPTER TWO: Literature Review

2.1. Introduction

Leadership in organizations takes great attention in all the domains. The evidence increasingly points toward the direct impact of leadership on the organizational surviving, continuity and success. For this reason, many books have been published and a broad number of articles had been written in leadership theories starting from the trait man theory ending with the modern version of leadership theories. In addition, ample of studies has been conducted on different domains of leadership theories, models, and styles aiming to investigate the impact, the effectiveness and the strengths and the weaknesses of each.

In this chapter, the researcher will widely cover all the domains that related to this research study. The main goals in research are to study the influence of teacher leadership in improving the learning process in general, and the influence of teacher leadership in teachers' performance and professional development. In addition, the researcher aim is to study the challenges facing the lead teachers in their role. Teacher leadership is one of the essential concepts that related to distributed leadership, which is partially derived from the transformational approach.

In this section, the researcher will display different definitions of leadership, especially school leadership and management. This section will highlight some views regarding the importance of school leadership role in schools improvement. Moving toward the developmental process of leadership approaches, leadership models, styles, and the modern leadership theories, it will be illustrated precisely. The researcher will illustrate some authors' claims regarding these theories aspects, strengths, and weaknesses. Furthers more, this chapter will display similar studies that had been conducted in different countries that taking a similar concentration of this research and will end with the significance of the study.

2.2. Leader versus Manager

Many arguments have been raised to clarify the difference between leaders and managers. Perrin (2010) use a vital metaphor in comparing between leaders and managers. The difference between leaders and managers is like the difference between grapes and raisins; nutritionally both have the same benefit, but raisin missed the vital component which is water as managers missed vital aspects in planning and executing plans through peoples; leaders do the same things, but they pay more attention to employees' interests and capabilities and needs.

Zaleznik (1977) claims that leadership stresses more on work resilience and willingness to change while management stresses more on stability and authority.

Some other arguments have been raised on this issue; Algahtani (2014) claims that although many views have used leadership and management as synonyms, both terms have completely different indications. In his opinion, management focuses on planning and directing organizational systems to achieve goals and missions while leadership works more on establishing a scheme of work, aligning with people by inspiring and motivating.

In any organization especially in schools, leadership and management work hand by hand toward achieving the goals of this organization. Leadership plays a dominant role in management work as (Smith, 2006) claims that leadership acts as the spirit of an organization management. Meanwhile, Ajmal et.al. (2013) elaborate that leadership controls and facilitates the management's work and change in an organization.

2.3. What is Leadership?

Leadership definitions are varied; some definitions are focused on the individual traits and the personal characteristics of the leaders rather than the process itself. Cuban (1988, p.190) mentions, "there are more than 350 three hundred and fifty definitions of leadership but no clear and unequivocal understanding as to what distinguishes leaders from non-leaders".

Some of the Leadership definitions are as follows:

- Leadership is the capability to lead a group of people adopting a certain strategy and a particular management style. New World Encyclopedia
- Leadership is the ability to lead a group of people in an organization, or the action to do this (Business Dictionary, 2016).
- Leadership is a phenomenon of organizations and organization shapes the scope of leadership. (Stogdill, 1950)
- Leadership (Tannenbaum, Weschler & Massarik, 1961: 24) is interpersonal effect, which is applied in a situation, and is lead through the communication process, toward achieving a specific goal or goals that are reconciled with (Hollander, 1978: 1) & (Robbins, 1994); leadership is a process of influence between the leader and the followers.
- "Leadership is the exercise of a system of expectations --- an ever-changing, ever-dynamic gestalt of interacting minds--- designed to mobilize and maximize the most effective use of strengths to achieve objectives." (Batten, 1989: 219)
- Leadership is the process of influencing people so that they will contribute to an organization and group goals (Koontz, Donnell & Weirich 1986).
- Leadership is a practice of influence on organization members aiming to reach and achieve the organization vision, mission, and goals (Leithwood, 2012).

2.4. Leadership Role in Schools

Leadership in schools has taken great attention in the field as it has essential act in schools development. In general, the main mission of a leader in any field is to bring his/her people to a place they never been in before. Bolam (1999: 194) indicates educational leadership and management as “an executive function for carrying out agreed policy”. After ten years Bush (2008) highlights that the main distinction of the educational management is managing towards achieving educational goal/goals. Each educational organization should have its own educational vision, mission, and goals.

Bush (2010) categorizes educational leadership in three levels; leadership as an influence (social influence), leadership as a value approach (emotional and moral capability), and leadership as a visionary approach (vision building).

According to Peleg (2012) in the Golden Age of schools leadership, governments and funds in training and supporting schools' leadership have taken huge attention and interest. He argues that the school's leadership became after classroom quality in importance coincides with Harris, & Hopkins. (2006). Over the last four decades, many changes have been going on leading organizations especially in schools. Gunter (2004) views labels changes that have been occurred in the educational field over the last forty years. She illustrates how educational administration turned to educational management and recently changed to educational leadership. In addition, she explains how governments boost and recommend leadership performance in schools.

Educational leadership and management should work to achieve educational outcome/s; it is essential to clarify the main responsibilities and roles of the school leader as it will be illustrated underneath.

2.5. Leaders in Schools' Improvement

School leadership has become one of the priorities of educational agendas around the world since it plays a dominant role in schools' outcomes and teaching and learning process. Vidoni & Grasseti (2003) & Mwangi (2009) proved in their researches (Evidence from Timiss2003) and (Schools' Leadership in Kenya) that school leaders have a direct effect on students' achievements and schools' outcomes in general.

Pont, Nusche, and Moorman (2008) redefine school leadership responsibilities in four areas as the following:

The first area is to provide a higher degree of autonomy, which is required in improving students learning and shape a new distributed leadership model in order to boost learning process. The second area is to create a comprehensive training plan to support this process. The third area is to redefine school leadership responsibilities for improved students 'learning. Policymakers should assure that the assigning responsibilities are underpinned on learning outcomes in all school domains.

The fourth area is to develop school leadership frameworks for improving policy and practice. Leadership framework gives work directions and clarifies the main characteristics the school adopting.

Across OECD Member countries, schools move toward new approaches in school leadership and management; schools in these countries change their administration role to a leadership role (OECD, 2001b, p. 13)

(Dempster, 2002a, p. 17) and (Mulford, 2003) illustrates the restructuring of public schools' leadership and management role and responsibilities in four main points. Firstly, they claim that the decentralization that is embedded in distributing the responsibilities is very dominant in the process of change. Secondly, it should be taken into consideration the accountability and markets (economic competitiveness - concomitant accountability). Thirdly, stakeholders and schools' communities should be involved in the process. Lastly, exchanging knowledge and organizational learning should be one of the basis in the process.

2.6. Modern Leadership Approaches

This study is focused on the new trends of schools' leadership that are aligned with the demands of the 21st century. The new directions are moved toward four modern leadership approaches, which are situational, transformational, transactional, and distributed leadership.

Although leadership studies have been taken more than one hundred years, these four leadership theories are seminally developed. (McCleskey (2014))

2.6.1. Situational Leadership (SLT)

Situational leadership is considered the most practical theory and less charismatic one. According to (Bass, 2008) situational leadership is task-oriented theory rather than people-oriented theory; situational leaders focus on the required task rather than on their followers. Many authors considers situational leadership SLT as behavioral theory (Bass, 2008; Glynn & DeJordy, 2010); situational leadership works with contingency theory and path-goal theory. Situational leadership has some strengths as Shonihiwa (2016) claims that it has many strengths. The first strength is situational leadership guaranteeing stability and

continuity in the marketplace. The second strength is situational leadership is a practical approach since it works on the current situation. The third strength is situational leadership emphasizes on leadership flexibility. On the other hand, this leadership theory has some weaknesses and criticism such as the ambiguity in subordinating the conceptualization, and it has a lack of internal consistency.

2.6.2. Transformational Leadership (TL)

The transformational theory is considered more charismatic and less task-oriented theory.

According to Suresh & Rajini (2013), transformational leadership is the approach that creates a connection with others (followers) that increases motivation and morality in both leaders and followers. As other theories, the transformational theory has some strengths and weaknesses. According to Suresh & Rajini (2013), the first strength is the transformational theory has been largely researched. The second strength is the transformational theory is attractive to people because it makes sense to them. The third strength is the transformational theory focuses on followers' needs, morals, and values. The fourth strength is the transformational theory is clear and process- focused. The last strength is the transformational theory is the most popular approach. On the other hand, the transformational theory has some weaknesses such as some authors find it very complicated, it could be misused by leaders, it has some lack of clarity and stress on personal traits.

2.6.3. Transactional Leadership (TRL)

According to Bass (1985), transactional leadership is the process that focuses on the exchanges between leaders and followers by encouraging them by reward and punishment (emphasize on extrinsic motivation). Transactional leadership has some strengths as Odumeru & Ogbonna (2013) mention that transactional leaders are willing to work in the marketplace, and they are able to negotiate to achieve their goals. There are some weaknesses related to this theory. The first weakness is the followers are only motivated extrinsically. The second weakness is leaders find difficulties to identify the needs of the followers. The third weakness is the transactional leadership TRL is based on the exchange

process, which is temporary. The last weakness is transactional leadership has transactional and transformational behaviors.

2.6.4. Distributive Leadership (DL)

Definitions

Humphreys (2010) claims that distributed leadership is considered as one of the dominant approaches in the modern discourse, and he highlighted that distributed leadership is an influence and practice rather than authority and power. Bolden (2007) mentions that distributed leadership is a process that moves the focus from the personal traits of a leader to the shared roles and practices with the followers. Spillane et al. (2001) claim that distributed leadership's definition takes three views, which are coordinated, collaborative, and collective practice.

Distributed leadership has widely taken space in different researches, books, and articles (Leithwood et al., 2009; Harris, 2013). As Harris (2014) the evidence gradually proves that there is a positive relationship between distributed leadership, students achievement, and organizational improvement. Highly performing schools according to; Leithwood et al., 2009, able and succeed to distribute leadership wisely and widely.

Distributed Leadership Features

As distributed leadership is one of the essential approaches in the modern discourse, many authors have analyzed this approach and have identified the features of this approach.

According to Woods et al (2004), three key features identify distributive leadership. The first feature is distributed leadership suggests boundaries openness. The second feature is distributed leadership recognizes experts. The third feature is distributed leadership is a process of emerging property of interaction.

Distributed leadership's features are linked with three concepts, which are organizational learning, professional communities, and teacher leadership.

Organizational Learning:

The main aim of school leadership is achieving and improving students' outcomes. According to (Mulford, Silins and Leithwood 2003 p.3) distributed leadership is based on employees' collaboration and knowledge sharing which creating a learning organization; it is not constrained in students' learning, but it is extended to teachers' learning or staff learning (collective teacher efficacy). As (Mulford, Silins and Leithwood 2003) explain that organizational learning has the main contribution to students' learning and schools' improvement.

Professional Learning Communities:

One more concept is related to distributed leadership is professional learning communities. DL in its nature builds working communities that continuously allow people to learn professionally.

Teachers Leadership

Teacher leadership is one of the most effective and dominant concepts that are related to distributed leadership. West-Burnham (2002) explains that teachers' leadership clarifies the link between school leadership and students' learning outcomes. Teachers' leadership mainly is about teachers' cooperating and learning from each other to improve the classroom practices.

According to Humphreys (2010), teacher leadership takes four dimensions. Firstly, teacher leadership participates in creating a close relationship between teachers where reciprocal learning takes place. Secondly, teacher leadership forces more collaborative work between teachers that is assisting other teachers. Thirdly, teacher leadership works on converting the keys of school improvement into actual and individual practices in classrooms. Fourthly, teacher leadership is intermediating school improvement, which is pointed out that lead teachers are the most important source of information in schools.

What is the Significance of Teacher Leadership?

It has been proved that the success of schools' leadership is based on working closely with the site of the actual learning aiming to achieve the main goal of any educational organization, which is improving students' learning outcomes. Distributed leadership, which is embedded in teacher leadership, allows school senior management to keep close to the certain learning practices in the classrooms (Humphreys, 2010), (Maden, 2001), and (Silins & Mulford, 2002a, b, & c).

2.7. Teacher as Leaders (Characteristics and traits)

Teachers as leaders have exclusively unique traits and the role that affect the school improvement directly and indirectly.

First, teacher leaders have specific characteristics or traits; Merideth (2000) creates the REACH model to clarify the teacher leader characteristics that leaders should have. R stands for risk-taking; lead teachers are the most suitable member of the leadership team to decide what works and what does not work for the students. E stands for effectiveness; the lead teacher is the one who is in the classroom that makes him/her the most effective member of the leadership team. A stands for autonomy; lead teachers make a change starting from their own classrooms that give them independence and autonomy. C stands for collegially; teacher leadership is based on knowledge exchange and peer learning as it is based on collaborative working with all school members and with other teachers in particular. H stands for honor; lead teachers have the honor to raise the school values and share them with the students and the other colleagues.

According to Merideth (2006), teacher leader should have internal locus and control, also; teacher leader should have self-esteem, confidence, positive motivation and the most important aspect, which is personal efficacy. The Lead teacher should know what his/her personal capabilities. Goodard, Wayne, and Hoy (2004) mention that self-efficiency is the first aspect of the lead teacher, which is one of the most important aspects in a teacher leader; she/ he should know his/ her competences and the obstacles come through in the classroom, and how to go over them.

Second, lead teachers to have a dominant role in school improvement. According to Katzenmeyer and Moller (2001), teacher leaders who lead within and beyond the classroom. Barr, Sommers & Hur (2008) define teacher leadership as the process, which the teacher influence on their colleagues and other school members to improve teaching and learning process and students achievements. Crowther, Kaagan, Ferguson, and Hann (2002 p.5.) define teacher leaders as “aspiring to lead school reform”

2014 ASCD ED illustrates that the primary lead teacher’s roles in five points. Firstly, the teacher leader intermediates the workflow between teachers and administration that makes lead teacher influence his/her peers and the school administrators at the same time.

Secondly, the lead teacher works on improving his/her colleagues’ instructional practices. Thirdly, the lead teacher works on improving students outcomes in different directions (curriculum, planning, teaching and learning practices, and strategies). Fourthly, the lead teacher facilitates fruitful communications between teachers and administration. The last point is lead teacher holds leadership roles in and out the classroom.

Lead teachers have formal and informal roles. As it is illustrated in The Progress of Education Reform Vol.11, No.6, lead teachers have formal roles such as designing and implementing teachers' professional development, serving as staff developers, serving as the curriculum developer, and serving as department head. On the other hand, lead teachers have informal roles such as leading professional learning communities, assessing and guiding colleagues in selecting best teaching planning strategies, guiding and assessing colleagues to improve instructions and students results; corresponding with Barth (2001) explains lead teachers roles that they hold formally and informally in different school’s domains.

Teacher leaders should model specific standards to guarantee effective teaching and good learning outcomes. According to (Harrison & Killion, 2007), teacher leaders embed certain standards such as data caching, school team leading, mentoring, learning facilitating, classroom supporting, instructional & curriculum specialism, and resources providing.

2.8. Similar studies

This research study will investigate the main challenges face lead teachers in their role as leaders and teachers at the same time and their influence on the teaching and learning cycle and on teachers' performance in particular. Many kinds of research were conducted in The United States, Canada, and The United Kingdom's schools on the impact of school leadership on the pupils' outcomes.

2.8.1. Studies in Teacher Leadership and Students Learning Outcomes

A wide serial of studies have been conducted over three years in The United Kingdom and Canada by (Day, et. at., 2007), these group of studies examined over (394) three hundred ninety-four primary schools and (368) three hundred six eight secondary schools. One of the main aims of these studies is to investigate the influence of lead teachers on learning outcomes in different ways and to study the challenges facing lead teachers in their role.

Starting the influence of lead teachers on learning outcomes, these serial of studies have proved different claims. First, In highly effective and good schools, it has been proved that there is a positive correlation between head teachers' participation in decision-making and in schools' improvement included pupils' outcomes (Leithwood et al, 2006a); nevertheless, head teachers' positive participation are varied depend on their experience in the schools as it was illustrated in the research findings.

Second, according to teachers' survey in different schools, head teachers generally encourage the staff to work collaboratively and promote teachers' leadership skills in their schools, which reflects on the staff-motivation, and satisfaction that leads to more improvement in the learning process.

Third, it has been emphasized that there is a positive correlation between the effectiveness of the school's leadership and the way that it is widely distributed (Bell et al, 2003).

Furthermore, Robinson (2007) research investigated twenty-six studies between 1978 and 2006. These studies were conducted in different countries such as the United States, Canada, England etc..

The main aim of this research is to examine the direct and indirect links between leadership and students outcomes. It has been illustrated that school leadership influence varies depending on different dimensions. Each dimension could affect negatively or positively on school leadership influence such as establishing the school goals and expectations, resourcing strategically, planning and evaluating teachers, building the school curriculum, participating in teaching and learning development and working collaboratively. This research concluded that school leadership has a direct and indirect influence on teacher and student learning. In addition, it affects directly on the organizational and interpersonal change. Furthermore, this research proves that school leadership is the core of creating sustainable learning.

2.8.2. Studies in Teacher Leadership Challenges

Moving to challenges facing lead teachers in their role between teachers and school administration, these serial of studies have concluded with different things.

In (Day, et. at., 2007) studies (as mentioned above), it has been highlighted some challenges are faced by lead teachers' in their role. First, they face some challenges with disadvantaged communities where they work in; parental lack of attention on their children work adds extra load on head teachers' shoulders in improving students' outcomes and on increasing parental awareness of their children's academic level and challenges.

Second, head teachers face difficulties in balancing between administration work and teaching, coaching, and planning works. For this reason, the majority of teachers see head teachers' role as a kind of delegation rather than leadership distribution that derived from administration miscommunication and organizational misbehavior.

Third, leader teachers find difficulties in attempting to enhance and apply the school standards, and to grantee abroad and balanced education in the time.

2.8.3. Studies in Teacher Leadership and Teachers Performance

Jared (2001) examines the influence of head teachers' supervision on teachers work performance; the research was conducted in a secondary school in Uganda. It has been found that 57% of the head teachers are unaware of their job description that leads to a lack of instructional practice. This problem has occurred for different reasons such as lack of lead teachers training and professional development; the other thing that not all the lead teachers are qualified enough to hold their place. This deficiency in the lead teachers works causes ambiguity in the workplace and teachers performance.

The researcher concludes in this study that there is a moderate relationship between head teachers' instructional practices and teachers' performance.

Many similar types of research have been conducted in the last thirty years that studied the connections between school leadership and students' achievements and school improvements such as Silins & Mulford (2002), Lempira (2014), Elbert & Stone (1988), and Hallinger, Bickman & Davis (1995). Each study takes a different angle of school leadership and teacher leadership's influence on different aspects of learning outcomes.

