

## Chapter 2

# Promoting Teachers' Leadership Through Autonomy and Accountability

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**Abstract** Teachers are considered a cornerstone in a school setup. Therefore, teachers' quality and competency is the central point for the improvement of whole school. When teachers handle their classrooms alone, recognize their abilities that can influence every student's learning and select and organize their curricula by themselves, then the teacher leadership is an imperative instead of an option. Standards for the teacher leaders consist of seven domains that describe various dimensions of teacher leaderships, which could help them in finding various opportunities within the teaching profession. Certain conditions facilitate the promotion of teacher leaderships in schools such as safe environment, supportive administrator, and absence of "tall poppy syndrome." Teacher autonomy is teachers' capacity to engage in self-directed teaching, which may include general professional autonomy, collegial professional autonomy, and individual autonomy. To accomplish instructional goals and encouraging conducive learning environment, teachers need to have freedom for decision-making and providing best opportunities for students' complete development. Teacher accountability concentrates on both the procedures and results of teaching. Both the terms autonomy and accountability are interrelated as when teachers may be given autonomy to work in their own way, yet being accountable and strive for the teacher leadership on the whole.

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## 2.1 Introduction

Teacher is considered a linchpin in a school setup. His art heavily impacts on the students' achievement. Therefore, teachers' quality and competency is the central point for the improvement of whole school. Many countries are supplying high quality of teachers, and many are struggling to meet the new standards of quality teachers and training them as future leaders. This challenge is becoming more acute when educational systems demand more ambitious teachers, to prepare their students with skills and knowledge that increase their success rate in this growing globalized and digital world (Jackson and Stewart 2012).

When teachers handle their classrooms alone, recognize their abilities that can influence every student's learning and select and organize their curricula by themselves, then the teacher leadership is an imperative instead of an option. As with the time, one teacher and single classroom schools have been converted into multiroom buildings and multiroom buildings are moving in multibuilding schools, the status of the teacher becomes as an employee instead of as expert. With the passage of time as school grow in size is increased complexities in administrative tasks became highly demanding and structured, top-to-down hierarchies and powerful well-structured administration that have positioned the teachers at the lower side of hierarchy and quitting them from organizational tasks. Many people agree this that nowadays management of schools has become more complex and demanding and recognized as bureaucratic institutions in nature. Unluckily efforts made for educational reforms and increasing quality education emphasized the increase in teaching professionalism that in result increased the bureaucratic aspect of administration. The organizations tend to adopt standardized procedures of appointing the teachers, implementing highly structured and uniform curriculum in schools and following rigid policies. This all move the whole educational system toward centralized in nature (Wattleton 2000). The teachers' professionalism became more at risk because it is followed by strict rules and procedures. In such background achievement and accountability is considered as direction and prescription. It will definitely move students and teachers into threatening situations.

According to Jackson and Stewart (2012), the autonomy of teachers leads them toward the perfect leadership, when teachers are involved in decision-making role, taking the responsibilities, and involving in administrative and management tasks consequently move the institution toward improvement and address the continuing students' cognitive and social growth. When teacher leaders are empowered accepting the responsibilities, and finding their power in knowledge they start to accept challenging situations and positively inquire educational issues and learn new instructional methods that help them to promote self-trust in classrooms and curriculum decisions.

## 2.2 Definition of Teacher Leader

There is a lot of work seen that is trying to define teacher leaders, but the definition for the term “teacher leader” still vary from one to others. This is because the roles of teachers cover a wide range of activities. Leadership is one of them. Katzenmeyer and Moller (2001) maintain that teacher leaders are those teachers who lead within or beyond the classrooms, positively contribute to a teacher learner and leaders community, and finally influence others for the improvement in educational tasks. Further, they supported the concept of ‘teacher leadership’ as saying “there is ‘sleeping giant’ in every school which is a strong channel for making changes and works for school improvement.” School leaders make efforts to wake this giant by realizing all teachers that they are leaders and providing them opportunities to explore their leadership skills. Wasley (1991) defined teacher leader as the ability of teachers to convince the colleagues to accept change and do things which could not be considered to be done with out the influence of a leader. McGhan (2002) described the term ‘teacher leader’ as collegial and less hierarchical version of school leadership which is a main person that contributes in whole school reform efforts. Further, he elaborated his point of view as saying it as ‘negotiated’ order that is a totally contradictory concept from the traditional one that is unidirectional or top-down style of leadership. Most of teacher leader definitions can be divided into two main categories, first is recognizing the teacher leader as someone different from rest of teachers, it is one who is considered as special being and comes in a special class. Second category of teacher leaders is such group of people who are all leaders and work collectively to optimize the whole process of teaching and learning. Here all teachers are leaders, work as professionals, and make sure that all challenges are being welcome (Wattleton 2000).

### 2.2.1 Roles and Responsibilities

It is observed in many researches that individual and single-person leadership is increasing throughout the world particularly in developed countries like America, Canada, and Australia. Many countries are conducting various teacher leadership programs and investing on teacher leader trainings showing that this concept of teacher leaders is widely accepted by many researchers and practitioners, throughout the world. The teacher leadership in its true essence is considered as enhancing leadership tasks and decision-making powers for teachers without taking them out of the classrooms. In contrast to traditional approach of leadership, the teacher leadership is featured by a kind of collective leadership in which teachers enhance their experiences and expertise by working collaboratively with their colleagues. By reviewing the extensive literature various tasks and roles are identified for teacher leaders that further give light upon the various natures of teacher

leaders' activities and responsibilities. Katzenmeyer and Moller (2001) have identified three main components of teacher leaders' responsibilities:

- i. Leaderships of other teachers or students: work as coach, mentors, curriculum expert, trainers, facilitators, for creating new approaches and leading the study groups.
- ii. Leadership for operational tasks: make efforts to organize the school and achieve its goals through working as head of department, as member of task forces, and as action researcher.
- iii. Leadership through decision-making or partnership: work as member of committees, leader of partnership with business, higher institutions and parent teacher associations.

Similarly, Gehrke (1991) defined some more responsibilities and roles for teacher leaders such as

- a. Constantly improve their classroom teachings
- b. Organize and lead all of school practices
- c. Provide curriculum development knowledge
- d. Participate in various school decision-making
- e. Giving in-service training to colleagues, and
- f. Participate in the performance evaluation of teachers.

Day and Harris (2002) proposes four key dimensions of teachers leadership roles such as

- i. The way in which teachers translate the school improvement principles into the practices of individual classrooms. This is the central responsibilities of the teachers as a leader that ensures all links within schools are safe and working further maximizes the opportunities for the overall development of teachers.
- ii. The second dimension of the responsibilities of teacher leader emphasizes upon the participative leadership, where all teachers feel themselves as the part of the transition or progress and possess a sense of ownership. Here a teacher leader encourages other teachers to hold hands for a particular development that leads toward more collaborative way of working. Furthermore, he/she work with colleagues to enhance school improvement and lead all of them to accomplish a collective goal.
- iii. Teacher leader sometimes performs a mediating role in school improvement project. As teacher leaders are considered as a source of expertise and information. They have guts to draw new expertise and resources and take external assistance whenever it requires.
- iv. One of the most important dimensions of teacher leaders' role is developing close relationships with every teacher for enjoying the mutual learning.

There are some other dimensions or type of responsibilities of the teacher leaders observed in various research works such as performing action research, promoting peer classroom observation, and continuously developing a culture of professional development through establishing a collaborative environment. Many studies

supported the idea that mentoring, orientation, and continual professional development of other teachers is seen crucial as through encouraging collaborative environment, new ideas emerged that contribute to the whole progress of the school.

Some other teacher roles are identified by various studies as curriculum developer, leaders of the school improvement team, mentoring of the new and less-experienced staff and sometimes as action researcher that always have a strong link to the classrooms. Teacher leaders are seen as expert teachers who remain busy within their classrooms but perform different roles at different time periods as following the principles of influential leadership. Teacher leaders are considered as important for the teachers' empowerment, by involving them in decision making within the schools and promoting the democratic environment in the schools (Gehrke1991). A teacher leader should have ability to work collaboratively with peers, observing each other's classes and discussing various possibilities for the improvement of whole teaching and learning process (Muijs and Harris 2003).

Barth (1999) explained the teacher leaders role beyond participating in decision-making and collaborating, such as for him a teacher leader has to perform certain tasks which are generally undertaken by a senior manager for example:

- a. Selecting text books and instructional materials
- b. Designing the curriculum
- c. Determining certain codes of conduct related to the students behavior
- d. Deciding on tracking
- e. Planning staff development programs
- f. Determining promotion and retention rules
- g. Deciding school budgets
- h. Evaluation of the teachers' performance
- i. Appointing new administrators and teachers.