2.9. Schools' leadership in UAE

This research will be conducted in Dubai UAE; for this reason, it is very helpful to be aware as a researcher with the current situation of the UAE context. UAE context has special requirements and demands for many reasons. Starting with schools' annual evaluations, schools in UAE are evaluated against particular standards that tackle different domains such as school leadership, teaching and learning process, students' attainment etc.... KHDA (Knowledge and Humanity Development Authority) inspections visit yearly the schools in Dubai and recently in all Emirates to evaluate them and their efficacy as schools. School leaders in UAE face many challenges to cope with internal and external schools' demands and to keep on the face track of high-quality educational outcomes.

The other point, school leaders in UAE have complied with NQA (National Qualifications Authority) evaluation for school principals, which track their performance, effectiveness, and involvement with the Emirate culture.

Moving to UAE vision in 2021, His Highness Sheikh Mohammed bin Rashid Al Maktoum has launched UAE vision in 2021 in the nine years national agenda. This agenda includes the educational indicators, which are required in all the educational organizations in UAE. This agenda stresses on moving toward more decentralization in the school, which open the doors to more innovations and transformational approach. In addition, the national agenda of UAE focuses on the quality of teaching and learning in the schools and on the sustainable education as The UAE Vision 2021 National Agenda emphasizes on the development of a first-rate education system.

For these reasons, schools leadership in UAE has to put in the consideration the leadership requirement of KHDA and NQA along with UAE vision in 2021. UAE context is looking for more decentralization, collaboration, innovation, and sustainable education. School leadership in UAE needs to work with transformational, transactional, and distributive approaches to move from centralization to decentralization. Furthermore, school leaders in UAE should adopt more visionary, democratic, and coaching styles to allow more space for innovation and sustainable education.

2.10. Conclusion

School's leadership is widely studied in the educational discourse. This chapter displays and summarizes some existing scholarly researches, articles, and books related to the research concentration. The main goals in research are to study the influence of teacher leadership in improving the learning process in general, and the influence of teacher leadership in teachers' performance and professional development. In addition, the researcher aim is to study the challenges facing the lead teachers in their role in the UAE context in particular. Teacher leadership is one of the essential concepts that related to distributed leadership, which is partially derived from the transformational approach. In this section, the researcher displays different definitions of leadership, especially school leadership and management. In addition, this chapter highlights some views regarding the importance of school leadership role in schools improvement. Moving toward the developmental process of leadership approaches, leadership models, styles, and the modern

leadership theories, it has been illustrated precisely. The researcher summarizes some authors' claims regarding these theories aspects, strengths, and weaknesses. Further more, this chapter displays similar studies that had been conducted in different countries that taking a similar concentration of this research. It has been illustrated that this study is significant as it concentrates on distributed and transformational approach influence and effectiveness in this region (UAE). The researcher is going to focus on teachers' leadership in international schools in Dubai taking into consideration the internal, and external requirements, and how teacher leadership can contribute to schools' improvement in general and in teachers' performance and students' outcomes.).

CHAPTER THREE: Methodology

3.1. Introduction

This chapter displays the methodology, design, instruments, and framework that work toward the purpose of the research. The purpose of the research study is to examine the influence of lead teachers in improving the learning process, teachers' professional development, and teachers' motivation. In addition, it will investigate the challenges facing lead teachers in their role between teachers and school administration. The mixed method will be adopted in the research study. According to Jick (1979), Johnson, Onwuegbuzie, & Turner (2007), and Greene (2016) mixed method strengthens social science researches. Both qualitative and quantitative methods are used combined in social science for either conformity or for completeness purposes as Hussein (2009) claims; in this study, the qualitative and quantitative methods will be used for both purposes. An interview will be conducted with the lead teachers as the qualitative instrument of the research. In addition, a survey will be sent to the teachers as the quantitative instrument. The sampling of the research will be multistage sampling, which will contain two samples (lead teachers and teachers who work in Dubai schools). Furthermore, the research design will be a combination of a descriptive and exploratory study aiming to describe the lead teachers' influence on different domains and to explore the challenges facing them in their role. Both qualitative and quantitative tool will work together to prove the research hypothesis and to answer the research questions as this chapter shows in details.

3.2. Purpose statement

The purpose statement as Casewell (2014) indicates to the goal or the aim of a study that is intended to be accomplished. The purpose of this research study is to examine the

influence of the effective lead teachers in improving the learning process, teachers' professional development, and teachers' motivation. In addition, it will investigate the challenges facing lead teachers in their role between teachers and school administration.

3.3. Research Hypothesis

Distributed leadership theory, which is embedded in teacher leadership, allows school senior management to keep close to the certain learning practices in classrooms (Humphreys, 2010), (Maden, 2001), and (Silins & Mulford, 2002a, b, & c).

Based on distributive leadership approach, which is formed in teacher leadership, this research study has drawn three hypothesis.

This research study will investigate the validity of the following hypothesis:

1. The effective lead teachers have a positive influence in improving the teaching and learning process.
2. The effective lead teachers have a positive contribution to teachers' professional development and work motivation.
3. Lead teachers face some challenges in their role between teachers and school administration.

3.4. Research Questions

This research study will examine the validity of the given hypothesis by answering the following questions:

- 1- What is the influence of the effective lead teachers in improving teaching and learning process?
- 2- What are the challenges face the lead teachers in their role between teachers and school administration?
- 3- What is the role of the effective lead teacher in teachers' professional development, and teachers' motivation?

3.5. Research Design

Research design according to Creswell (2014) is the direction of the type of inquiry, which within the research moves in a specific research method. Burns and Grove (2003)

claim that research design indicates as a blueprint for conducting a research study that controlled by factors that influence the validity of the research findings.

This research design is a combination of a descriptive and exploratory study for different reasons.

As a start, descriptive study is a study that is designed to provide a picture to a certain situation/s that already known or happened or make a judgment for a phenomenon as Burns and Grove (2003) explain. While the exploratory study is designed to find out or to investigate an area that has not been explored enough or examine a new idea as Polit et al (2001) elaborate. This research is considered as descriptive research because it will describe the role of lead teachers in the learning process, which is embedded in teachers' collaboration, and classroom practices development in Dubai schools in general and in an international school in Dubai in particular which has been explored in different studies before. On the other hand, this research is considered as exploratory research because it will work on figuring out the main challenges facing lead teachers between teachers and administration demands, especially in Dubai. This angle has not been explored enough, especially in this region.

3.6. Research Approach (qualitative – quantitative)

This research will be adopted a mixed method approach (triangulation). The mixed method as Casewell (2014) explains is a combination or an integration between qualitative and quantitative methods in the data collection and in data analysis.

Quantitative researches as Wilson & Gochyyev (2013) explain Psychometrics is the study of the measurement of educational and psychological aspects. While, Bryman (2012) defines quantitative research as a strategy, which focuses on quantification in data collection and data analysis. It has been proved that adopting quantitative approach has some advantages. The sampling in quantitative research is randomly selected which more truth- worthy (less biased) according to Carr (1994); also, quantitative research is required less time as it is analyzed by software such as SPSS (Connolly, 2007). Moving to the

qualitative research method, qualitative research is not based on quantifications as Flick (2014) claims. Qualitative research is non- standardized data; it is based on analyzing, interpreting and representing data rather than statistics. Adopting a qualitative approach strengthens the research for different points such as qualitative research gives deeper insights as it describes the linkage between the result and the performance. Another thing, qualitative research gives a holistic understanding of a situation (interpretivism), and qualitative research is more subjective and detailed (Rahman 2017).

This study will adopt a mixed method triangulation method, as the researcher will use both qualitative and quantitative methods in collecting data and in studying and analyzing it. The researcher will collect quantitative data by sending a close-ended survey to the teachers. In addition, the researcher will collect qualitative data by interviewing the head of departments and lead teachers in the selected school.

This research will combine between the quantification of the quantitative method and the holism and data description of the qualitative method, which add more validation and deeper interpretation of the research findings. According to Johnson, Onwuegbuzie, & Turner (2007), the mixed method is very useful in studying social, behavioral, and human science as sociologist found mixed method is more useful to them in answering their questions than qualitative and quantitative method separately. While Greene (2016) defines mixed methods as an approach to examine or investigate social science which naturally adopts two methodologies and more than one strategy in gathering, analyzing, and presenting data that gain more confidence in evaluating the findings of the research study.

Mixed Methods Advantages:

Adopting the mixed method will strengthen the research in different areas. Jick (1979) claims that mixed method adds strengths to any study because it will offset the weakness of the qualitative and quantitative researches. The mixed method (triangulation) as Hussein (2009) mentions that mixed method is used in social science for either conformity or for completeness purposes; in this research, the mixed method will be adopted for both purposes.

Furthermore, Palinkas et al (2011) illustrates that mixed method has many advantages as the following:

1. Collecting different data from different sources will add richness and comprehensiveness to the collected data by integrating information ex. (numbers with images).
2. Providing flexibility in the research methodology as it can be adaptable to more than one research method.
3. Creating scholarly interaction as mixing methods allow to more multidisciplinary
4. Reflecting the participants' point of view as the mixed method integrates between statistics and descriptive data.
5. Comparing quantitative and qualitative data, which gives a deeper understanding of the results and findings of the research.
6. Answering questions that qualitative and quantitative methods failed to answer as the mixed method reflects on data from different angles.

Mixed Methods Disadvantages:

In contrary, adopting the mixed method may cause some difficulties as Wisdom, et al. (2011) mention. The difficulties in adopting the mixed method according to Wisdom, et al. (2011) is as the following:

1. Demanding to increase research resources, which requires more time and effort.
2. Increasing challenging in different environments (multidisciplinary team) which more load will be added on the researcher in collecting and analyzing data.
3. Increasing the complexity of evaluation as the mixed method study has a complex plan with integrated data collection strategies that will require more time and effort.

Despite the difficulties in adopting the mixed method, modern discourse points on the evidence at the mixed method's data convergence and consonance especially in social sciences such as leadership in education.

3.6. The Setting and the Sample of the Study

3.6.1. Research Setting

This research study will be conducted in an international school in Dubai (Gems Wellington Academy Al Khail WEK) as the **setting** of the research. This school was established in 2013, and it follows the British National Curriculum for England (NCfE). WEK belongs to well-known schools' group (Gems group); Gems group is a network of more than 70 schools that spread over twelve countries around the world. WEK was ranked by KHDA as a good school for three years respectively. WEK serves around one thousand one hundred students and employs around one hundred and four teachers. The school has clear hierarchal leadership and management system that starts with the Executive Leadership Team (ELT) and ends with head and lead teachers. Around thirty-five teachers have administrative roles in this school. Lead teachers in the school are such as coordinators, head of subjects, heads of departments, and heads of years etc.

3.6.2. Research Sampling

In this research study, 104 teachers and 35 head teachers are selected as the **research participants**. The selected teachers are from different backgrounds, nationalities, experience, and ages. The lead teachers and teachers who will be selected as a sample in this research teach different stages starting from FS (foundation Stage) ending with the secondary department. A standardized open-ended interview will be conducted with the lead teachers in the school and a survey will be sent to all the teachers in the school. As this research study is adopted the mixed method, the population sampling will be multistage sampling. According to Barreiro & Albandoz (2001), multistage sampling is two-stage sampling, which is needed in complicated studies. The first unit of this research is non- probability sample (35 lead teachers from different stages in the school will be interviewed), the other unit is a random sample (from 104 teachers) that will respond to the survey, which will be sent for all the research population.

3.7. Instrumentation

In the research, the researcher will use two research- instruments (qualitative and quantitative) as the research is adopted the mixed method. The research instruments are designed based on the independent and dependent variables of the research.

Variables in general as Kaur (2013) claims are something changes or varies or has one or more value that could be measured or described in a research. The variable could be dependent or independent. As Kaur (2013) highlights, the independent variable is the antecedent one (is not changes) while the dependent variable is the consequent one (changes and will be measured). In this study, there are three independent variables and two dependent variables, and it is illustrated as the following:

Independent Variable: 1- The improvement in teaching and learning process.

2- The improvement in teachers' professional development.

3- The positive teachers' work motivation.

Dependent Variables: 1- Lead teachers' effectiveness in their role

2- leader teachers' challenges in their role.

Considering the independent and dependent variables, the instruments are designed to describe (qualitative) and to measure (quantitative) data as is displayed underneath.

3.7.1. Lead Teachers' Interview

The first instrument in this study is an interview to be conducted as the qualitative instrument in this study.

The interview is designed to be conducted with lead teachers in the school. Ideally, the plan is to interview all the lead teachers in the school who are thirty-five lead teachers (the first sample). The aim of the interview to collect data regarding the lead teachers' experience in the field and their main contributions to the learning process. In addition, the aim of this interview is to gather data regarding the lead teachers' contribution to teachers' professional development and motivation. The other goal of this interview is to collect data regarding the challenges that they face in their role in general and their suggestion to reduce these challenges.

The structure of the lead teachers' interview

The interview is designed as a Standardized Open-Ended Interview. According to Turner (2010), standardized open-ended interviews are formed in a way that all participant will be asked identically the same questions, and they will be open to express their point of view in the same time. As Patton (2002) explains, there are some strengths and weaknesses related to this type of interviews. The first strength of the standardized open-ended interviews as Patton illustrates is that this type of interviews allow the researcher to compare the responses easily as the participants will be asked the questions. The second strength is that structured interviews reduce the effect of the interviewer, which leads to prevent interviewer bias. The other thing, structured interviews permit reviewers to see the research instrument and the evaluation easily. On the other hand, some weaknesses are related to the structured interviews as the interviewees are little constrained by the questions, which cause less flexibility in this interview.

The researcher created the interview's structure that based on **five domains**, which are derived from the research variables.

The **first domain** is the personal domain. The research will ask the participants about their qualifications, their experience in the educational field and their awareness of the distributive leadership concept and how do they see leadership distribution in their school. The aim of the researcher here is to collect data regarding lead teacher's qualifications and experience and their conceptualization regarding distributing responsibilities in their school and if their school is succeeded in drawing leadership scheme or not. This question targets the first **dependent variable** of this research (lead teachers' role effectiveness).

The **second domain** is to the lead teachers' main challenges. In this domain, the researcher will ask the lead teacher about the main challenges that are facing them in their role as a mediator between teachers and ELT (Executive Leadership Team), and how the leading teachers manage their time and efforts to cope with these challenges and demands. The aim of the research is to collect data regarding one of the main questions of this research study. Lead teacher's challenges is one of the research **variables**.

The **third domain** in this interview is related to the lead teachers' influence on teacher's professional development. The aim of the researcher in this domain is to collect data regarding lead teachers' main responsibilities in increasing teachers' performance in the classroom and teachers' professional development. In addition, how the lead teachers motivate the teachers and help them to improve generally. Teachers professional development and motivation are two of the research **variables**.

The **fourth domain** in this interview is related to lead teachers' influence in improving the learning process. The aim of the researcher in this domain is to collect data regarding lead teachers' contribution to the learning process. Lead teachers have a unique aspect as a leader, which is the direct connection with the actual learning; the researcher aim is to collect data regarding this point and how it reflects positively on the learning process. Learning process improvement is one of the research **variables**.

The **fifth domain** in this interview is the lead teacher's self-reflection and self-evaluation. The researcher's aim in this domain is to gather data related to lead teachers' self-evaluation, and their vision of a better and more effective distributed leadership. In this domain, the researcher will compare lead teachers' point of view with the teachers' point of view (will be gathered by the survey) regarding their contribution and responsibilities.

The researcher will interview each lead teacher individually.

3.7.2. Teacher's Questionnaire (Teachers' Survey)

The second instrument in this study is the survey to be conducted as the quantitative instrument in this study.

The questionnaire is designed to be sent to all the teachers (the second sample) in the school, which are 104 teachers. The researcher aim in sending this questionnaire(See the appendices) is to collect data regarding the teachers' point of view in the influence of the lead teachers in boosting teaching and learning process in the classroom, and in developing and motivating them as teachers.

The structure of the teachers' questionnaire

The questionnaire is designed as a close-ended questionnaire (quantitative). According to Choy (2014), close-ended questionnaires have strengths and some weaknesses. As he explains, the first strength is the data that is collected by a quantitative instrument is reliable and it could be analyzed critically. One more strength, the close-ended questionnaires require less time and effort to be designed and collected. Close-ended questionnaires have some weakness that should be highlighted; also, there is no deep experience or opinion are described in this instrument. The other thing is the possibility of misunderstanding and misinterpreting is very high in the close-ended questionnaire, as it will be sent via email.

In this research study, the questions of the survey convey attitudinal information as the participants (the teachers) will describe their opinions by choosing statements such as they are either agree or disagree or extremely agree or disagree.

Simply the survey consists of nine questions; the questions are derived from the research main questions, and the survey questions are based on the variables of the research study as it illustrated underneath.

In the **first**, the **second** and the **seventh** questions the research wants to gather data regarding the teachers' impacts on the lead teachers' qualifications and experience. In addition, the aim in these questions is to get teachers' impact on the reliability and self-management of the lead teachers. These questions are based on **one dependent variable, which** is the effectiveness of the lead teachers' role.

In the **third and the fourth** question, the participants will be asked to give their impact toward lead teachers participating in inspiring and motivating them as followers and as colleagues. This question is based also on one **independent variable**, which is the teachers' motivation.

In the **fifth, sixth and eighth** questions, the participants will be asked to express their opinions toward the effectiveness of the lead teachers' actual help in sharing the best practices in classroom, and how they help in solving the main problems that could face the

teachers in the learning process. Also, the teachers will be asked to express their opinion toward the success of lead teachers in initiating sustainable learning.

This question is based also on one **variable**, which is The improvement in teaching and learning process.

In the last question (**the ninth**), the participants will be asked to express their opinions regarding the effectiveness of lead teachers' participation in the professional development sessions in general. This question is based also on one independent **variable**, which is teachers' professional development.

The research will use Survey Monkey as a tool to collect the survey data, the researcher will send the very through a link via email to all the teachers to be filed.

3.8. Research Reliability and Validity

Validity and reliability grantee the quality of any research study as Kimberlin and Winterstein (2008) highlight.

Reliability according to Drost (2011) indicates to what extent the data that has been measured is free of errors, which leads to consistent results. Joppe (2000) defines reliability as the degree of the research's consistency and its presentation's accuracy; in addition, research reliability is the degree of results reproductions under the same circumstances.

The researcher will adopt the mixed method and will use two instruments (qualitative and quantitative)

Starting with the qualitative part, which is embedded in the lead teachers' interview, the qualitative instrument is reliable for many reasons.

According to Kirk and Miller (1986), there are three types of reliability in the qualitative researches. The first type is the measurement similarity in the research duration; the second type is the measurement consistency and stability in the research duration. The last type of reliability in the qualitative researches is to which extend the measurements are repeatable over time.

In this research study, the researcher designed a standardized open-ended interview, which will guarantee that all the participants will be asked identically the same questions, and they will be given space to express their thoughts openly that gives the research's measurement stability and consistency. The interview will be one to one to avoid any misunderstanding in the questions' indications and concepts.

Secondly, the interview form will be checked by the dissertation supervisor (Dr. Christophor Hill), and it will be checked by the school principal (Neil Matthews) as experts in the field. Thirdly, the interview questions are clear and straightforward. The content of the questions are close to the lead teacher's actual work, and the questions are derived from them; the interview is repeatable and representative over time.

Moving to the quantitative part, as part, Heale & Twycross (2015) claim that reliability in the quantitative tool is embedded in two aspects, which are homogeneity and stability. The two aspects are applicable to the quantitative tool. Firstly, all the questions of the survey focus on the lead teachers' influence and effectiveness in different domains aiming to answer the research questions (consistency leads to homogeneity).

Secondly, the identical survey will be sent to teachers in Dubai's schools who have quite similar work conditions that creates results' correlation over time.

Validity as Messick (1989) claims is to what extent the pieces of evidence and the rationale of the research are interpreted and appropriate. Borsboom, Mellenbergh and van Heerden (2004) define validity differently; according to them, validity is the degree of efficacy and legitimacy of measuring an attribute (variable). They stress on if the attribute (variable) has existed or not.

As this research is based on mixed methods, the research is based on two tools (qualitative and quantitative). Starting with the qualitative part, the validity in the qualitative research is constructed validity as Wainer and Braun (1998) illustrate. According to them, the constructed validity is the validity in the research basis. Starting with the notion, question, hypothesis, and moving to the suitability of the measurement tool. Each part of the research should be valid. The qualitative part of this research is valid for many reasons.

Firstly, the research questions tackle dominant issues that currently affect schools in Dubai directly and indirectly. Teachers' leadership takes wide attention in schools improvement as it has a strong influence on the teaching and learning cycle and the schools workflow. Secondly, research questions are derived from the research hypothesis that aims to prove the hypothesis or in contrary to disprove it. The research's qualitative tool (the lead teachers' interview) are built on the research questions, and the questions seek the required information to either prove or disprove the hypothesis. Thirdly, the first sample has consisted of lead teachers who are currently working as lead teachers in Dubai. The other thing, the sample will be selected from different departments in the school.

Moving to the quantitative part, Heale & Twycross (2015) claim that there are three types of validity in quantitative tools. The three types are content validity, face validity, construct validity, and criterion validity. The quantitative tool in this research is valid for many reasons.

Firstly, the survey will prove the second hypothesis, which is lead teachers' influence on teacher performance and professional development. Also, it will confirm the first hypothesis which is the positive influence of lead teachers on learning outcomes. For this reasons, the content of the quantitative tool is valid.

Secondly, the survey will be checked and approved by the dissertation supervisor (Dr. Christophor Hill), and it will be checked by the school principal (Neil Matthews) as experts in the field. Furthermore, the survey will be sent to two teachers and a lead teacher as a pilot sample. Depending on these points, the quantitative tool is valid.

Thirdly, the quantitative tool is convergent with the qualitative tool and both complete each other. Furthermore, both qualitative and quantitative data will be taken from different sources, which are teachers, and lead teachers that will increase the construct validity.

Finally, both instruments in this research are correlated and measuring the same variables.

3.9. Ethical considerations

According to Bryman (2007), ethical consideration is one of the most important parts in any work; in dissertations, ethical consideration is the dominant part, which could affect in

the success or failure of the dissertation. The researcher of this study took in her consideration the ten point that was displayed by Bryman (2007) in this study as it is illustrated underneath.

Firstly, a formal letter was sent from British University in Dubai (BUiD) to the principal of Gems Willington Academy Al Khail to permit the research to conduct her study in the school, which will include an interview to be conducted with the lead teachers and a survey to be sent to all the teachers in the school. The Principal of the school permitted the researcher to conduct her research in the school and signed the permission letter (see the appendix). In addition, the principal mentioned the researcher's study in his weekly meeting with the whole school and encouraged the teachers to support the researcher and give her the required data (see the appendix).

Secondly, in each interview, the interviewees will be informed that the interview will be recorded. The researcher will take their permission to record the interview before starting; in addition, the interviewees will be informed about the duration of the interview. After the interview, it will be typed by the researcher and confirmed and approved by the interviewees by signing the interview form (see the appendix).

Thirdly, the teachers will be informed and permitted before filling out the survey. The survey will be anonymous.

3.10. Conclusion

This chapter illustrates the methodology, framework, instruments, and the research design taking into consideration the reliability and the validity of each part. Triangulation method will be adopted in the research for completeness and conformity purposes. The design of the research is a combination of a descriptive and exploratory study. Two instruments will be used to collecting data in this research (qualitative and quantitative). A survey will be sent to the teachers via email as the quantitative tool, and an interview will be conducted with the lead teachers individually as the qualitative tool. Each part in the survey and the interview answer a particular part of the research questions. One hundred and four participants will be a part of this research; all the participants (lead teachers – teachers) currently work in position Dubai schools. Data collection, analysis, and findings are illustrated in the following chapter.

CHAPTER FOUR: RESULTS, ANALYSIS

4.1. Introduction

This section displays both the qualitative and the quantitative data were collected in the study and how the collected data proves and validates the research hypothesis. The researcher used Survey Monkey in collecting and presenting the quantitative data (The teachers' questionnaire). Bar charts and tables with the exact percentage were used to display the responses of the teachers in the school in each question; this helped the researcher to connect and to indicate the results, which she found with the research hypothesis. Moving to the qualitative data, the researcher used Nvivo software in presenting the qualitative data (the lead teacher interview). Word trees and word clouds were used to display the high-frequency words that have been repeated by the interviewees in each domain. This helped the researcher to designate and to infer the main key points that all the lead teachers commonly mentioned and it helped her to connect and to indicate the results, which she found with the research hypothesis and questions.

4.2. Quantitative Data

A close-ended questionnaire was sent to the teachers; the purpose of this questionnaire is gathering data on the teachers' point of view and impact on the lead- teachers' influence in boosting the actual teaching and learning process in the classroom, and in developing and motivating them as teachers.

4.2. 1 Quantitative Data results

Demographic Information

The questionnaire was sent to all the teachers in Gems Wellington Academy Al Khail in Dubai.

Table 1: Teachers' background information

Teachers Background Information	
Teachers' number	One-hundred and four teachers
Teachers nationalities	Mixed and the Majority are British (60%).
Teachers age	between 25-40 years old
Experience	Varied between 2 – 15 years of experience in the educational field

Source: Author

The questionnaire was anonymous, and it was sent via email to all the teachers in the school (104 teachers); the researcher received forty responses only over a 3 months period. Underneath table illustrates the definitions of each term that are used to measure all the different questionnaire's aspects and teachers' responses.

Table 2: Definitions of Questionnaire's Aspects and Responses' Measurements

Terms	Definitions
Almost	Greater than 90% of the responses
Most	Between 75 to 90% of the responses
Majority	Between 60 to 50% of the responses
Large minority	Between 49 to 31% of the responses
Minority	Between 16 to 30% responses
Few	Less than 15 responses

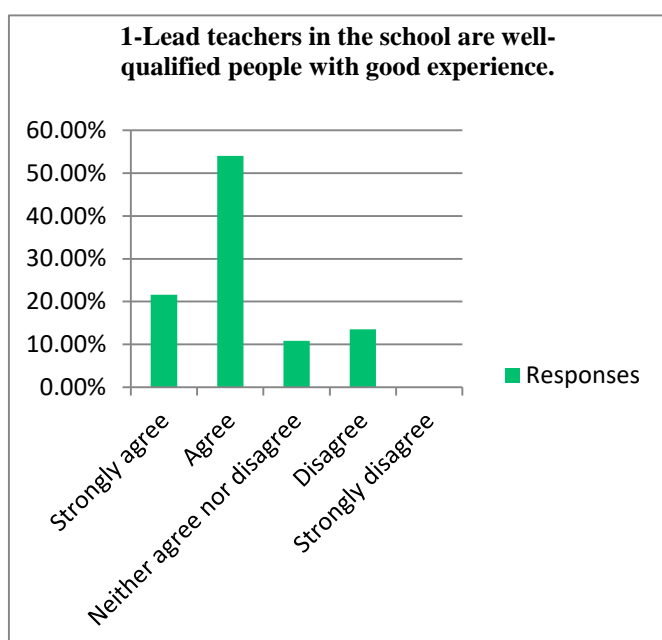
Source: Author

Teachers' responses are displayed and analyzed in the bar charts and the tables below.

-The impact on the Lead teachers' effectiveness in their role

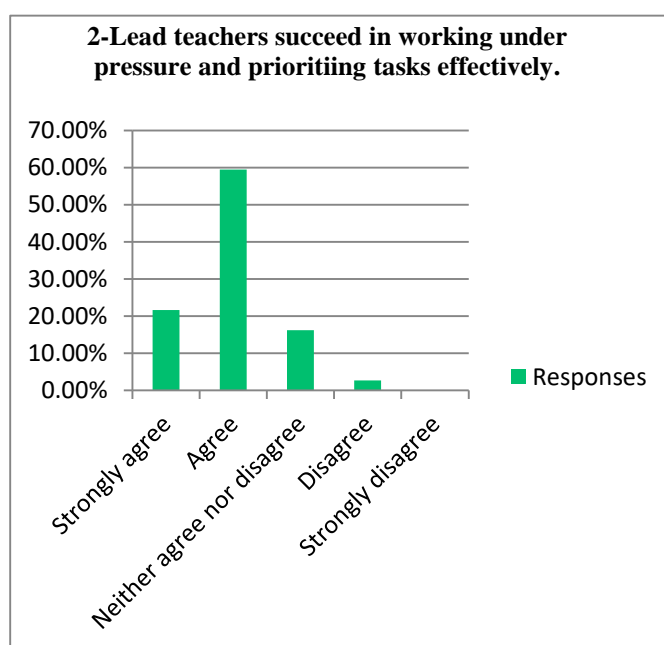
The first, the second and the seventh questions reflect the teachers' impacts and opinions on the Lead teachers' effectiveness in their role that address one of the dependent variables, which is the effectiveness of lead teachers in their role as illustrated below.

Bar Chart 1: The Teachers' Responses in Q1



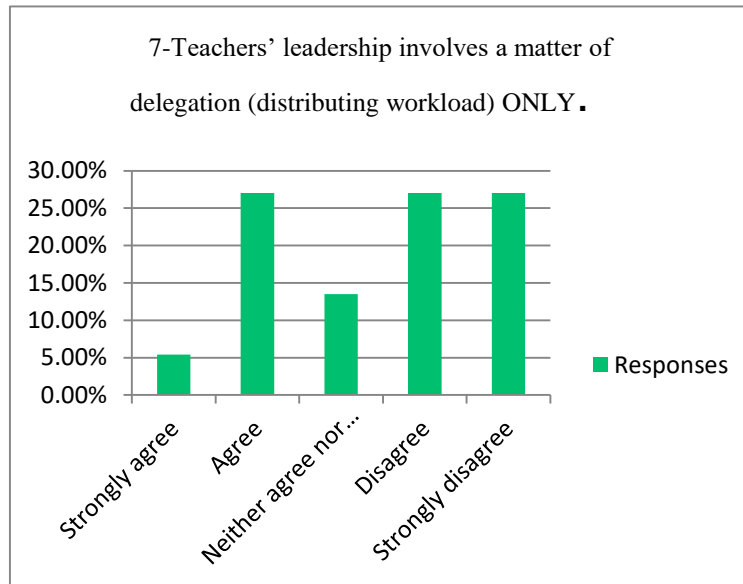
Source: Author

Bar Chart 2: The teachers' Responses in Q2



Source: Author

**Bar Chart 3: The teachers' Responses in Q7
in the Survey in the Teachers' Survey**



Source: Author

Table 3: The Results of Teachers' Responses in Q1 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	21.62%
Agree	59.46%
Neither agree or disagree	16.22%
Disagree	2.70%
Strongly disagree	0.00%
	Answered 40
	Skipped 0

Source: Author

Table 4: The Results of Teachers' Responses in Q2 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	21.62%
Agree	54.05%
Neither agree or disagree	10.81%
Disagree	13.51%
Strongly disagree	0.00%
	Answered 40
	Skipped 0

Source: Author

Table 5: The Results of Teachers’ Responses in Q7 in the Teachers’ Survey

Answer Choices	Responses
Strongly agree	5.41%
Agree	27.03%
Neither agree or disagree	13.51%
Disagree	27.03%
Strongly disagree	27.03%
	Answered 40
	Skipped 0

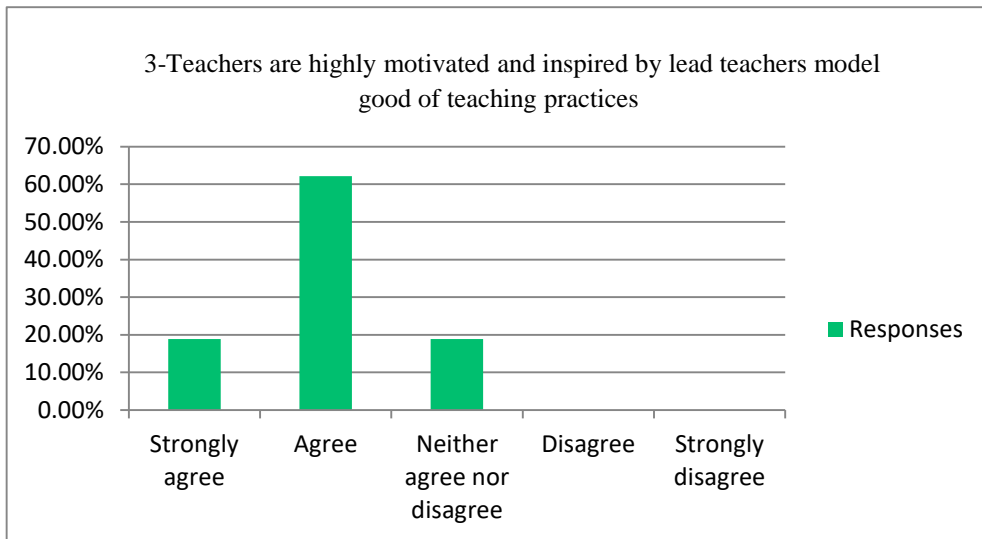
Source: Author

According to The Bar Charts (1-2-3), most of the teachers found the lead teachers in the school qualified with very good experience in the field; they see the lead teachers either successful or very successful to manage and to work under pressure. Meanwhile, few teachers consider the lead teachers in school as inexperienced in this field. This is a good indication that lead teachers were qualified with good experience and they were effective in their role. In addition, this part contributes to answering the three questions in the research, which measures the effectiveness of the lead teachers in their role.

-The perception on lead teachers’ role in inspiring and motivating other teachers

The third question targeted the teachers’ opinions on the role of lead teachers in the positivity and the work motivation of the teachers; this part answers the third question in this research and addresses one of the independent variables. The responses are illustrated underneath.

Bar Chart 4: The teachers' Responses in Q3 in the Teachers' Survey



Source: Author

Table 6: The Results of Teachers' Responses in Q3 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	18.92%
Agree	62.16%
Neither agree or disagree	18.92%
Disagree	0.00%
Strongly disagree	0.00%
	Answered 40
	Skipped 0

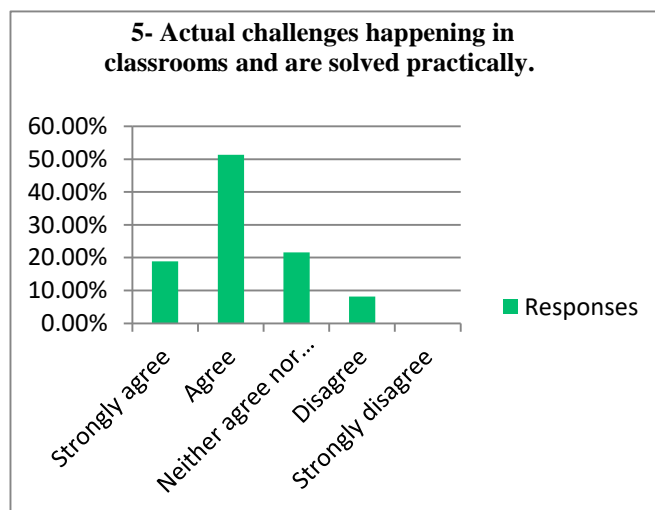
Source: Author

According to the Bar Chart (4), most of the teachers see that the lead teachers present good models of teaching and learning practices which helps in inspiring and motivating other teachers. Furthermore, very few teachers see the lead teachers disable to present good teaching and learning models in the classroom. This part answers the third question of this research; in addition, is a good indication to prove the research hypothesis that is the positivity of the lead teachers' participation in teachers' development and work improvement, which reflects on the students' academic achievements.

-The perception of teachers' leadership positive contribution in the teaching and learning process

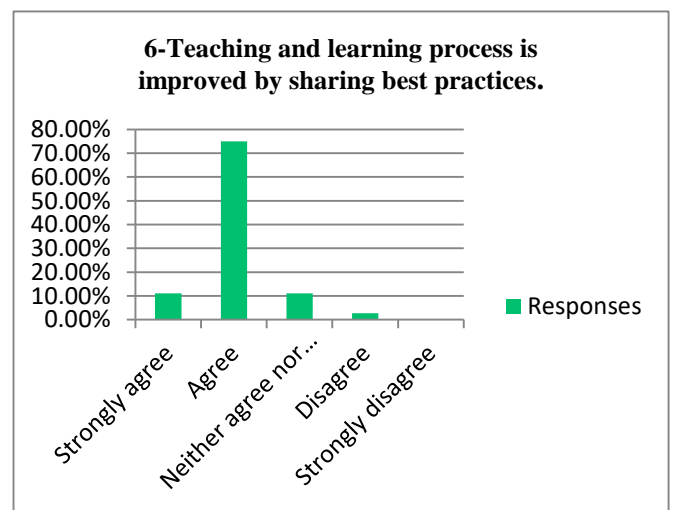
The fifth, sixth and the eighth questions are reconsolidated the third question as lead teachers encourage the other teachers to exchange knowledge and experiences and show practically what is the best practices in the class that contribute in initiating sustainable learning outcomes. This part addresses one of the independent variables of this study, which is the positive contribution of the lead teachers on the teaching and learning process. The responses are illustrated below.