This list of teacher leaders' roles and responsibilities depicts that a teacher leader must be part of all important decision-making plans. Some other supporting writers feel that a teacher leader can work with a senior management while making important decisions related to the specific tasks of school rather replacing them.

## 2.3 Standards for Teacher Leaders

Standards for the teacher leaders consist of seven domains that describe various dimensions of teacher leaderships (Fig. 2.1).

According to Smylie (2010) individual teacher leaders could not equip all of or many of the dimensions instead there are many situations in which teachers have to imagine their leadership roles. These standards could help them in finding various opportunities for opting different leadership standards within the teaching profession.



**Fig. 2.1** Domains of standards for teacher leaders (*source* Smylie 2010)

### ***2.3.1 Domain 1: Fostering a Collaborative Culture***

A teacher leader must be aware of the principles related to children learning and know how to develop a collaborative culture for collective tasks. This knowledge helps the teacher leaders to create an environment of respect trust and cooperation that in turn support the continuous improvement of teaching learning process. There are certain tasks related to this domain which a teacher leader is expected to perform such as:

- a. Use group process to assist his colleagues, work together for solving the various problems, make decisions, manage the conflicts, and enhance significant changes.
- b. Possess skills for presenting ideas, leading discussions, have knowledge of his/her and others' needs to share goals and professional development.
- c. To enhance students learning a teacher leader creates trust among fellows, extends collective wisdom, and generates ownership and actions, and
- d. Make efforts to welcome the challenging situations.

### ***2.3.2 Domain 2: Accessing and Using Research***

Under this domain teacher leaders must comprehend how to create new knowledge using the research and intimate rules and policies to enhance teaching learning processes. A teacher leader supports others to learn how inquiry and research can be a continuous part of their learning and professional development. Certain tasks related to this domain include:

- a. Help their colleagues in use of research for learning appropriate approaches to maximize students learning.
- b. Assist other teachers how to analyze students' achievement data, interpretation of the results, and use the findings for the improvement of the whole teaching and learning process.
- c. Help the colleagues to join other organizations and higher institutions for the interaction to handle critical educational issues and problems.

### ***2.3.3 Domain 3: Promote Professional Learning***

A teacher leader always tries to be equipped with the new innovations related to emerging technologies school communities and use this knowledge to endorse, design, and assist professional development for his colleagues that further support in achieving the schools improvement plans. Functions and tasks related to this domain are specified as

- a. Plan professional learning with the collaboration with the colleagues and school administrators that is team based, job oriented, and continue over time.
- b. Identify individual differences among his/her colleagues and support them in professional learning by identifying, promoting, providing differential tasks.
- c. Assist professional learning among colleagues.
- d. Identify and use various technologies for the endorsement of cooperative and differentiated professional development of colleagues.
- e. Provide constructive feedback related to their professional development.
- f. Use emerging educational, economic, and social trends in the planning of professional learning programs.

### ***2.3.4 Domain 4: Support Improvement in Teaching and Students Learning***

The teacher leader has to have deep understanding about the all teaching learning processes and provides continuous professional development to the colleagues by modeling the reflective practices. Furthermore he/she ensures that all teaching practices are aligned with the shared vision of school. Teacher leaders' tasks related to this specific domain include:

- a. Facilitate class- and school-based data for the improvement of curriculum, teaching, evaluation, and school culture.
- b. Facilitate his colleagues to use research-based practices for the betterment of teaching learning process.
- c. Provide assistance to the colleagues for collective professional growth by mentoring, coaching, and facilitating.

- d. Lead them to combine the skills, knowledge, and expertise for the improvement of students' learning and curriculum development.
- e. Support the teachers to use emerging technologies to enhance students' learning and appropriate use of the information available on the Internet, utilize social media to encourage collaborative learning, and connect various people and resources existing around the world.

### ***2.3.5 Domain 5: Use of Assessment***

Teacher leaders are generally equipped with the skills related to the effective use of formative and summative assessments methods. They utilize this information and share their skill with the colleagues to use assessments to create relevant decisions that can improve student's learning and overall school progress. Regarding this teacher leaders have to perform certain tasks such as:

- a. Support the teachers how to use various assessment tools aligned to national and international standards.
- b. Collaborate with the colleagues to design and implement of these assessment tools and use obtained scores and interpretation of students' data to solve various predetermined issues.
- c. Support the colleagues to use assessment data for the improvement of instruction practices.