Bar Chart 5: The teachers' Responses in Q5 in the Survey in the Teachers' Survey



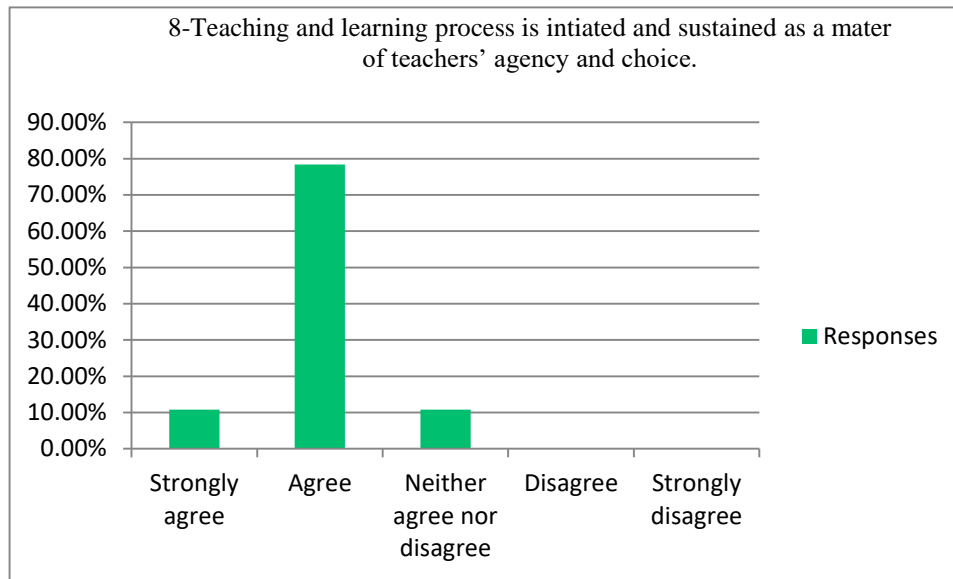
Resource: Author

Bar Chart 6: The teachers' Responses in Q6 in the Survey in the Teachers' Survey



Resource: Author

**Bar Chart 7: The teachers' Responses in Q8
in the Survey in the Teachers' Survey**



Resource: Author

Table 7: The Results of Teachers' Responses in Q5 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	18.92%
Agree	51.35%
Neither agree or disagree	21.62%
Disagree	8.11%
Strongly disagree	0.00%
	Answered 40
	Skipped 0

Source: Author

Table 8: The Results of Teachers' Responses in Q6 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	11.11%
Agree	75.00%
Neither agree or disagree	11.11%
Disagree	2.78%
Strongly disagree	0.00%
	Answered 40
	Skipped 0

Source: Author

Table 9: The Results of Teachers' Responses in Q8 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	10.81%
Agree	78.38%
Neither agree or disagree	10.81%
Disagree	0.00%
Strongly disagree	0.00%
	Answered 40
	Skipped 0

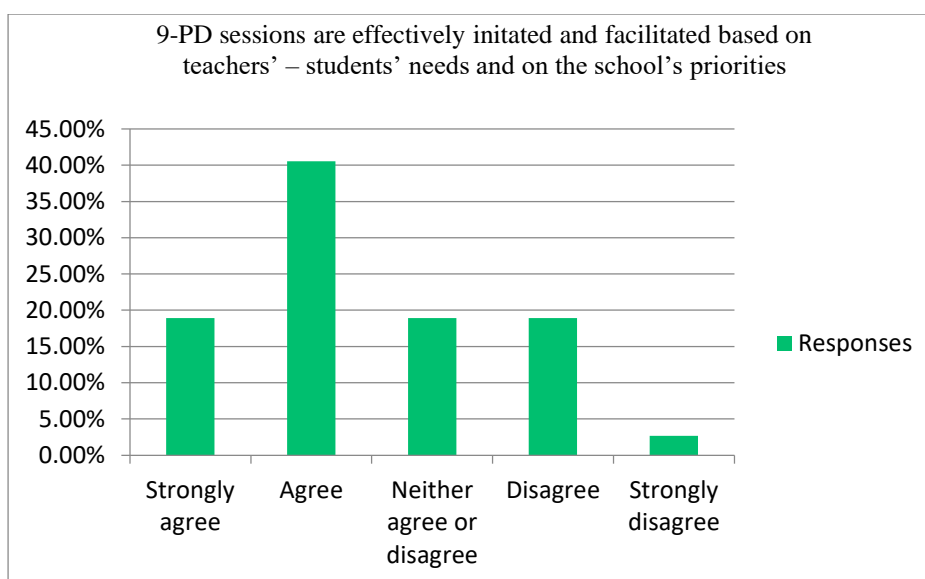
Source: Author

As it is illustrated in the Bar Chart (5), most of the respondents found that lead teachers boost more collaborative work environment, and very minor number teachers see the opposite. This answers the first and the third questions of this research; also, is a strong indication of the positivity of the lead teachers in motivating and improving the teachers' professionally, which boosts the learning process directly and indirectly. In addition, According to the Bar Charts (6-7), the majority of the teachers agree or strongly agree on the perception of the practicality and the effectiveness of the lead teachers on improving the teaching and learning process and reducing the challenges that facing the teachers in their classrooms. Meanwhile, the minority number of teachers did not find it either helpful or unhelpful, but very few teachers see the teachers' leadership unbeneficial in the teaching and learning process. This part answers the first and the third questions of this research; in addition, it is an indication consolidates the hypothesis of the positivity of the lead teachers' roles on the learning process and the students' academic achievements; moreover, it proves that the most effective leadership in schools should come from the core of the school.

-The impact on lead teachers participating in conducting and managing effective PD pieces of training

The ninth question targeted the teachers' impacts on the lead teachers' participation on the teachers' PD training; this part answers the third question of this research. The responses are displayed below.

Bar Chart 8: The teachers' Responses in Q9 in the Survey in the Teachers' Survey



Source: Author

Table 10: The Results of Teachers' Responses in Q9 in the Teachers' Survey

Answer Choices	Responses
Strongly agree	18.92%
Agree	40.54%
Neither agree or disagree	18.92%
Disagree	18.92%
Strongly disagree	2.70%
	Answered 40
	Skipped 0

Source: Author

According to the Bar Chart 9, the majority of the teachers see those lead teachers assist and develop PD pieces of training based on their needs and the school priorities. Meanwhile, the large minority of the teachers either see lead teachers' role in PD training are less effective or it is not effective at all. This is an acceptable indication on the effectiveness of the lead teachers' role in initiating and developing PD sessions to the teachers, but a good number of teachers see that lead teacher are less effective in this part, which shows an unexpected result. This part answers directly the third question in this research.

4.2.2. Quantitative Data Analysis

SPSS software was used in this research in the purpose of analyzing the quantitative data reliability and regression analysis as shown below.

-The Reliability of the Quantitative Data

Each question in the teachers' questionnaire is related to the specific variable as follows

*Question 3 addresses the teachers' motivation variable TM, which is the one of the independent variables of the research hypothesis.

*Question 9 addresses the teachers' professional development PD, which is one of the independent variables of the research hypothesis.

*Questions 1, 2 and 7 address the lead teachers' role effectiveness LTE which is the dependent variable of the research hypothesis. SPSS software was used to measure the reliability in this variable's items as illustrated below.

Table 11: Case Processing Summary

		N	%
Cases	Valid	37	100.0
	Excluded ^a	0	.0
	Total	37	100.0

Resource: Author

Table 12: Reliability Statistics

Cronbach's Alpha	N of Items
.727	2

Source: Author

As displayed in the reliability scale, all the items of the dependent variable were computed together; the Cronbach's Alpha of these components was .789 which shows that the reliability of the data is acceptable in this variable.

*Questions 4, 5, 6 and 8 address the teaching and learning process improvement TLP which is one of the independent variables of the research hypothesis. SPSS software was used to

measure the reliability in this variable's items as illustrated below.

Table 13: Case Processing Summary

	N	%
Valid	36	97.3
Cases Excluded ^a	1	2.7
Total	37	100.0

Table 14: Reliability Statistics

Cronbach's Alpha	N of Items
.271	4

Source: Author

Source: Author

As displayed in the reliability scale, all the items of the dependent variable were computed together; the Cronbach's Alpha of these components was ,271 which shows that the reliability of the data is acceptable in this variable also.

-The Regression Analysis

Regression analysis had been conducted on the quantitative data of the study in order to estimate the relationship among the dependent variable LTE and the independent variables TM, PD, TLP as displayed below.

Table 15: Regression Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.477 ^a	.228	.157	2.94978	.228	3.241	3	33	.034

a. Predictors: (Constant), TM, PD, TLP

Source: Author

b. Dependent Variable: LTL

Table 16: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	84.591	3	28.197	3.241	.034 ^b
	Residual	287.139	33	8.701		
	Total	371.730	36			

a. Dependent Variable: LTE

Source: Author

b. Predictors: (Constant), TM, PD, TLP

Table:17 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.104	5.310		.020	.984
TLP	.334	.458	.123	.728	.472
PD	.650	.376	.283	1.729	.093
TM	1.246	.844	.242	1.477	.149

a. Dependent Variable: LTL

Source: Author

Table: 18 Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	8.1627	14.5885	11.2973	1.53289	37
Residual	-8.04200	4.50373	.00000	2.82420	37
Std. Predicted Value	-2.045	2.147	.000	1.000	37
Std. Residual	-2.726	1.527	.000	.957	37

a. Dependent Variable: LTL

Source: Author

The regression scale shows that the linear correlation value among the research variables is, .477 which is acceptable.

This analysis proves the positive relationship between the effectiveness of lead teachers' role and the improvement in teachers' motivation, teaching and learning process, and teachers' professional development.

4.3. Qualitative Data

A Standardized Open-Ended Interview was conducted with twenty lead teachers who are currently in their positions as teachers and leaders at the same time. The purpose of conducting this interview with the lead teachers is gathering data regarding their contributions in improving teaching and learning process in different ways, and the main challenges that face them in their dual role. The researcher categorized the qualitative data in five domains; each domain was gathered from all the lead teachers' responses and

presented in a word tree and a word cloud. The word trees and the word cloud assisted the researcher in designating and to inferring the main key points that all the lead teachers commonly mentioned and it helped her in connecting and indicating the results, which she found with the research hypothesis.

Demographic Information

The interview was conducted with twenty lead teachers who currently work in different schools in Dubai.

Table 19: Teachers’ background information

Lead Teachers Background Information	
Teachers’ number	20 lead teachers
Teachers’ gender	2 males and 18 females
Teachers nationalities	7 non Arabs(British- Americans- Czech- Canadians) 13 Arabs
Teachers age	between 25-40 years old
Experience	Varied mostly between 2 – 15 years of experience in the educational field
Qualifications	8 interviewees hold high degrees (MA- High Diplomas) 13 interviewees hold BA degree only

Source: Author

NVivo software was used in summarizing and analyzing the qualitative data of this study; NVivo software assists in presenting and analyzing the qualitative data professionally as Bazeley (2007) claims that NVivo raises the quality of the data of the research and provides more professional and accurate results in both displaying and analyzing methods.

The qualitative data was divided into five domains or themes as illustrated underneath.

Domain 1: the Personal Domain and Distributive Leadership Awareness

The first domain focused on the lead teachers' perceptions of distributive leadership and how they see the leadership distributed in their schools. This domain contributes in answering the first and the second questions in this study by measuring how the lead teachers see leadership is distributed and applied in their schools and how it reflects on their role as lead teachers. The responses were varied as is displayed in the words tree and words cloud below.

Word Tree1: Domain 1 the Personal Domain and Distributive Leadership Awareness

group	leadership	leaders	individuals	going	cause	give	moving	place	build	clear	assigned	careful	actual			
		communicate	distributed	get	directions	involved	generate	strength	take	quality	create	tasks	good	expected		
change	knowledge							develop	employ	according	empower	compel	like	hard		
		roles	work	others				organize	success	charge	every	every	many	may	quite	
	leading				think	objective	means		organ	amor	seen	comes	situat	need	creat	
									informa							
		shared	power	organising					impor	ceo	toget	perfo	appo	well	thing	
whole	positions															
		education	school	teachers												
					learning	member	proces	job		exper	every	rise	chall	orde	mid	believe
																planned

Source: Author

Word Cloud 1: Domain 1 the Personal Domain and Distributive Leadership

Awareness



Source: Author

Two lead teachers did not have a clear conception of distributive leadership, but the majority of the other lead teachers were aware of what distributive leadership refers to. In general, the lead teachers see distributive leadership as collaborative work in the school; share responsibilities, flat leadership, and a new version of leadership; while two teachers saw that distributive leadership were not applied accurately and effectively in their schools. They saw that it was more workload division rather than the authority distribution. Three of the lead teachers mentioned that the effectiveness of the distributive leadership depended on the leaders' qualifications and experiences. That shows that lead teachers' challenges could be varied depending on the leadership system's effectiveness in their schools.

Domain 2: the Main Challenges Face the Lead Teachers

The second domain highlighted the main challenges face the lead teachers in their role as a mediated position between the teachers and the senior leadership. This domain answered the second question of this research. The lead teachers were asked to explain briefly the main challenges faced them in their roles; the responses are summarized underneath in the word tree and word cloud.

Word Tree 2: Domain 2 the Main Challenges Face the Lead Teachers

teachers	directions	also	roles	informal	sometime	time	going	learning	one	plan	effectiv	interes	proces	follow
		sections	need	meets	work	practice	decisio	situatio	really	utilizing	fit	profess	deadlin	others
convince	leadership				figure	children	messag	busy	places	year	line	quite	main	develo
		individual	education	challenge				leaders	perform	chann	see	consi	requer	respo
change	take				part	tasks	give			distrib	show	firstly	define	restric
		school	thing	think				special	designa					beco
					big	head	essenti			much	peers	under	feel	find
communicati	make				expectati	ideas	points	action	want	coordin	minut	contro	resou	usual
		lead	cause	power				always	filling	keepin	memb	know	financ	class
														persp

Source: Author

Word Cloud 2: Domain 2 the Main Challenges Face the Lead Teachers



Source: Author

The majority of the lead teachers claimed that the shortage of time and resources are the biggest challenges facing them in their role, which limited the opportunities of production, and students learning. The workload is the second biggest challenge for them because they hold a dual position, as they are administrators and teachers at the same time. In the third place as nine teachers mentioned, some teachers are reluctant to work or to change which slow down the improvement process or the work circuit. Four teachers face challenges in applying and conveying the SLT decisions with short notice to the teachers, which mostly were not realistic or applicable. Two teachers claimed that their schools adopted artificial distributive leadership approach as the decision-making constrained with the senior leadership team only which led to work rigidity and teachers' burning out. This part answers the second question of this research. This domain clarifies the main challenges face the lead teachers in general, which can be gathered in three points (time-workload – teachers reluctant).

Domain 3: the Contributions of the Lead Teachers in Teachers' Professional Development

The third domain addressed the lead teachers' role and responsibilities in teachers' pieces of training and professional development. This domain answers the third question of this research; this domain clarifies the role of the lead teachers' in teachers' professional development and motivation. The responses of the lead teachers are summarized and are illustrated in the word tree and the word cloud below.

Word Tree 3: Domain 3 the Contributions of the Lead Teachers in Teachers' Professional Development

individuals	meeting	make	school	concept	teaching	leader	year	initiative	build	role	depart	also	directly
								observ	asses	trainin	studer	coach	good
			support	profession	head	opportun	lead						action
	process	whole						provid	assista	effecti	etc	goals	must
teachers			work	connectin	quality	responsi	giving		lesson	suitat	assign	look	subje
	manager	communica				learning	perform	set	consid	believ	resol	prepa	entire
			informally	developm	needs			shared	targets	see	life	gettin	helps
change	yes	confident				follow	grade	data					facili
			ideas	line	evaluate	capabili	classes	others	concer	achie	colla	cours	prese
									encour	benef	curre	opens	answe
												pivot	practic
													specia

Source: Author

Domain 4: the Influence of the Lead Teachers in Improving the Learning Process

Word Tree 4: Domain 4 the Influence of the Lead Teachers in Improving the Learning Process

Source: Author



Source: Author

In this part, lead teachers responses were varied; in general, effective educational leadership in their opinions strengthens the learning process in different ways. According to the lead teachers, guaranteeing high-quality planning, that assuring the students are going in the right learning process can promote the learning process. Furthermore, the consistency in the learning along with the intervention management where needed can assure the sustainability in the learning. In addition, modeling good teaching practicing and supporting the team as possible can play a dominant role in enhancing the learning process. Lead teachers responses here is compatible with the teacher responses that is displayed in Bar Charts 3,4 and 6. This part also consolidates the research hypothesis of the positivity of lead teachers' participation in improving the learning process and motivating the teachers.

Domain 5: the Self-Reflection and Evaluation of the Lead Teachers

The fifth domain showed the lead teachers self-evaluation, and how can the schools support them in their role. This domain answer the second question in this research. The responses of the lead teachers are summarized in the word tree and the word cloud below.

Word Tree 5: Domain 5 the Self-Reflection and Evaluation of the Lead Teachers

teachers	communicate	support	others	education	collective	approach	expectations	young	use	lead	leaders	focused	directing			
								school	open	time	design	came	less	often		
	plans	work	meetings	duties		learning	tasks	process								
									ability	comes	opportunities	leader	decisions	complete		
organised					whole	happen	areas									
	make	need	quality	information					important	develop	successful	resources	helps	improve	find	moments
					set	quite	product				creative	persists	courses	demands	like	professional
change	students	management	head	take				trying	feel							
					good	line	giving			control	role	real	interrupt	practical	finish	
								initiative	get							
points	knowledge	think	competence	organization	going	things	continuing			clear	strengthen	sufficient	requirements	performance	colleagues	
								move	provide	reason	based	accepted	experience	every	many	

Source: Author

Word Cloud 5: Domain 5 the Self-Reflection and Evaluation of the Lead Teachers



Source: Author

Lead teachers' responses were diverse; most of the lead teachers described themselves as good role models and wellbeing members which help in inspiring other teachers, which is accordant with the teachers' responses in Bar Chart 3, 4 and 6. Many lead teachers also claimed that time management, work resilience, and prioritizing needs are essential in their role that is compatible with the teachers' responses in Bar Charts 1 and 2. Some of the lead teachers found themselves supportive and innovation initiatives. Other lead teachers claimed that knowing their teachers helping them in training and scaffolding their skills; this reconsolidates teachers' responses in Bar Chart 3 and 4. Three lead teachers described themselves as open to all different point of view and suggestions to change and improve. In general, the teachers' self-evaluation shows an agreement with the teachers' responses in the survey which is a strong indication of the validity of the research hypothesis.

Lead teachers suggested many solutions or suggestions enhance their performance in their role. Most of the lead teachers stressed on dedicating more time for working with teachers and decreasing the time, that goes in duties and other work that can be done by other members. The majority of the teachers mentioned the need for more freedom in

decision-making and more flexibility in the actual work. Two lead teachers suggested exchanging visits and collaborative work between leaders in the same school and in the different schools in Dubai; in addition, Professional development pieces of training and workshops are needed for the lead teachers.