### ***2.3.6 Domain 6: Improve Outreach and Collaboration with Families and Community***

Teacher leaders are very well awarded of the fact that families, societies, cultures, and communities are really influential figures for the educational processes and student's learning. They work with their colleagues to foster cooperation and collaboration among various stakeholders such as families, community members, and leaders to improve all of educational system and maximize opportunities for students' learning. For this teacher leader has to

- a. Possess knowledge about the different social backgrounds of ethnicities, cultures, and dialects to promote effective collaboration among all stakeholders.
- b. Model effective communications skills and collaborative behavior with all stakeholders to maximize students' achievement who come from various social backgrounds.
- c. Support colleagues for their own self-assessment related to the understanding of various ethnicities, cultural differences, and different social backgrounds. How they can create various strategies to handle different students and enrich their experiences with multicultural educational practices.



- d. Create a communal understanding of different educational requirements for different families, and communities.
- e. Address the diverse educational needs teacher leader has to collaborate with different families, social groups and colleagues and develop comprehensive strategies to accomplish all those needs.

### ***2.3.7 Domain 7: Advocating Students' Learning and Profession***

Teacher leaders comprehend how policies and plantings are made and what could be the role of school leaders, teachers, and other stakeholders while forming the educational policies. While using this knowledge teacher leaders advocate their students' needs and support various activities that can enhance effective teaching, promote students' learning and serve as influential being in the school and in the communities. For this teacher leaders must

- a. Share information with their colleagues, related to the policies formation process and how these policies and plans can influence the teaching learning process.
- b. Use research with the collaboration of the colleagues to support teaching learning processes.
- c. Collaborate with teachers to utilize opportunities to advocate the rights and needs of the students.
- d. Advocate for the professional resources such as financial, man power, and other material resources and help colleagues to utilize all these facilities to enhance their experiences and learning to achieve organizational objectives.

## **2.4 Conditions that Promote Teacher Leadership**

Many studies illustrate that most of schools are not hospitable for the teacher leaders especially unofficial or informal teacher as leader. Commonly a school administrator is considered as influential being who can foster the conditions to promote teacher leaders. There are certain conditions determined by Danielson (2007) that facilitate the promotion of teacher leaderships in schools.

### ***2.4.1 A Safe Environment for Risk Taking***

To promote teacher leadership it is essential that administrators and other teachers do not criticize when a teacher leader presents ideas and plans which may seem at first unusual or strange. This confidence will encourage the teacher leader to think

creatively and handle difficult issues and critical situations. A safe environment must be provided to the teacher leaders in which administrator ensure that teachers are free to express new ideas and can take professional decisions. For instance, an administrator can arrange various discussion sessions in which he/she may ask how we can foster professional environment within the school. How you would like to create classroom environment in the schools. Promoting such professional climate an administrator can facilitate teacher leaders to practically participate for sharing different ideas and bringing innovation in schools.

### ***2.4.2 Supportive Administrator***

Only a committed administrator can foster and promote teacher leadership. Administrators must be supportive and encouraging beings, who offer help to the teachers to develop such professional skills to take advantages from their leading roles, i.e., decision-making, data analysis, and interpretation of the data. Unfortunately, some administrators could not have courage to recognize others efforts and most of time take all credit for others contributions. Whereas the fact is this, that the more power an administrator will share the more authority he/she would get.

### ***2.4.3 Absence of “Tall Poppy Syndrome”***

It is not always the administrators who are the pessimistic character and against the teacher leaders, sometimes the teachers themselves are not willing to perform leadership role or sometimes other teachers create hurdles in the ways of the teacher leader. In Australia, this condition is known as “Tall Poppy Syndrome,” those who stick their heads up risk being cut down to size. These are the teachers who seem mostly reluctant to declare their colleagues that they are nominated as teacher leader or recognized by the national board for professional teaching standard. To control such situation an administrator must take an initiative to promote a culture in which teachers who initiate new ideas and do something different from traditional setup.