4.4. Summary

This chapter displays the main findings of the quantitative and qualitative data, which were found in this research. The researcher used Survey Monkey in presenting and analyzing the quantitative data, and she used Nvivo software in presenting the qualitative data.

In summary, the researcher found many key points. The first point, most of the teachers found the lead teachers in their schools qualified and able to work under pressure as it is illustrated in Bar Charts 1 and 2. That is compatible with lead teachers' claims in their self-evaluation in Domain 5. The second point, most of the teachers saw that the lead teachers presenting good models of teaching and learning practices helped in inspiring and motivating other teachers as it is illustrated in Bar Chart 4, 5 and 6. That is accordant with the lead teachers' statements in Domains 3 and 4. The third point, the majority of the teachers as it is displayed in Bar Charts 4, 5 and 6 saw the lead teachers had an effective role in improving the learning process and in initiating sustainable learning directly and indirectly. That restated by the lead teachers in Domains 4 and 5. The fourth point, the majority of the teachers claimed that lead teachers had an effective role in their professional development as it is displayed in Bar Chart 9. While the lead teachers restated this point in different domains; lead teachers' instructional approach and modeling best practices in the classroom along with the actual teachers training helped and participated in teachers' professional development. The fifth point, the lead teachers faced different challenges in their role as teachers and leaders, which could be varied, depends on each school leadership system and approach as it is mentioned in Domain 1. Most of the teachers commonly mentioned the major challenges face them in their role as it is presented in Domain 2 were time and resources limitation, workload, and teachers reluctant.

CHAPTER FIVE: Conclusion and Recommendations

5.1 Key Findings

Different findings were concluded in this study based on the collected data as the following:

- The Lead teachers in their dual role face different challenges. The shortage in time and resources is one of the main challenges that face the lead teachers, which limits the opportunities of production, and students learning. The workload is considered as one of the main challenges encounter the lead teachers in their role. In addition, teachers' reluctant to work or to cooperate is one of the lead teachers challenges in their role.
- There is a positive relationship between the effectiveness of the lead teachers' role with the teachers' motivation to work, which reflect on the teachers' productivity at work.
- The effective lead teachers have direct and indirect positive influence on the teaching and learning process, and they have the ability to initiate sustainable learning process.
- The effective lead teachers have a dominant contribution in the teachers' professional development that based on the teachers' needs and school priorities.
- Lead teachers' effectiveness could be effected with the leadership experience, qualifications and with the school leadership approach and structure.

5.2. Limitation

There are particular limitations in this study to be mentioned. The first limitation is that both samples of the study which are the non-probability sample (twenty lead teachers(interviewees) from different schools), and the random sample (thirty-seven respondents to the survey out of one hundred and seven teachers in the school) are considered as small samples. That may affect in a degree the reliability of the quantitative and the qualitative data of the study. The second limitation is that the research was conducted a private school in one emirate only (Dubai). For these reasons, the proved

hypothesis of this research could not be generalized to all the schools in UAE. The third limitation is the shortage in time of this research study; the study took few months only (the last term in the academic year (April –June-July)); the study variables could be slightly changed over time in the academic year. The fourth limitation is that the study was focused on one aspect, which is teachers' leadership only, and it did not include other leadership aspects such as students' leadership or parents' leadership. The other limitation, the study took limited factors related to lead teachers' role, other factors should be taken in the consideration such as teachers' licensing and KHDA and MOE Ministry of education requirements in all UAE schools. The last limitation is that the researcher herself is one of the lead teachers in Dubai that allows the probability of an unintentionally biased description of the research aspects or the conclusions although the researcher was objective in collecting and analyzing the data of this research.

5.3. Recommendations for further studies

There are some recommendations that are suggested by the researcher of this study. As a start, further Parallel researches are required in more schools in Dubai and in different schools in all the emirates in UAE with wider samples to gather more accurate and reliable data regarding the distributed leadership approach effectiveness in general and the teachers' leadership in particular in the country. The second point, the future studies need to be conducted in a longer term of time, which allows the researchers to measure all the factors that affect the teachers' leadership over the academic year. The researcher suggested a study to be conducted on focused groups of teachers and lead teachers that allowed the researcher to get more specific and accurate data. The last recommendation, the researcher suggests further study to be conducted on different leadership aspects in the schools such as students' leadership and parents' leadership.

5.4. Conclusion

Teachers' leadership is one dominant face of the distributive leadership in schools as West-Burnham (2002) claims that teachers' leadership clarifies the link between school leadership and students' learning outcomes. According to Humphreys (2010) teachers' leadership, mainly is about teachers' cooperating and learning from each other to improve the classroom practices. As an educator, the researcher found teachers' leadership in schools is one of the most pivotal roles in schools' leadership as it comes from the center core of the school (the teachers). The aim of this study was to investigate the main challenges face the lead teachers in their role as teachers and leaders at the same time. In addition, the research study studied the relationship between the effectiveness of the lead teachers' role and the positive effect on the teachers' motivation, professional development, and the teaching and learning process. Triangulation method was adopted in this research to answer the research questions, which were what is the influence of lead teachers in improving the teaching and learning process? What are the challenges face leading teachers in their role between the teachers and the school administration? And what is the role of the leading teacher in the teachers' professional development, and teachers' motivation?

Triangulation method was followed in this study for both confirmatory and completeness as Hussein (2009) claims both qualitative and quantitative methods are used combined in social science for either conformity or for completeness purposes. Moreover, Jick (1979), Johnson, Onwuegbuzie, & Turner (2007), and Greene (2016) mixed method strengthens social science researches. In this research study, 104 teachers and 35 head teachers were selected as the research participants. As this research study was adopted the mixed method, the population sampling was multistage sampling. According to Barreiro & Albandoz (2001), multistage sampling is a two-stage sampling, which is needed in complicated studies. Two instruments were used in this study; Standardized Open-Ended Interview was held with twenty-one lead teachers that currently work in different private schools in Dubai. The second instrument was used in this study is a close-ended questionnaire was sent to one hundred and four teachers in the mentioned school in Dubai.

Survey Monkey Software was used in collecting and presenting the quantitative data while Nvivo Software was used in presenting the qualitative data. SPSS Software was used in analyzing the quantitative data to avoid biased and vague results as (Connolly, 2007) claims. The analysis of the quantitative data of the study proved that there is a positive relationship between the effective lead teachers and the improvement in teaching and

learning process, teacher' motivation to work, and teachers professional development. In corresponding with the analysis of the qualitative data, the qualitative data reconsolidated and confirmed the quantitative data findings, and it indicated that lead teachers face many challenges in their role as teachers and leaders in the same time that constrains their work; the main challenges are time and resources shortage, work overload and teachers' reluctant.

In conclusion, in this study, it has been found that the effective lead teachers have direct and indirect positive influence on the teachers' work motivation and professional development; the effective lead teachers have a positive influence on the teaching and learning process in different directions. Moreover, it has been found that lead teachers face many challenges in their role such as shortage in time and resources, workload, and teachers' reluctant. Further research studies are recommended to find out the factors that could enhance the effectiveness of the lead teachers in their role and how the school leadership can manage the obstacles and the difficulties that constrain the lead teachers' role in a purpose of facilitating more flat and transparent leadership in schools.

I. REFERENCING

Ajmal, S., Farooq, M., Sajid, N. and Awan, S. (2013). Role of Leadership in Change Management Process. *Abasyn Journal of Social Sciences*, [online] 5(2). Available at: <http://aupc.info/wp-content/uploads/2013/02/V5I2-8.pdf> [Accessed 27 Aug. 2018].

Algahtani, A. (2014). Are Leadership and Management Different? A Review. *Journal of Management Policies and Practices*, [online] Vol. 2(No. 3), pp.pp. 71-82. Available at: http://jmppnet.com/journals/jmpp/Vol_2_No_3_September_2014/4.pdf [Accessed 9 Aug. 2018].

Amanchukwu, R., Stanley, G. and Ololube, N. (2015). A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. *Scientific and Academic Publishing*, [online] 5(1), pp.6-14. Available at: <http://article.sapub.org/10.5923.j.mm.20150501.02.html> [Accessed 10 Aug. 2018].

ASCD (2014). Teacher Leadership The What, Why, and How of Teachers as Leaders. A Report on the Fall 2014 ASCD Whole Child Symposium. [online] Alexandria: 2015 by ASCD. Available at: <http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/fall2014wcsreport.pdf> [Accessed 10 Aug. 2018].

Barth, R. (2001). Teacher Leader. *Phi Delta Kappan*, [online] 82(6). Available at: <https://www.questia.com/library/journal/1G1-70910820/teacher-leader> [Accessed 10 Aug. 2018].

Barr, J., Sommerness, J. and Hur, J. (2008). Teacher Leadership. In T. Good (Ed.), *21st Century Education: A Reference Handbook*. Thousand Oaks, CA: Sage Publications, [online] 2, pp.I-12-I-20. Available at: <http://dx.doi.org/10.4135/9781412964012.n2> [Accessed 10 Aug. 2018].

Barreiro, P. and Albandoz, J. (2001). Population and sample. Sampling techniques. *MaMaEuSch† Management Mathematics for European Schools*. [online] Available at: http://optimierung.mathematik.uni-kl.de/mamaeusch/veroeffentlichungen/ver_texte/sampling_en.pdf [Accessed 27 Aug. 2018].

Bass, B. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.

Bass, B. (2008). *The Bass handbook of leadership: Theory, research, & managerial applications*. 4th ed. New York: NY Free Press.

Bazeley, P. (2007). *Qualitative data analysis with NVivo*. London: Sage Publications Ltd, pp.p6-15.

Bell, L., Bolam, R. and Cubillo, L. (2003). *Systematic Review of the Impact of School Leadership and Management on Student Outcomes*,. London: Institute of Education. EPPI-Centre.

Batten, J. (1989).). *Tough-minded leadership*. New York: AMACOM.
<https://www.worldcat.org/title/tough-minded-leadership/oclc/56498200/viewport>

Bolam, R. (1999). *Educational administration, leadership and management: towards a research agenda*’, in T. Bush, L. Bell, R. Bolam, R. Glatter and P. Ribbins (eds), *Educational Management: Redefining Theory, Policy and Practice*. SAGE Journal, [online] 30(4), pp.387-416. Available at: <http://journals.sagepub.com/doi/abs/10.1177/0263211x020304003> [Accessed 10 Aug. 2018].

Bolden, B. (2007). *Distributed leadership*. Discussion papers in management, [online]. [Accessed 9th June 2017]. Available at: <https://business-school.exeter.ac.uk/documents/papers/management/2007/0702.pdf>

Bryman, A. and Bell, E. (2007). *Business Research Methods*. 2nd ed. New York: Oxford University Press.

Bryman, A. (2012). *Social research methods*. New York: Oxford University Press.

BusinessDictionary.com. (2018). *Do you know this term?*. [online] Available at: <http://www.businessdictionary.com/definition/leadership.html> [Accessed 9 Aug. 2018].

Bush, T. (2008). *Leadership and Management Development in Education*. Singapore: SAGE. Available at: http://www.dphu.org/uploads/attachements/books/books_5057_0.pdf

Bush, T. and Glover, G. (2003). *School Leadership: Concepts and Evidence*. The UK. National College for School Leadership. Available at:

<http://dera.ioe.ac.uk/4904/1/download%3Fid%3D17370%26filename%3Dschooll-leadership-concepts-evidence-summary.pdf>

Burns, N. and Grove, S. (2003). Research design and methodology. Texas: SAGE, p.195.

Careswell, J. (2014). Research Design. 4th ed. London: SAGE, pp.123- 136.

Carole, L. and Winterstein, G. (2008). Validity and reliability of measurement instruments used in research. Research fundamentals, [online] 65(1). Available at:
<http://www.ajhepworth.yolasite.com/resources/9817-Reliability%20and%20validity.pdf> [Accessed 27 Aug. 2018].

Carr, L. (1994). The strengths and weaknesses of quantitative and qualitative research: What method for nursing?. Journal of Advanced Nursing, [online] 20, pp.716-721. Available at:
<https://pdfs.semanticscholar.org/a87b/ce9f2d5fe771005a2890c92da2cff8a03b32.pdf> [Accessed 13 Aug. 2018].

Charry, K. (2017). Leadership Theories - 8 Major Leadership Theories. About.com. Psychology, [online]. [Accessed 9th June 2017]. Available at:
psychology.about.com/od/leadership/p/leadtheories.htm &
<https://www.verywellmind.com/leadership-theories-2795323>

[Choy, L. \(2014\). The Strengths and Weaknesses of Research Methodology: Comparison and Complimentary between Qualitative and Quantitative Approaches. IOSR Journal Of Humanities And Social Science \(IOSR-JHSS\), \[online\] 19\(4\), pp.99-104. Available at:](#)
<http://www.iosrjournals.org/iosr-jhss/papers/Vol19-issue4/Version-3/N0194399104.pdf> [Accessed 17 Aug. 2018].

Crowther, F., Kaagan, S., Ferguson, M. and Hann, L. (2002). Developing Teacher Leaders: How Teacher Leadership Enhances School Success. Eric Education. [online] Available at:
<https://eric.ed.gov/?id=ED465713> [Accessed 10 Aug. 2018].

Cuban, L. (1988). The Managerial Imperative and the Practice of Leadership in Schools. Albany, NY: State University of New York Press.

Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Penlington, C., Mehta, P. and Kington, A. (2007). The Impact of School Leadership on Pupil Outcomes. [ebook] Nottingham: NCSL. Available at: <http://dera.ioe.ac.uk/7912/1/DCSF-RR018.pdf> [Accessed 10 Aug. 2018].

Dempster, N. (2002). The professional development of principals: 1 A theoretical framework. *The Practising Administrator*, 24(1), pp.17-19.

DuBrin, A. (2001). *Leadership: Research findings, practice, skills*. 3rd ed. Boston: MA, Houghton Mifflin.

George, D. & Mallery, P. (2003). *SPSS for windows step by step: A simple guide and reference. 11.0 update. 4th medn*. Boston: Allyn & Bacon.

Gunter, H. (2004). Labels and labeling in the field of educational leadership', *Discourse – Studies in the Cultural Politics of Education*. ERIC, [online] 25(1), pp.21-41. Available at: <https://eric.ed.gov/?id=EJ939306> [Accessed 10 Aug. 2018].

Elbert, R. and Stone, J. (1988). Student achievement in public schools: Do principals make a difference?. *Science Direct ELSilver*, [online] 7(3). Available at: <https://www.sciencedirect.com/science/article/abs/pii/0272775788900027> [Accessed 10 Aug. 2018].

Flick, U. (2014). *An introduction to qualitative research*. 5th ed. London: SAGE Publications.

Goddard, R., Wayne, K. and Hoy, A. (2004). Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions. *SAGE Journals*, [online] 33(3), pp.3-33. Available at: <http://journals.sagepub.com/doi/abs/10.3102/0013189X033003003> [Accessed 10 Aug. 2018].

Goleman, D. (2000). Article Summary: Goleman, D. (2000) Leadership that gets results. *Harvard Business Review*. Center for International Business Review, [online] pp.78-90. Available at: http://www.internationalbusinesscoaching.com/content_common/pg-article-summary.seo [Accessed 10 Aug. 2018].

Greene, J. (2006). Toward a methodology of mixed methods of social inquiry. *Research in the Schools*, [online] 13(1), pp.93-98. Available at: http://https://www.researchgate.net/profile/Jennifer_Greene4/publication/228968099_Toward_a_methodology_of_mixed_methods_social_inquiry/links/558d5dac08ae6071ec3abd0e/Toward-a-methodology-of-mixed-methods-social-inquiry.pdf?origin=publication_detail [Accessed 13 Aug. 2018].

GUNTER, H. (2001), *Leaders and Leadership in Education*, London, Paul Chapman.

- Hallinger, P., Bickman, L. and Davis, K. (1995). School Context, Principal Leadership, and Student Reading Achievement. *The University of Chicago Press Journals*, [online] 96(5). Available at: <https://www.journals.uchicago.edu/doi/abs/10.1086/461843?journalCode=esj> [Accessed 10 Aug. 2018].
- Harris, A. (2013) *Distributed Leadership Matters*. Corwin Press.
- Harrison, C. and Killion, J. (2007). Ten Roles for Teacher Leaders. *Teachers as Leaders. Educational Leadership*, [online] 65(1), pp.74-77. Available at: <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/Ten-Roles-for-Teacher-Leaders.aspx> [Accessed 10 Aug. 2018].
- Heale, R. and Twycross, A. (2015). Validity and reliability in quantitative studies. *ResearchGate*, [online] 18(3), pp.66-67. Available at: <https://www.researchgate.net/publication/280840011/download> [Accessed 17 Aug. 2018].
- Hollander, E. (1978). *Leadership dynamics: A practical guide to effective relationships*. New York: Free Press.
- Humphreys, E. (2010). *Distributed leadership and its impact on teaching and learning*. Ph.D. Thesis. The University of Maynooth.
- Hussein, A. (2003). The use of Triangulation in Social Sciences Research: Can qualitative and quantitative methods be combined?. *Journal of Comparative Social Work*, [online] 4(1). Available at: <http://journal.uia.no/index.php/JCSW/article/view/212> [Accessed 14 Aug. 2018].
- Jared, N. (2018). *Influence Of Head Teachers' General And Instructional Supervisory Practices On Teachers' Work Performance In Secondary Schools In Entebbe Municipality*. Eric Education. [online] Available at: <https://files.eric.ed.gov/fulltext/ED527043.pdf> [Accessed 10 Aug. 2018].
- Johnson, R., Onwuegbuzie, A. and Turner, L. (2007). *Journal of Mixed Methods Research*. SAGE Publication, 1(2), pp.112-133.

Joppe, M. (2000). The Research Process. The Quantitative Report Journal, [online] 8(4), pp.597-607. Available at: <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf> [Accessed 17 Aug. 2018].

Katzenmeyer, M., & Moller, G. (2001). Awakening the sleeping giant: Helping teachers develop as leaders (2nd ed.). Thousand Oaks, CA: Corwin Press

Kaur, S. (2013). Variables in research. Review Article, [online] 3(4). Available at: [http://ijrrms.com/pdf/2013/jul-sep2013/IJRRMS%20Vol.3%20\(4\)_10.pdf](http://ijrrms.com/pdf/2013/jul-sep2013/IJRRMS%20Vol.3%20(4)_10.pdf) [Accessed 17 Aug. 2018].

Khan, Z., Nawaz, A. and Khan_, I. (2016). Leadership Theories and Styles: A Literature Review. Journal of Resources Development and Management, [online] 16. Available at: https://www.researchgate.net/profile/Allah_Nawaz/publication/293885908_Leadership_Theories_and_Styles_A_Literature_Review/links/56bcd3ad08ae9ca20a4cdea2/Leadership-Theories-and-Styles-A-Literature-Review.pdf?origin=publication_detail [Accessed 10 Aug. 2018].