### ***2.4.4 Opportunities to Foster Leadership Skills***

As it is discussed in many studies that to promote leadership skills among teachers does not mean to arrange a lot of training programs and workshops for them instead they only need certain skills related to curriculum planning, applying assessment techniques, strategies for instructional improvement and facilitation. These skills

can be promoted through school-level professional development, various courses, and seminars. An administrator must provide sufficient opportunities to the teachers considering their convenience level.

## 2.5 Autonomy

Numerous researches are found discussing “what is autonomy?” Many researchers answered it in different perspectives such as Sith (2005) stated autonomy as capacity and responsibilities to bring change and manage one's attitudes and capabilities in a productive way. Teachers possess autonomy when they are able to have control over any situation and possess freedom to handle all matters using their own approach. For Moses (2007), it is a decisional freedom that people use to make their own choices without feeling hesitation of their authorities. Moses discussed various dimensions of autonomy related to educational settings. Generally educational institutions offer autonomy to their teachers to decide their work and employment conditions, to assess students' progress, establish educational objectives and decide curriculum, decide academic standards, engage in continuous research and innovations, direct administration and finance, and provide organizational governance (Moses 2007).

To answer the question “how to create opportunities to offer autonomy to teacher professionals so that they can possess authority for curriculum development, deciding academic standards and procedures evaluation” Bowen (2006) referred to the law of autonomy given by Kant. The law of autonomy emphasizes upon the freedom for decision-makers to take appropriate decisions which are often unattained because of sway or pressure of the organizational authority. Professional autonomy is the key aspect of self-determination among the employees that relates to the self-choice of goals. Kuvaas (2009) elaborated that the supportive attitude of leaders for autonomy, competence, and skill development is essential for the intrinsic motivation that leads the individuals for self-determination. Further is emphasized by the researcher that social conditions and environment heavily impact through the individuals' perception about their autonomy upon their intrinsic motivation. The key benefit of the professional autonomy discussed by Penuel et al. (2010) is when organizations that offer freedom to its employees to construct their practices, control over the decisions, and develop self-efficacy in result improve their practices and minimize all issues.

For Rothstein (2003), the term autonomy covers a sense of overconfidence, and self-importance is hampered with emotional feelings, and that's why lack the depth of meaning related to what individuals are trying to practice, that include freedom from evaluation, decision-making ability, openness in expressing their views, or lack of boundaries. Professional autonomy employees need strict evaluation of their own practices for improving all tasks. According to Streshley and Bernd (1992) effective administrators support the professional development of the teachers by offering them to participate in decision-making that can influence the whole

schools. Freedom of choice and decision-making promote creativity and enhance experiences of the employees that further lead them to social consciousness and enhance universal values (Moses 2007). To endorse high-level dedication among staff members, it is crucial for administrators to promote autonomy among their staff members for enhancement of their creativity. Providing opportunities for teachers autonomy and encouraging them to participate in goal setting will lead to accomplish the institutional agenda (Streshley and Bernd 1992).

### ***2.5.1 The Concept of Teacher Autonomy***

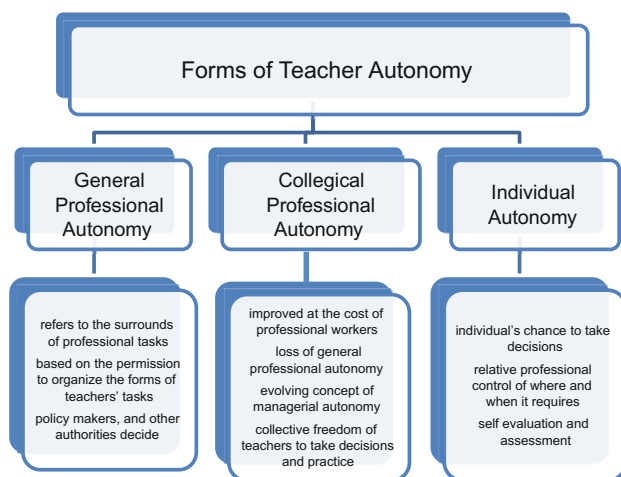
‘Teacher autonomy’ is defined in many ways. Benson (2000) defines teacher autonomy as “right to freedom from control,” for Little (1995) teachers’ capacity to engage in self-directed teaching. Some define teacher autonomy differently and they believe it as a process of constructing a personal identity as professionals must combine with the interests of the society. To some importance must be given to the teacher autonomy that will lead it toward the students autonomy, this concept has been evolved in the researches where learners’ autonomy is considered as key factor for the teaching learning process. Some feel autonomy is the capacity for autonomous decision-making and possessing the skills for showing readiness and action that illustrate motivation and confidence to carry out their decisions (Wilches 2007). Some studies suggested as teachers’ autonomy can be observed in both aspects as self-directed professional growth and independence from managed by others. This discussion can be summarized the multidimensional concept of the teachers autonomy and significant relation between the teachers’ professional development and teachers’ autonomy. In a nutshell, teacher autonomy can be defined as ‘teachers’ eagerness, aptitude, independence, and self-control to take decisions and implement them.