Kirk, J. and Miller, M. (1986). Reliability and validity in qualitative research. Beverly Hills: Sage Publications.

Koontz, H., O'Donnell, C., and Weihrich, H. (1986). Essentials of management. 4th ed. New York: McGraw-Hill. [online] Available at: https://www.ideals.illinois.edu/bitstream/handle/2142/4013/Moran_OP198199.pdf?sequence=2 [Accessed 9 Aug. 2018].

Leithwood, K., Day, C., Sammons, P. and Hopkins, D. (2006). Seven strong claims about successful school leadership. Nottingham: NCSL & DfES. Available at: <http://dera.ioe.ac.uk/6967/1/download%3Fid%3D17387%26filename%3Dseven-claims-about-successful-school-leadership.pdf> [Accessed 9 Aug. 2018].

Leithwood, K., Day, C., Sammons, P., Harris, A. and Hopkins, D. D. (2006). Seven strong claims about successful school leadership. Nottingham: National College for School Leadership.

Leithwood, K., Mascal, B., & Strauss, T. (2009) *Distributed Leadership According to the Evidence*. London, Routledge.

Leithwood, K. (2012). THE ONTARIO LEADERSHIP FRAMEWORK 2012 with a Discussion of the Research Foundations. Toronto: ONTARIO. [online] Available at https://www.education-leadership-ontario.ca/application/files/2514/9452/5287/The_Ontario_Leadership_Framework_2012_-_with_a_Discussion_of_the_Research_Foundations.pdf [Accessed 9 Aug. 2018].

Leithwood, K., Jantazi, D., and Steinbach, R. (1999). Changing Leadership for Changing Times. Buckingham: Open University Press.

Lempira, P. (2014). Influence Of Headteachers' Instructional Supervision Practices On Pupils' Performance In Kenya Certificate Of Primary Education In Loitokitok Sub-County, Kenya. Master Degree. The University of Nairobi. [online] Available at http://erepository.uonbi.ac.ke/bitstream/handle/11295/77014/Ole%20lempira_Influence%20of%20headteachers%20instructional%20supervision%20practices%20on%20pupils%20performance%20in%20Kenya%20certificate%20of%20primary%20education.pdf?sequence=3

Maden, M. (2001). Further lessons in success. Success against the odds – five years on: Revisiting effective schools in disadvantaged areas. London: Routledge Falmer, pp. 307-339.

McCleskey, J. (2014). Situational, Transformational, and Transnational Leadership and Leadership Development. Journal of Business Studies Quarterly, [online] 5(4). Available at: http://jbsq.org/wp-content/uploads/2014/06/June_2014_9.pdf [Accessed 10 Aug. 2018].

Merideth, E. (2000). ERIC Number: ED454173 Record Type: Non-Journal Publication Date: 2000 Pages: 148 Abstractor: N/A Reference Count: N/A ISBN: ISBN-1-57517-274-7 ISSN: N/A Leadership Strategies for Teachers. K-Adult. Eric, [online] 20(1). Available at: https://books.google.ae/books?hl=en&lr=&id=WehdAwAAQBAJ&oi=fnd&pg=PP1&dq=Leadership+Strategies+for+Teachers.+K-Adult.+Merideth,+Eunice+M.pdf.&ots=43o6drOAF-&sig=IiTQkvGbX7C3pH_xNdw2Khn0Hc&redir_esc=y#v=onepage&q&f=false [Accessed 10 Aug. 2018].

Mellenbergh, D. and Heerden, J. (2004). The Concept of Validity. Psychological Review, 111(4), pp.1061–1071. Available at: <http://rhowell.ba.ttu.edu/borsboomValidity2004.pdf> [Accessed 10 Aug. 2018].

Messick, S. (1989). Validity. In R. L. Linn (Ed.), Educational measurement. 3rd ed. New York, NY: American Council on Education and Macmillan., pp.13-104.

Mulford, B. (2003). SCHOOL LEADERS: CHALLENGING ROLES AND IMPACT ON TEACHER AND SCHOOL EFFECTIVENESS. OECD COMMISSIONED PAPER.

[online] Available at: <https://www.oecd.org/education/school/37133393.pdf> [Accessed 10 Aug. 2018].

Mulford, W., Silins, H., Halia & Leithwood, K. (2003) *Educational Leadership for Organisational Learning and Improved Student Outcomes*. Dordrecht, The Netherlands: Kluwer Academic Publishers

Mwangi, R. (2009). THE ROLE OF SCHOOL LEADERSHIP IN STUDENT ACHIEVEMENT IN KENYA. the Executive Doctor of Management Program. the Weatherhead School of Management. Available at:

<https://digital.case.edu/downloads/x633gr64k>

Nanjundeswaraswam, T. and Swamy, D. (2018). Leadership styles. *Advances In Management*, [online] 7(2). Available at: https://www.mnsu.edu/activities/leadership/leadership_styles.pdf [Accessed 10 Aug. 2018].

National Qualifications Authority (NQA). (n.d.). Educational Leadership Standards for the UAE Principal.

New World Encyclopedia. [online] Available at:

<http://www.newworldencyclopedia.org/entry/Leadership> [Accessed 9 Aug. 2018].

Nourthouse, P. (2010). 5th ed. Californian: Sage Publication. [online] Available at:

https://books.google.co.uk/books?id=SOjzvJfSPycC&pg=PR3&source=gbs_selected_pages&cad=2#v=onepage&q&f=false

Odumeru, J. and Ogbonna, I. (2013). Transformational vs. Transactional Leadership Theories: Evidence in Literature. *International Review of Management and Business Research*, [online] 2(2). Available at: <http://irmbrjournal.com/papers/1371451049.pdf> [Accessed 10 Aug. 2018].

OECD. (2001). Seminar on Managing Education for Lifelong Learning. [online] Budapest. Available at:

<https://www.oecd.org/site/schoolingfortomorrowknowledgebase/themes/innovation/41284048.pdf> [Accessed 10 Aug. 2018].

Ololube, N., Egbezor, D., Kpolovie, P. and Amaele, S. (2012). Theoretical debates on school effectiveness research: lessons for Third World education development agendas. Saarbrücken: Lambert Academic Publishers, pp.1-18.

Palinkas, L., Aarons, G., Horwitz, S., Chamberlain, P., Hurlburt, M. and Landsverk, J. (2011). Mixed Method Designs in Implementation Research. Springer, [online] 38(1), pp.44-53. Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3025112/> [Accessed 13 Aug. 2018].

Peleg, S. (2012). The role of leadership in the education system. Education Journal, [online] Vol. 1(No. 1), pp.5-8. Available at: <http://article.sciencepublishinggroup.com/pdf/10.11648.j.edu.20120101.12.pdf> [Accessed 9 Aug. 2018].

Perrin, C. (2010). Leaders vs. manager: what's the distinction?. *Achieve Global*. [Accessed 9th June 2017]. Available at: <https://www.rpi.edu/dept/hr/docs/Leadervsmanager.pdf>

Polit, D., Beck, C. and Hungler, B. (2001). Essentials of Nursing Research: Methods, Appraisal and Utilization.. 5th ed. Philadelphia: Lippincott Williams & Wilkins.

Pont, B., Nusche, D. and Moorman, H. (2008). Improving School Leadership VOLUME 1: POLICY AND PRACTICE. Corrigenda: OECD publications. Available at: <https://www.oecd.org/education/school/44374889.pdf>

Patton, M. (2002). Qualitative research and Evaluation Methods.. 3rd ed. Thousand Oaks: SAGE.

Rajbhandari, M.S. (2006). Mphil. Educational leadership. ERIC Institute of Education Sciences, [online]. [Accessed 9th June 2017]. Available at: <https://files.eric.ed.gov/fulltext/ED499621.pdf>

Rahman, M. (2017). The Advantages and Disadvantages of Using Qualitative and Quantitative Approaches and Methods in Language “Testing and Assessment” Research: A Literature Review. Canadian Center of Science and Education, [online] 6(1). Available at: <https://www.researchgate.net/publication/309889936/download> [Accessed 12 Aug. 2018].

Viviane M. J. Robinson, V. (2007). School Leadership and Student Outcomes: Identifying What Works and Why. Auckland: ACEL Monograph Series, p.28. Available at: <http://peersupport.edu.au/wp-content/uploads/2014/08/Student-leadership.pdf>

Silins, H., & Mulford, B. (2002). Organisational learning and school change. *Educational Administration Quarterly*. Vol. 38(5), pp. 613-642.

Silins, H. and Mulford, B. (2002). Leadership and School Results. 1st ed. Dordrecht: Kluwer Academic Publishers., pp.561-612.

Shonhiwa, C. (2016). An Examination of the Situational Leadership Approach: Strengths and Weaknesses. *Cross-Currents: An International Peer-Reviewed Journal on Humanities & Social Sciences*. [online] Available at: <http://crosscurrentpublisher.com/wp-content/uploads/2017/07/CC2235-40.pdf> [Accessed 10 Aug. 2018].

Smith, I. (2006). Continuing professional development and workplace learning. *Library Management*, 27(4/5), pp.300- 306.

Stogdill (1950). Leadership, membership, and organization. *Psychological bulletin.*, pp.1-14.

STogdill, R. (1950). Leadership, membership, and organization. *Psychological Bulletin*, [online] 47(1). Available at: <https://www.deepdyve.com/lp/psycarticles-reg/leadership-membership-and-organization-q3ZVwlNcsY> [Accessed 10 Aug. 2018].

Suresh, A. And Rajini, J. (2013). Transformational Leadership Approach In Organisations -Its Strengths And Weaknesses. *International Journal of Social Science & Interdisciplinary Research*, [online] 2(3). Available at: <http://indianresearchjournals.com/pdf/IJSSIR/2013/March/17.pdf> [Accessed 10 Aug. 2018].

Tannenbaum, R. and Weschler,, I. (1961).). Leadership and organization. *journals.sagepub.com*, Volume: 21(issue: 4,), page(s): 1077-1078. [online] Available at <http://journals.sagepub.com/doi/abs/10.1177/001316446102100455> [Accessed 9 Aug. 2018].

The Progress of Education Reform (2010). Teacher Leaders. Education Commission, 11(6). [online] Available at: <https://files.eric.ed.gov/fulltext/ED539024.pdf>

Turner, D.W. (2010). Qualitative Interview Design: A Practical Guide for Novice Investigators. IQR Qualitative Report. Vol. 15(3), pp 754-760. [online] Available at: <https://nsuworks.nova.edu/cgi/viewcontent.cgi?referer=https://duckduckgo.com/&httpsredir=1&article=1178&context=tqr> [Accessed 9 Aug. 2018].

UAE School Inspection Framework. (2016). 1st edn. UAE: UAE. Viewed 23 June 2018. <https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>

UAE vision 2021. (2018). UAE Vision 2021. [online] Available at: <https://www.vision2021.ae/en> [Accessed 10 Aug. 2018].

Vidoni, D. and Grassetti, L. (2003). “The Role of School Leadership on Student Achievement: Evidence from Timss2003” Prepared for the Proceedings of the 3rd IEA International Research Conference. [online] Available at: https://www.iea.nl/fileadmin/user_upload/IRC/IRC_2008/Papers/IRC2008_Vidoni_Grassetti.pdf [Accessed 10 Aug. 2018].

Wisdom, J., Cavaleri, M., and Onwuegbuzie, A. (2011). Methodological reporting in qualitative, quantitative, and mixed methods health services research articles. Health Service Research, [online] 47(2), pp.721–45. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/22092040> [Accessed 13 Aug. 2018].

Wilson, M. and Gochyyev, P. (2013). Psychometrics. Rotterdam: Sense Publishers, pp.3-6.

Woods, P., Bennett, N., Harvey, J. and Wise, C. (2004). Variabilities and Dualities in Distributed Leadership; findings from a Systematic Literature Review. Educational Management, Administration, and Leadership, [online] 32(4), p.439. Available at: https://www.researchgate.net/profile/Christine_Wise/publication/238433599_Variabilities_and_Dualities_in_Distributed_LeadershipFindings_from_a_Systematic_Literature_Review/links/560a768908ae4d86bb138f94/Variabilities-and-Dualities-in-Distributed-LeadershipFindings-from-a-Systematic-Literature-Review.pdf [Accessed 10 Aug. 2018].

Zaleznik, A. (1977). Managers and leaders. Florida: Harvard Business Review, pp.. 67–7.

<https://www.leadership-central.com/leadership-theories.html>

Distributive leadership history

II. Appendices

Appendix 1 – Letter to Gems Wellington Academy Al khail School



06/03/2018

GEMS Wellington School Al khail **Dubai , UAE**

This is to certify that Ms. Nour Abdullah Subri with Student ID number 2016101145 is a registered part-time student in the Master of Education offered by The British University in Dubai.

Ms.Subri is currently collecting data for her research “21 st Century Leaders”.

She is required to gather data through conducting surveys that will help her in writing the final research. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.Subri’s request.

Yours sincerely,

Dr. Amer Alaya

Head of Academic and Student Administration

الجامعة
البريطانية في
دبي



The
British University
in Dubai

Leading Teacher's Interview

Interviewee's Name:

School:

Personal Domain

***What are your qualifications?**

*** Tell me briefly about your experience in education field.**

Distributive leadership awareness	
In your opinion, what is understood by the term 'distributed' leadership?	
How do you view leadership, and people as leaders in this school?	
What do you consider to be the processes through which leadership was distributed in your school?	
Leading teachers' challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	

What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	
Contribution on teachers' professional development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	
What is the influence of leading teachers in improving learning process?	
What is the influence of 'leading teachers' in improving learning process?	
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	

* What is your strength as a 'leading teacher'?

*What is your major struggle as a 'leading teacher'?


*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

Signature: _____

Appendix 3- Teachers' Questionnaire (Survey Monkey)

Page Logic ▾

More Actions ▾

Lead Teachers' Role in the School

What is your impact?

As an educator in this school what is your impact/ opinion toward the lead teachers' role and contributions in the teaching and learning process and in teachers' professional development and motivation?

Lead teachers: all educators in the school who teach and lead other teachers in the same time such as HODs- coordinators- HOYs

RTGS

The survey will take around 2 minutes

1. Lead teachers in the school are well- qualified people with good experience.

☐ Strongly agree ☐ Neither agree nor disagree

☐ Agree ☐ Disagree

☐ Strongly disagree

2. Lead teachers succeed in working under pressure and prioritizing tasks effectively.

☐ Strongly agree ☐ Neither agree nor disagree

☐ Agree ☐ Disagree

☐ Strongly disagree

3. Teachers are highly motivated and inspired by lead teachers model good of teaching practices.

☐ Strongly agree ☐ Neither agree nor disagree

☐ Agree ☐ Disagree

☐ Strongly disagree

4. Lead teachers guide teachers toward consistency and open the door to discuss “What best works in the classroom”.

- ☐ Strongly agree
☐ Agree
☐ Strongly disagree

- ☐ Neither agree nor disagree
☐ Disagree

5. Actual challenges happening in classrooms and are solved practically.

- ☐ Strongly agree
☐ Agree
☐ Strongly disagree

- ☐ Neither agree nor disagree
☐ Disagree

6. Teaching and learning process is improved by sharing best practices.

- ☐ Strongly agree
☐ Agree
☐ Strongly disagree

- ☐ Neither agree nor disagree
☐ Disagree

7. Teachers’ leadership involves a matter of delegation (distributing workload) ONLY.

- ☐ Strongly agree
☐ Agree
☐ Strongly disagree

- ☐ Neither agree nor disagree
☐ Disagree

8. Teaching and learning process is initiated and sustained as a matter of teachers’ agency and choice.

- ☐ Strongly agree
☐ Agree
☐ Strongly disagree

- ☐ Neither agree nor disagree
☐ Disagree

9. PD sessions are effectively initiated and facilitated based on teachers’ – students’ needs and on the school’s priorities

- ☐ Strongly agree
☐ Agree
☐ Strongly disagree

- ☐ Neither agree or disagree
☐ Disagree

⊕ NEW QUESTION



or [Copy and paste questions](#)

DONE

Appendix 4- Lead teacher's Interview 1



Leading Teacher's Interview

Interviewee's Name: Duaa Al Harbawi

School: American International School

Personal Domain

***What are your qualifications?**

Bachelor Degree in Science

*** Tell me briefly about your experience in education field.**

I have been dreaming to be a teacher since I was in grade 5 as I was influenced by my Science Teacher Miss Hafsa at that time. When I joined the university I decided to join the science college to be a teacher and here I am I joined Greenwood International School as a science teacher and I also joined the American International School as a science teacher. As a teacher I learn every day that teaching is very challenging as the world is changing and developing rapidly so being an up to date teacher is a big challenge being a teacher who follows up with the new knowledge and technologies and new interests of new generations all of that lead to lifelong learning as a teacher.

Distributive leadership awareness	
In your opinion, what is understood by the term 'distributed' leadership?	As far as I know it is another word of group work. In <u>branching</u> institute like schools there is no one man show or one leader as the nature of schools requires several leaders.
How do you view and leadership, and people as leaders in this school?	In a school our mission has to be all focused on students' future This is a great responsibility so in my point of view leadership in schools has to be done through distributed leadership

What do you consider to be the processes through which leadership was distributed in your school?	Indeed qualifications and performance are the main considerations when it comes to leadership distribution
Leading teachers' challenges Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Shortage of timing and shortage of resources
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	Not all teachers a cooperative Arranging for plan B and apply it
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	
Contribution on teachers' professional development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	No not as a line manager but as a lead teacher. My responsibility is to lead the whole process of learning for grade 8 from planning to assessments preparation to insure all teachers are in the same line and all students under all teachers of grade 8 are getting a high quality teaching and learning
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	The role of a leading teacher is to plan the educational process including all the details starting form the lesson plan to the learning activities. As we said before as the world develops rapidly also teaching and learning process changes rapidly so this should lear the leading teacher to be up to date.
What is the influence of leading teachers in improving learning process?	

What is the influence of 'leading teachers' in improving learning process?	Leading teacher has a great influence in the learning process as she or he carries the responsibility of planning the learning process
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	It is a delegation for sure but this delegation should be distributed based on the leaders interests and capabilities

* What is your strength as a 'leading teacher'?

- Dissection making
- Freedom of planning

*What is your major struggle as a 'leading teacher'?

- Time management – Shortage of time
- Shortage of meetings with the team due to many other responsibilities
- Limited resources

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

- reduce other responsibilities on the leader like extra duties
 - Provide official timing for meetings where the lead teacher can discuss the plans with the peers.