### ***2.5.2 Forms of Teacher Autonomy***

Figure 2.2 describes the forms of Teacher Autonomy.

#### **2.5.2.1 General Professional Autonomy**

This type of teacher autonomy refers to the surrounds of professional tasks such as organization of school tasks, rules and regulations (laws), teacher training, curriculum development, and concept of control as organizational system will be managed by the objectives or prescribed rules. At this level, professional teacher autonomy is based on the permission to organize the forms of teachers’ tasks, for example, following the principles or control of the institution. Teachers have not been able to dictate working conditions for their professional development at this



**Fig. 2.2** Forms of teacher autonomy

level. For many people collective agreement on working hours and other significant practices of teaching are considered as inconvenience for teachers. Decentralization of the school administration increases the power of teachers to decide various forms of content and evaluation procedures (Wilches 2007). The striking challenge related to the general professional autonomy is that most of developments have been occurred without the practical involvement of the teachers. For example, generally capitalists as principals own the large private entrepreneurship and school organizers has less or more unexpected development that results less considerations for the teachers work and tasks as not discussed and given proper importance. Such type of development directs more de-professionalization of the teachers and teaching profession as teachers have not been given the authority to organize or decide various tasks related to the school development. Instead of teachers, politicians, policy makers, and other authorities decide the ways of development instructional practices for the schools (Wilches 2007). In short, the private companies and state organizations conditioned and form the teaching profession and teachers' practices and concept of professional autonomy in general practically can be denoted as de-professionalization.

### 2.5.2.2 Collegial Professional Autonomy

The concept of decentralization involve that problems related to pedagogical concepts, organizational work control are addressed by the local management and they take various decisions. One interpretation of this managerial autonomy, enjoyed by the principals of the schools, has improved at the cost of professional workers. The loss of general professional autonomy and evolving concept of managerial

autonomy in the schools give a challenge to the exercising autonomy at the practice level. But when we focus on the definition of collegial autonomy, no one can be upheld at the practice level even if general professional autonomy has abolished and local management of schools poses a question who will organize the professional work. The concept of collegial professional autonomy for teachers focuses on the collective freedom of teachers to take decisions and practice at local level. Here teachers are given collective authority to take decisions related to designing their instructional strategies, develop new pedagogical ideas and concepts. This form of autonomy encourages teachers to organize and run the school authority on the bases of cooperation and collegiality. Here teachers are encouraged to make joint efforts to organize and create professional practices. This concept of autonomy merges the collegial and managerial autonomy. This must be kept in mind that collegial autonomy may be executed in an institution where teachers may have to follow strict organizational rules and principles and may face restrictive ideas. Here teachers are required to accomplish their work within team collectively according to the ideas given by others. Despite this fact, teachers have to take decisions about the content selection, pedagogical choice, and selection of the work-based professional competencies (Wilches 2007). Generally, collegial autonomy is based on two different processes, e.g., it may be observed as delegated and preferred principles for deciding the work and practices from a managerial perspective or it may be observed as collegial outcome of individual autonomy in which preferences of the individual teachers result in collegial practices and decisions.

### **2.5.2.3 Individual Autonomy**

Individual autonomy is based on the individual's chance to take decisions related to the content selection, decide and form teaching practices such as choice of the teaching material, instructional strategies, and assessments procedures. Individual autonomy, no doubt depends upon the individual choices but it does not mean that they possess complete freedom as they have to respect the authoritative rules and instructions, for example, following the marking criteria, etc. The individual autonomy can be enjoyed only when local administration limits their control over them and shows strong trust on the individual teachers (Wilches 2007).