- Provide special workshops on leadership for teachers

Signature: *Duaa herbawi*

Appendix 5- Lead teacher's Interview 2



Leading Teacher's Interview

Interviewee's Name: **Benjamin Cooper**

School: **Gems Wellington Academy Al Khail**

Job Title: **Primary Assistant Principal**

Personal Domain

*What are your qualifications?

My original qualification was in Art design with Prime KTS in England

* Tell me briefly about your experience in education field.

I did three years in UK as a primary school teacher, and I did three years in Dubai as a primary teacher. This year, I am an assistance principal.

Distributive leadership awareness	
In your opinion, what is understood by the term 'distributed' leadership?	Distributed leadership is empowering the people basically, so you can't do everything yourself; it is very important to utilize everybody's qualities and everybody strengths Distributed leadership is empowering other people to take responsibilities through various tasks various kind of objectives to improve the school in term to get complete task of moving the school forward.
How do you view leadership, and people as leaders in this school?	In this school, everyone has clear responsibilities, so, we know well who is responsible on what. Also it is very obvious to teachers and other staff

	members; every thing works clearly and well together.
What do you consider to be the processes through which leadership was distributed in your school?	
Leading teachers' challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Challenges from teacher's perspective (they are on the ground) they want the best for the children; so, their job is to make sure that they are learning. From leadership perspective, there is two sides of it; you also want the best to the children, but you also have the business side (the prophet side). It is a difficult balance sometimes to find between making sure the children have best opportunities possible, but in the same time it is the budget and prophet margins in everything.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	Organization is a big one, you always juggling with more than one thing from time to time which is going to lead to different things. So, organizing your days and calendars when is your deadline you need to make sure and figure out the steps before hand. I think action plans play really big key part (you can follow action plans, and you can put a clear definitive steps that we can take in order to complete our tasks). Also, utilizing people as well to make sure that everyone has one responsibility.

	My role is mostly following up and managing and regular checking people to make sure that they meet their dead lines.
Contribution on teachers' professional development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	I am head of teaching and learning cross primary; so, I directly line managed head of years in key stage two (I look after heads of years in year 3,4, 5, and 6) I also look after teaching and learning. My job is to coordinate professional development through primary school teachers and facilitate people to reach the school expectations.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	
What is the influence of leading teachers in improving learning process?	
What is the influence of 'leading teachers' in improving learning process?	This year we did a lot of work on what learning process is; we've looked at learning cycle; so, students start with an engagement (a hook that gets them involve in learning) then they're developing their knowledge to understanding (learning a new fact – a new skill) then they practice the new skills in different ways through problem solving or in pairs or groups then they will go to how to use that so they will plan how to do that then they will try to create something with it through piece of learning, role play and at the end they will share their knowledge because it is really important that the learning process involves kind of application on their new knowledge. We work with

	<p>teachers on how is the learning process looks like and we work on aspects of what makes a good lesson such as WEK essentials.</p> <p>Also, teachers' resources is very important.</p>
<p>Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.</p>	<p>I think delegation is important, but I think distributed leadership is more than delegation it is about give the responsibility to the right person.</p>

* What is your strength as a 'leading teacher'?

I think I am quite a good role model in fact I demonstrate a good teaching and learning myself; so, I can inspire people and show it is possible and it is realistic expectations. I am quite enthusiastic so I hope that can be observed from people enthusiasm for development, teaching and learning, and education as a whole. I am quite fair; I am trying to be supportive to the students and to teachers in the same time.

*What is your major struggle as a 'leading teacher'?

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

I think it is really important to have an opportunity to work with other leaders in the school and also across Dubai. I think more leadership programs are needed in Dubai. A lot of leadership comes from abroad, and new head teachers; they don't have existence experience came from the bottom in Dubai

Signature: *Ben Cooper*

Appendix 6- Lead teacher's Interview 3



Leading Teacher's Interview

Interviewee's Name: **Alice Alexander**

School: **Gems Wellington Academy**

Personal Domain

*What are your qualifications?

I've got Bachelor of Art in Primary Education

*|Tell me briefly about your experience in education field.

I used to work in a nursery; it was my first experience. Then I worked as a nanny for a year with a family with three children. After that I went to London I worked in London for two years as year 3 class teacher

Then I moved to Australia; I worked in recruitment in education. Then I moved to Dubai, and I worked as a year 2 teacher for 2 years. I am now the head of year 2.

Distributive leadership awareness	
In your opinion, what is understood by the term 'distributed' leadership?	I think it is probably means leaders from different sectors.
How do you view leadership, and people as leaders in this school?	
What do you consider to be the processes through which leadership was distributed in your school?	

Leading teachers' challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	I think my biggest challenge for me as a leader has to be giving difficult feedback is really challenging for me. Also, I think balancing between being a teacher and being a leader is quite challenging for me(to find enough time)
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	
Contribution on teachers' professional development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes I am line manager to my year2 team. I do observations, evaluations etc..
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	There is TELLAL courses, so what I do I advise my teacher what is the course for them and what do they need. Also, making sure that we do lots of team teaching(exchange observation) Also, making sure that planning is up to date.
What is the influence of leading teachers in improving learning process?	
What is the influence of 'leading teachers' in improving learning process?	We want to make sure that all year2 class are on the same level and they are consistant. As a teacher and leader in the same time I keep on adapting the plan if it needed depends on the outcome of the lesson.

<p>Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.</p>	

* What is your strength as a 'leading teacher'?

I think I just got time for people. I've long experience in the field, and I have an absolute passion in teaching young children.

*What is your major struggle as a 'leading teacher'?

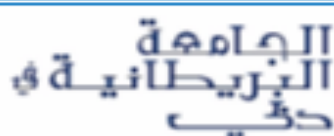
Work load and time management

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

I think a lot of precious time is taken from leading teachers in having duties, and ECAs. I think having spare time for planning and paper work helps me to be more balanced and less stressed.

Signature: *Alice Alexander*

Appendix 7- Lead teacher's Interview 4



The
British University
in Dubai

Leading Teacher's Interview

Interviewee's Name: **Asmaa Bahlouli**

School: **American School of Creative Science**

Personal Domain

*What are your qualifications?

Bachelor in Computer Science, MBA and MEd in Leadership and Management

* Tell me briefly about your experience in education field.

I have over 7 years of teaching and leadership experience with from K to 12



Distributive leadership awareness	
In your opinion, what is understood by the term 'distributed' leadership?	It means the leader distribute the role of leading among team members by mentoring them and guiding them through their learning.
How do you view and leadership, and people as leaders in this school?	In my current school, the leaders are trying to create leaders with all teachers. It started recetly and the impact can't be seen immediately.
What do you consider to be the processes through which leadership was distributed in your school?	We are still at the fundamental stage. We middle-team-leaders MTL are still learning from senior leaders.
Leading teachers' challenges Challenges	

What are the challenges 'leading teachers' face in their role between teachers and school administration?	Explaining the last-minutes due tasks to our team which is beyond our control and must be done based on Senior Leadership Team (SLT)
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	Obstacles from SLT in interfering on the way we distribute the tasks on team members.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	communication is a key factor in multiplicity of leadership especially when you have to report to more than one leader and each leader has impact on your role.
Contribution on teachers' professional development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes I do. I have to coach them, train them and follow up with their teaching, needs and make sure they are aligned with the department curriculum and meeting the needs of their students.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	They are the "super heroes" who make sure teachers are benefiting from the professional development and how they apply it in their daily classes. The lead teacher lead by example and she/he is the first one to apply a new concept so the team can see the impact and follow.
What is the influence of leading teachers in improving learning process?	
What is the influence of 'leading teachers' in improving learning process?	As they lead by example, they make sure to eliminate the obstacles or at least report it to whom can help with in order that the learning process goes smoothly as expected.

Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	I think teachers' leadership is a mix of all of them. Not any teacher can hold the role of leadership and honor that responsibility by making a positive difference. Leadership is about discovering the talent in the team, mentoring, following up and showcasing that by distributing the responsibilities among them.

* What is your strength as a 'leading teacher'?

Discovering the hidden talent/competencies in the team, mentoring and coaching them, handing them tasks that suits their passion and showcase so they grow up to be inspiring leaders.

*What is your major struggle as a 'leading teacher'?

Applying tasks that are not as important as my priorities that are planned for my team, but because it comes from SLT, it's a MUST task.

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

Giving me the freedom to train the team based on their needs and what they are passionate about. When a teacher likes her job, she will be creative in delivering quality products and vice versa.

Signature: *Asmaa Bahsoui*

Appendix 8- Lead teacher's Interview 5



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: Jana Minhas

School: ASCS Maliha road

Job Title: Curriculum Coordinator and High school Media teacher

Personal Domain

***What are your qualifications?**

BA(HONS) Film: Video production and Film studies specialist

MA Education

*** Tell me briefly about your experience in education field.**

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	Being involved in organizational leadership from all aspects (teachers', leaders' etc.)
How do you view leadership, and people as leaders in this school?	Leaders work on the leadership level mostly, there is not enough involvement in what is going on in classrooms, with students
What do you consider to be the processes through which leadership was distributed in your school?	Assigned by the principal
Leading Teachers' Challenges	

What are the challenges 'leading teachers' face in their role between teachers and school administration?	Not enough time to concentrate on either their teaching role and their administrative role
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	People thinkg they are given too much work that is not their responsibility
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	I don't know
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes Observing their teaching capabilities, training, Appraisal
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	Leads traninings
Leading Teachers Influence in Improving Learning Process?	
What is the influence of 'leading teachers' in improving learning process?	Shares best practice with others
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in	No, there must be a will and positive attitude to drive change in small commitees etc

initiating and sustaining change? Explain.	

* What is your strength as a **'leading teacher'**?

I get to see and understand the real challenges that are going on in classrooms and I have the chance to report this to the upper management and do something about it

*What is your major struggle as a **'leading teacher'**?

Not enough time

*What could be done to better support this process and enable you to succeed as a **'leading teacher'**?

Recognize this role in the organization

Signature: *Jana Minhas*

Appendix 9- Lead teacher's Interview 6

الجامعة
البريطانية
في دبي



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: Bayan Mohamed Majed Batal...

School:...American school of creative science...

Job Title:Grade one class room teacher and team leader.

Personal Domain

***What are your qualifications?**

Bachelor of English Literature

*** Tell me briefly about your experience in education field.**

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	In every good school, there are teachers whose vision extends beyond their own classrooms. Leadership as distributed: is a matter of practice cultural' distribution may, it is argued, be seen as a developmental sequence, adapted to the context and stage of development of a school.
How do you view leadership, and people as leaders in this school?	The leaders create new organizational routines and structures that with time transform the school's culture, contributing in turn to greater teacher satisfaction, higher teacher expectations for students, and improved student achievement.
What do you consider to be the processes through which leadership was distributed in your school?	School leaders in my school are under considerable pressure to demonstrate the contribution of their work to school improvement, which has resulted in the creation of a wide range of literature which addresses leadership in the context of school improvement.
Leading Teachers' Challenges	

What are the challenges 'leading teachers' face in their role between teachers and school administration?	The head teachers indicated that all stakeholders in the education sector need to be sensitised on the issues revolving around children with specialised needs. The schools also requested that the resources that can help children with special needs need to be channelled to the schools if they are to effectively handle the learners. The teachers need to be trained in special education while head teachers not only need training in special education, but also in leadership and management.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	In this guise, distributed leadership involves three essential components. Firstly, leadership practice is the central and anchoring concern. Secondly, leadership practice is generated through the interaction of leaders, followers and their situation. Thirdly, the situation both defines leadership practice and is defined in and by leadership practice.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes, I am the line Manager and team leader for my team teachers in grade one . My responsibilities regarding this are : Resource Provider Instructional Specialist, Curriculum Specialist, Classroom Supporter, Learning Facilitator, mentor ,school leader, Catalyst for Change, data coach and self learner.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	The Collaboration and building relationships with other teachers, connecting to teacher initiatives
Leading Teachers Influence in Improving Learning Process?	

What is the influence of 'leading teachers' in improving learning process?	The relationship between school leadership and student learning is mostly indirect. As school leaders work mainly outside the classroom, their impact on student learning is largely mediated through other people, events and organizational factors such as teachers, classroom practices and school climate.
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	Yes, I think so. It is a matter of teachers agency and choice in initiating and sustaining change. Because school leadership has become a priority in education policy agendas across OECD and partner countries because it plays a key role in improving classroom practice, school policies and connections between individual schools and the outside world.

*** What is your strength as a 'leading teacher'?**

I can find my strength in many points:

creativity 2. Curiosity 3. Open-Mindedness 4. Perspective 5. courage 6. Persistence 7. Kindness 8. Optimism 9. Results Oriented 10. Collaboration 11. Self-control 12. Fairness 13. humor 14. Discipline and 15. Independence

***What is your major struggle as a 'leading teacher'?**

As a teacher leader, I need support to overcome stubborn barriers created by the norms of school culture—autonomy, egalitarianism, and deference to seniority.

***What could be done to better support this process and enable you to succeed as a 'leading teacher'?**

(The school principal's role) in creating a supportive environment in which teachers can continue to grow and improve their professional practice is the second area where principals exert significant influence on teacher learning and

Appendix 10- Lead teacher's Interview (Zahra Jewhan)

الجامعة
البريطانية في
دبي



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: Zahra Jweihan

School: Al Wahda Private School

Personal Domain

***What are your qualifications?**

Special Education and Inclusion MA

TESOL Diploma

English Literature and Teaching English BA

*** Tell me briefly about your experience in education field.**

Academic Coordinator, Special Education Teacher, English Coordinator and English Teacher

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	I understand that the situations and the circumstances in a workplace can be understood and managed by anyone in the organization according to his role rather than giving the whole responsibility to the one in authority. Everyone is a leader in his or her own place.
How do you view leadership, and people as leaders in this school?	Leaders in my school are disconnected from the actual process of teaching and learning and more occupied with the big picture. They depend on emails to get information and give directions.
What do you consider to be the processes through which leadership was distributed in your school?	In my current workplace, leadership is represented in the school principal and the HR management. The staff are detached from decision making, policies or simple arrangements. This caused staff members to be more cautious and less concerned about

Leading Teacher's Questionnaire

Interviewee's Name: Zahra Jweihaan

School: Al Wahda Private School

Personal Domain

***What are your qualifications?**

Special Education and Inclusion MA

TESOL Diploma

English Literature and Teaching English BA

*** Tell me briefly about your experience in education field.**

Academic Coordinator, Special Education Teacher, English Coordinator and English Teacher

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	I understand that the situations and the circumstances in a workplace can be understood and managed by anyone in the organization according to his role rather than giving the whole responsibility to the one in authority. Everyone is a leader in his or her own place.
How do you view leadership, and people as leaders in this school?	Leaders in my school are disconnected from the actual process of teaching and learning and more occupied with the big picture. They depend on emails to get information and give directions.
What do you consider to be the processes through which leadership was distributed in your school?	In my current workplace, leadership is represented in the school principal and the HR management. The staff are detached from decision making, policies or simple arrangements. This caused staff members to be more cautious and less concerned about

	what problems might occur due to the fact that they are not in charge.
Leading Teachers' Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Leading teachers are not usually convinced by the decisions made by the school's management and they are given directions to implement these decisions which makes it difficult to convey the message and follow up with the teachers who view some decisions as wrong ones.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	The leading teachers are not usually part of the decision making process. This makes them and the teachers less able to take responsibility for the results of the implemented policies.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	The school's principal meets with the owners separately and meets with the academic coordinators to give directions. The directions are conveyed to the heads of sections and heads of departments through academic coordinators which keeps the communication restricted to the directions away from the rational and the plan. Interpretations will be individual and practices follow each leader's interpretations.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	I am a line manager in terms of training and close follow up of the process of teaching and learning, assessment, and intradisciplinary integration of different subjects in the same phase.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	The lead teacher will be more responsible for implementing the same strategy, approach or pedagogy across the same level. It trains the teachers towards consistency and opens the door to discuss "What best works".
Leading Teachers Influence in Improving Learning Process?	
What is the influence of 'leading teachers' in improving learning process?	Allowing the teacher to see a bigger picture of the educational process gives more responsibility towards training other teachers to be on the same level of the lead teacher and reduces competition due to the assumption that small teams can work together for the benefit of their grade level or phase.

***What could be done to better support this process and enable you to succeed as a 'leading teacher'?**

In the process of decision making and policy design, the school management should derive its resources and information from the field knowledge of the teachers and head teachers and not from the wishes and the expectations of influential parents or the detached plans of the owners.

Signature: Zahra Jweihan

Appendix 11- Lead teacher's Interview 7



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: **Kifah Hamdi Qandeel**

School: **American School of Creative Science**

Job Title: **Grade 3 Classroom teacher(Team Leader)**

Personal Domain

*What are your qualifications?

English Literature Bachelor of Art

* Tell me briefly about your experience in education field.

I have been teaching for 6 years. I started teaching KG1, KG2, Grade 1, 2 and 3.

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	The job tasks are distributed among a group of qualified people.
How do you view leadership, and people as leaders in this school?	Well- qualified people with experience.
What do you consider to be the processes through which leadership was distributed in your school?	It is according to academic qualifications, personality and years of experience.
Leading Teachers' Challenges	

What are the challenges 'leading teachers' face in their role between teachers and school administration?	<ul style="list-style-type: none"> - The short notices - The clashes of timings between the classes and the meetings. - The big load of work
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	<ul style="list-style-type: none"> - Keeping the goals realistic - Convincing the team members of the roles
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	They need to be practical, professional, open minded..
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	No, I am not a line manager, I am the link between the team and the administration.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	The leading teacher has a major role to guide the teachers to improve the work quality and to encourage them to work harder.
Leading Teachers Influence in Improving Learning Process?	
What is the influence of 'leading teachers' in improving learning process?	To gather all the points of view of teachers and to get to a result that improves the learning process
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	Teachers' leadership is a distributed responsibility that creates a connection between the teachers and administration which contributes positively in the work quality.

* What is your strength as a **'leading teacher'**?

Being open minded and having the ability to accept all points of view

*What is your major struggle as a **'leading teacher'**?

Consistently, maintaining the good work quality

*What could be done to better support this process and enable you to succeed as a **'leading teacher'**?

To get more courses about management.

Signature: Kifah H.S. Qandeel

Appendix 12- Lead teacher's Interview 8

الجامعة
البريطانية
في
دبي



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: **Nesrine Farahat**

School: **IAS**

Job Title: **Head of Department**

Personal Domain

*What are your qualifications?

BA in Translation and Linguistics

MA in TESOL

* Tell me briefly about your experience in education field.

I have been an English Teacher for 16 years and I have held the department management for the past 6 years

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	It is flat leadership in my opinion. Sharing power with multiple leaders and teachers.
How do you view leadership, and people as leaders in this school?	Leadership in my opinion is more like a coach in a football pitch. A successful leader is the one who doesn't fear the knowledge of others or try to limit their status from rising but is the one who takes their hand to success. We rise together and fail together.

What do you consider to be the processes through which leadership was distributed in your school?	Decisions made about teaching styles, deadlines, objectives and targets.
Leading Teachers' Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Financial mainly cause not all schools support external professional development and they rather prefer internal free ones which I see not adding much to the success of the team.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	Reluctant team members is my main concern. Naggers who only want more money and power in the show.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	They have to be open to discussion and have to create multiple means to convince management with their thoughts that must be a result of discussion and observation for the school.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	Professional development must come as a result of convincing teachers with its importance to them. No one will pay extra money specially with the current life expenses unless he is totally convinced and he feels he will be rewarded for this.
Leading Teachers Influence in Improving Learning Process?	
What is the influence of 'leading teachers' in improving learning process?	Leaders are anchors in the loop of improvement. They can't work alone. A clear objective should be set in a

	reasonable and achievable way to encourage everyone to take part in
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	It must be in the shades of responsibility distribution. I believe people work better when its their target rather than someone else's.

* What is your strength as a 'leading teacher'?

Being a flat leader

*What is your major struggle as a 'leading teacher'?

Multiple and continuous change, everyday there is a new requirement which is very difficult to keep up with. Example, before teachers got to finish their diplomas, a new license came to screen and new obligations came to sight.

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

. A full and collective vision has to be set by the ministry that is very clear and explicit to everyone as well as reasonable of course. Set long term targets and means to achieve them is the only way to make life clear for everyone

Signature: *Nesrine Farahat*

Appendix 13- Lead teacher Interview 9

الجامعة
البريطانية
في
دبي



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: Jenna Young

School: WEK

Job Title: Y3 Head of Year

Personal Domain

***What are your qualifications?** BA Primary Education 5-11

*** Tell me briefly about your experience in education field.**

I've been teaching for 8 years. 4 years in the UK in years two and one, four years in the UAE years 2 and 3. I have led Science and Mathematics in the UK.

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	I don't know what this means. I guess it might mean sharing leadership responsibilities with others.
How do you view leadership, and people as leaders in this school?	It varies a lot depending on the person so this question is hard to answer. Most are hard working, under a lot of pressure, capable.
What do you consider to be the processes through which leadership was distributed in your school?	I believe the leadership roles were assigned by the CEOs of the school in consultation with the phase principles. Applicants are usually existing members of staff, who have a laid back interview with CEO and a primary

	principle. This has been my experience anyway.
Leading Teachers' Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Administration... communication is a challenge in a school our size. Conflict of interests sometimes, i.e. admin have different interests to teachers on occasions.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	Other staff who are reluctant to take on extra responsibility. Staff not meeting deadlines or doing tasks. Casual approach to meetings.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	I don't know what there is to deal with, really. I'm not sure I understand your question. Head of Year meet with KS2 lead once a week and Primary Leadership Team meets once a month. We have email contact also.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes. Observations, performance management meetings, encouraging and providing opportunities for meeting of performance management targets, answering questions and concerns, giving advice.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	See above!
Leading Teachers Influence in Improving Learning Process?	
What is the influence of 'leading teachers' in improving learning process?	It depends on the leading teacher's role in the school. Personally, I have impacting on learning through feeding back to teacher's. I've also analysed year group data and organised

	appropriate interventions to those children who need it. I've encouraged team teaching and peer observations for my team.
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	A bit of both is important. Sometimes people just like to be told what to do in order to save time and for clarity. Sometimes, it's important to involve others in decision making. It's always important to give others the opportunity to try out a new idea or take on some responsibility if they show willing.

* What is your strength as a 'leading teacher'?

I am thorough and hard-working, organised and creative. I find solutions to problems.

*What is your major struggle as a 'leading teacher'?

Directing others and dealing with confrontational situations.

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

It would be nice to be able to speak with members of the SLT more often. If they were more approachable. At the moment, you must go through the hierarchy of line managers, but sometimes this makes you feel unheard or unsupported.

More time after school (i.e. less meetings) in order to complete tasks well.

Signature: *Jenna Young*

Appendix 14- Lead teacher Interview 10



Leading Teacher's Questionnaire

Interviewee's Name: Rachael Parkinson

School: GEMS Wellington Academy Al Khail

Personal Domain

*What are your qualifications?

BSc Biochemistry

PGCE Science

* Tell me briefly about your experience in education field.

Trained in UK in 2005

Taught in State Comprehensive School in the UK for 10 years (being Head of Department for 3 years)

Worked with OCR a UK Exam board on education reform.

This is my second year teaching in Dubai.

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	How the leadership roles are shared out across the school.
How do you view leadership, and people as leaders in this school?	Leadership is clear and the vision is well communicated to staff. Leaders are knowledgeable about what needs to improve in the school and share this.

What do you consider to be the processes through which leadership was distributed in your school?	Leadership roles are advertised and people are employed into them. Most roles are next steps for people. Sometimes people enter leadership much earlier in Dubai than they may in the UK. Once the roles are allocated the strengths and preferences of those individuals are used to distribute the roles and key focuses for the individuals.
Leading Teachers' Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Lack of time. This is always the biggest time constraint. Short deadlines and often changing expectations last minute can result in extra work load.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	It is hard to distribute roles to others when people are already very busy. Teaching always has to be priorities and often this can not be the main focus when there are other expectations/deadlines. I think Pastoral leaders have this worse as situations can arise daily than Subject leaders who know where the pressure points should be during the year.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	I am not sure I understand the question – but leadership should be streamlined and in a small secondary school there are too many heads of subject when actually they are the only member of staff. A faculty based model would be more effective and the workload could be more evenly shared.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes, I have 3 teaching staff and 1 admin (technician) that I line manage. My role is to communicate the vision of the school and department, support them to develop in their own teaching and assessment, observe them, provide feedback and have performance management meetings where targets are set and evidence is collated.

What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	To identify needs, provide resources, to ensure there are suitable high quality opportunities to develop those needs, to identify good practice, provide opportunities for that to be shared with others.
Leading Teachers Influence in Improving Learning Process?	
What is the influence of 'leading teachers' in improving learning process?	<p>Leading teachers can provide advice and support to those who need it. They should model good practice and be open to be observed whenever possible.</p> <p>As a leader of a department you can work with the team collaboratively to plan SOW that ensures a consistent approach across the department and reduce the amount of individual planning needed.</p>
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	<p>No, as a leader your role is to ensure things are completed and this may be through delegation. however if you delegate everything you will lose the respect of your team. As a leader you must ensure that your team are listened too and involved in discussions about changes. They should be able to be part of the decision process so they all have some ownership and cant feel like decsions have been made without consulting them. You must be seem to do your fair share of work. Delegating to those with the right skill set will empower them and give them opportunties of leadership, and it will also take them less time because they are good at it, but delegation without thought can result in resentful attitudes as its seen as extra work load. If teachers want to be involved and show an interest then of course they should be offered tasks, but the nature of these tasks may vary depending on their experience.</p>

* What is your strength as a 'leading teacher'?

I think I am a team player and our decisions are made collectively. I am hopefully a role model to others and am honest about things that have to happen and always open to suggestion.

*What is your major struggle as a 'leading teacher'?

Time to do everything and prioritising what needs to be done right now and what can wait!

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

.More time, as you move into leadership there are A LOT more meetings, but often these meetings are more about what you still need to do and not productive working opportunities. A meeting should be short focused and solution focused, but instead they are often sharing of information or tasks without open discussions.

Signature: *Rachael Parkinson*



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: Lubna Ghaffar

School: Gems Wellington Academy Al Khail

Personal Domain

***What are your qualifications?**

-MA English Literature

-Post Graduate Certificate in Education in Primary Foundation and Key Stage 1

-Post Graduate Certificate Leadership and Management of Special Educational Needs (National SENCO award)

-Level Three Safeguarding certificate

*** Tell me briefly about your experience in education field.**

I spent the last 14 years as a Key Stage One teacher and have been a SENCo for the last 7 years as well. Currently, I am the SENCo for Foundation Stage and Key Stage One and act as the Inclusion teacher for pupils in these phases with varying levels of need. I am also Deputy Safeguarding Officer at the school.

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	It is the carefully planned practice of organising leaders to produce a collaborative effort which will benefit the school.
How do you view leadership, and people as leaders in this school?	We have a lot of leaders in the school and I am not sure why we need so many. Some are more effective than others.
What do you consider to be the processes through which leadership was distributed in your school?	I am not aware of how the process was undertaken. Some leaders have more experience than others.

Leading Teachers' Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	At times, people become resistant to change because they have grown and do not wish to take a risk with new ideas.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	It is essential to find someone with the required skills and to know how to encourage willingness to take on a new responsibility.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	You learn to multi-task and prioritise effectively. Knowing your colleagues in terms of both their skills and their personalities is key to this.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes. I line manage two Inclusion teachers and twenty four learning support assistants. I undertake performance management, lesson observations, provide support and suggest professional development opportunities.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	The Leader works with teachers to identify professional goals which should be tied up with the school action plan as well as challenge individuals on a personal level. They create an environment in which teachers collaborate, feel confident enough to present new ideas and are encouraged to achieve professional goals while being able to self evaluate their own performance.
Leading Teachers Influence in Improving Learning Process?	

What is the influence of 'leading teachers' in improving learning process?	Through effective performance management, leading teachers can support colleagues in improving the learning process. High expectations for pupil success are made clear to all in performance management objectives which should be based on 1) the school's priorities 2) the department's priorities and 3) the reviewee's own professional development goals.
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	Leadership is so much more than just delegating. Based on Tuckman's team development model, if a team is to reach the 'performing' stage, the Leadership role should be "shared in the team based on who does what best". For any change to be initiated and then sustained, communication should be consistent; there should be no hidden agendas and an environment created which is open, empathetic and supportive.

* What is your strength as a 'leading teacher'?

I know my staff well which means I know their strengths and areas for development. This helps me create opportunities to collaborate with other colleagues either based on the scaffolding principle or to be able to use their prior experiences to benefit the school.

*What is your major struggle as a 'leading teacher'?

Some colleagues lack confidence or are reluctant to take on new initiatives. I have to employ different strategies to help them see the advantages and offer continuous support and guidance.

***What could be done to better support this process and enable you to succeed as a 'leading teacher'?**

- I am close to completing the Level 2 Leadership course with Tellal which has proved an excellent source of information and explained the theory behind leadership clearly.
- I have a very supportive and experienced Line Manager who is the Head of Inclusion. He is approachable and on hand to offer advice when required.

Signature: *Lubna Ghaffar*

Appendix 16- Lead teacher Interview 12

الجامعة
البريطانية
في دبي



The
British University
in Dubai

Leading Teacher's Questionnaire

Interviewee's Name: **Neil Colbeck**

School: **WEK**

Personal Domain

*What are your qualifications?

English with Film BA

Education BA

Celta, Delta, TESOL, IELTS examiner

* Tell me briefly about your experience in education field.

2 years as a teacher trainer, 5 years pastoral (2 as SLT), 2 years as a mentor and now 3 years Head of ELL

Distributive Leadership Awareness	
In your opinion, what is understood by the term 'distributed' leadership?	Leadership that is shared throughout the school and not just in official, formal capacities.
How do you view leadership, and people as leaders in this school?	Many of the senior leaders are quite inexperienced, however the school has a strong middle leadership. I think mistakes can be made on a regular basis due to this inexperience.

What do you consider to be the processes through which leadership was distributed in your school?	Formal, interview based. Occasional distributed leadership.
Leading Teachers' Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Financial implications Vs educational decisions. Sometimes due to budget requirements, students will lose out on opportunities due to certain restrictions. There is a constant battle between filling school places and what is best for current student cohort.
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	At WEK this seems to be fine. I feel that you can distribute leadership quite easily as staff as are willing and able.
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	Sometimes it's encouraged and sometimes not.
Contribution on Teachers' Professional Development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes. Normal line manager responsibilities: teacher evaluation, training, data, curriculum etc.
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	They must be the pivot and the fulcrum by which departmental PD goes through. The lead teacher must role model effective PD on a continuous basis. After that I believe PD should be shared within a department and that every member should have to facilitate 1 per year.
Leading Teachers Influence in Improving Learning Process?	

What is the influence of 'leading teachers' in improving learning process?	They must motivate, inspire and ensure progress. Above all they must provide a platform for members of the department to flourish by being as supportive as possible. This will have the largest impact on the students.
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	It has to be a balance. In order to engage effective 'buy in' from members of the department then they must be encouraged to make decisions for the department. Ultimately the final decision will fall to the leader but it must be a group lead process. Sometimes delegation is important and needed but again a fine balance between some but not too much.

* What is your strength as a 'leading teacher'?

Communication with members of the department. Calm, considered approach to student centred learning, while trying to ensure effective staff well being. Innovative approaches to support and develop all areas of the department: parents, students, curriculum, teachers.

*What is your major struggle as a 'leading teacher'?

Contact time with students to ensure sufficient impact. Timetabling issues.

*What could be done to better support this process and enable you to succeed as a
'leading teacher'?

Allow less time for teaching of English Literature and more time to teach purely
ELL students.

Signature: *Neil Golbeck*

Appendix 17- Lead teacher Interview 13



The
British University
in Dubai

Leading Teacher's Interview

Interviewee's Name: Zeina Youssef

School: Dubai International School

Job Title: Year 3 Leader

Personal Domain

***What are your qualifications?**

Subject teacher

*** Tell me briefly about your experience in education field.**

Teaching can be a demanding profession. There are times when students can seem uninterested in learning and disruptive to the classroom environment. There are plenty of studies and educational strategies for improving student behavior. But personal experience may be the best way to show how to turn a difficult student into a dedicated pupil. I had such and experience, one where I was able to help change a student with major behavioral issues into a learning success story.

Distributive leadership awareness	
In your opinion, what is understood by the term 'distributed' leadership?	Distributed leadership means mobilizing leadership expertise at all levels in the school in order to generate more opportunities for change and to build the capacity for improvement
How do you view and leadership, and people as leaders in this school?	Effective school leaders are key to large-scale, sustainable education reform. For some time, educators have believed that principals must be instructional leaders if they are to be the effective leaders needed for sustained innovation. But this is not the case in my school since leaders

	play the role of bosses, which makes their role unsuccessful and not competent
What do you consider to be the processes through which leadership was distributed in your school?	There is unfair and unclear process. There is no clear appointment criteria
Leading teachers' challenges Challenges	
What are the challenges 'leading teachers' face in their role between teachers and school administration?	Teachers are unable to develop themselves because there is a lot of administrative work that obstructs development
What issues do 'leading teachers' encounter in trying to distribute leadership or to create environments in which it takes place?	Teachers also have a lot of obstacles to create positive environment because school environment is not ready to facilitate leadership distribution
How do people in formal leadership positions deal with the multiplicity of leadership roles within a school?	
Contribution on teachers' professional development	
Are you considered as a line manager to teachers in your school? What are your responsibilities regarding this?	Yes I will consider myself as a line manager for the assistant teacher who helps me in the education process
What is the role of the 'leading teacher' in teachers' professional development, and teachers' motivation?	Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or informally, they build the entire school's capacity to improve.
What is the influence of leading teachers in improving learning process?	

What is the influence of 'leading teachers' in improving learning process?	Effective education leadership makes a difference in improving learning. There's nothing new or especially controversial about that idea. What's far less clear, even after several decades of school renewal efforts, is just how leadership matters, how important those effects are in promoting the learning of all children, and what the essential ingredients of successful leadership are.
Do you think teachers' leadership involves just a matter of delegation or distribution of responsibility, or a matter of teachers' agency and choice in initiating and sustaining change? Explain.	If it is effectively done, it will hold a lot of responsibilities.

* What is your strength as a 'leading teacher'?

Teacher leaders assume a wide range of roles to support school and student success.

*What is your major struggle as a 'leading teacher'?

Work load

*What could be done to better support this process and enable you to succeed as a 'leading teacher'?

Minimize the load on the teachers so they can work effectively on the role they have.

Appendix 18- An email sent to the teachers to fill the questionnaire



Appendix 19- An email sent to the Lead teachers

10/14/2018

Leading Teachers' Questionnaire - Nour Subri

Leading Teachers' Questionnaire

Nour Subri

Thu 6/7/2018 10:09 AM

To: Kirsty Loach <k.loach_wек@gemsedu.com>; Sophie Nicholson <s.nicholson_wек@gemsedu.com>; Farrah Clarke <f.clarke_wек@gemsedu.com>; Jennifer Raynor <j.raynor_wек@gemsedu.com>; Matthew Stoutt <m.stoutt_wек@gemsedu.com>; Emma McCulley <e.mcculley_wек@gemsedu.com>; Rabab Abbas <r.abbas_wек@gemsedu.com>; Rasha Hijazi <r.hijazi_wек@gemsedu.com>; Habiba Hamdan <h.hamdan_wек@gemsedu.com>; Amy Rochford <a.rochford_wек@gemsedu.com>; Syed Zakir <s.haq1_wек@gemsedu.com>; Jane Hynes <j.hynes_wек@gemsedu.com>; Colin Parkinson <c.parkinson_wек@gemsedu.com>; Rachael Parkinson <r.tomkins_wек@gemsedu.com>; Martin Ray <m.ray_wек@gemsedu.com>; Matthew Morris <m.morris_wек@gemsedu.com>; Jenna Young <j.young_wек@gemsedu.com>; Eleri Vyas <e.vyas_wек@gemsedu.com>; Lubna Ghaffar <l.ghaffar_wек@gemsedu.com>; Alice Alexander <a.alexander_wек@gemsedu.com>; Jasmin Roberts <j.roberts_wек@gemsedu.com>; Cathair Hogan <c.hogan_wек@gemsedu.com>; Eleanor Chubb <e.chubb_wек@gemsedu.com>; Jonathan Lucas <j.lucas_wек@gemsedu.com>;

Cc: Neil Matthews <n.matthews_wек@gemsedu.com>;

1 attachments (114 KB)

leading Teachers' Questionnaire.docx;

Dear All

As part of my Masters preparation, I am doing my final research on Leading Teachers' Role in schools, as Neil mentioned in his briefing today.

I believe that 'Leading Teachers' are the center core of schools' leadership. For this reason, I would like to study the challenges that face you in your role as both leaders and teachers, and highlighting positive effects of the distributive leadership on the teachers' production and on schools' improvement in general.

I will highly appreciate your contribution in my study which will be of a great support.

I have attached a form with some questions for you to kindly answer them **if you could spare 20 minutes of your time**. If so, I will pass by your classes next week in order to collect them in paper copies. please let me know when you finish filling them.

Kind Regards

Nour Subri

https://outlook.office.com/owa/?viewmodel=ReadMessageItem&ItemID=AAMkAGlyZjczZGFjLWQzMmItNGQ5Ny1iYmM1LTQwYThiMWJkY2ZA... 1/1