The professional teaching practices may be for temporary time period that is why individual autonomy offers relative professional control of where and when it requires. Some may criticize that such form of autonomy gives over freedom and flexibility to the teachers but, in fact, this freedom is constantly under challenging situations and demand from teachers for being more alert and conscious about their work. To bind the teachers for specific time period such as from morning till evening, it severely affects the individual autonomy but it is essential for the needs of students, instructional concepts and institutional priorities. Individual autonomy does not mean that there is no evaluation and control related to the teaching practices. However, they have to conduct self-evaluation and assessment to improve their own practices.

### ***2.5.3 Benefits of Teacher Autonomy***

Teacher autonomy enjoys the freedom to make decisions and professional choices related to the development of curriculum, deciding instructional strategies, etc. Professional direction and autonomy would enable teachers to make instructional decisions and judgments regarding instructional practices. With the professional, autonomy teachers possess the right to arrange learning processes according to their choices. Various studies emphasized that effective organizations mostly distributed the decision-making powers among its employees (Chaleff 2009). Traditional bureaucratic approaches of school management do not support this innovative concept of organizational structure, but evidences of many researchers illustrate the great influence of this change in organizational structures that leads to drastic change in the daily practices of the teachers who are professionally independent and autonomous beings.

Additionally, it is argued in many studies that standardized instructions supersede professional autonomy in obtaining the accountability goals. Standardized instructions and curriculum are the aspects of systematic process of creating, assessing and evaluating instructional processes. Instructions based on this concept cannot weaken the concerns for the teacher's professional freedom. Teachers require freedom from restricted curriculum, because no one can force a teacher to be sincere with program developed by other source. Teachers have a comprehensive knowledge about all of academic goals, contents, practices, and assessment procedures. Even they are equipped with the skills to organize and use this information useful and persuasive for learners. Instead of following the readymade content that overlook the teachers' experiences and skills for creating effective instructional strategies for students learning, they need opportunities to discuss freely about their expectations and practices for making personal decisions. Teachers autonomy liberate them from the traditional bureaucratic concept of teaching learning processes and prompt them to utilize their own innovative ideas and decisions making power for the enhancement of whole teaching learning processes.

### ***2.5.4 Implications of Teachers Autonomy for Teachers Leadership***

Enhancing professionalism among teachers by promoting teacher autonomy has the potential to ensure teachers as best leaders. The concept of traditional hierarchical administration and leadership is now considered as out of fashion. Teachers as leaders can play a crucial role to empower all administrator and staff members. Empowered teachers usually contribute as a force for administrators and integrated group to enhance all teaching learning process (Chaleff 2009).

Mostly teachers apply their leadership skills in classrooms to prepare, support, and direct the students' learning activities. For effective teaching and providing best opportunities for students learning, teachers require a certain level of autonomy to implement their leadership tactic to handle immediate issues during the teaching (Blanchard 2007).

To accomplish instructional goals and encouraging conducive learning environment, teachers need to have freedom for decision-making and providing best opportunities for students' complete development. Most of time teachers' practices are determined by the local authority whereas for achieving best leadership qualities, teachers need freedom and autonomy for promoting educational goals (Wilches 2007).

### ***2.5.5 What is Not Part of Teachers Autonomy***

Researchers have illustrated certain distorted meaning of the term 'Autonomy' which is denoted while discussing the teacher autonomy. There are certain concepts or situations that are not considered as teacher autonomy.

- a. Teachers' autonomy does not mean total independence or isolation. Whereas it is denoted as responsibility, mutual support, interdependence, and commitment. The concept of teacher autonomy in isolation are defend educational policies that compel collaborative practices have control over the teachers' tasks and impose homogeneity of teaching and learning depended on standardized curriculum and teaching strategies.
- b. Teachers' autonomy does not mean to assign teachers additional responsibilities or duties and consider them as more accountable for their commitments and job. Furthermore, teacher autonomy must not be considered as a strategy to minimize teachers' obligations toward school communities (Wilches 2007). The teachers' autonomy must be considered as the teachers' right to take initiatives and implement their professional practices to maximize the progress of the institutions.
- c. Teachers' autonomy should not be claimed as technical, political, or psychological issue or just for the sake of promotion autonomy among students as it has been suggested in many studies. Instead the teacher autonomy involves beliefs, professional competencies for successful control over school matters.
- d. Teacher autonomy is not a fixed concept that only some can possess the autonomy and others cannot. Whereas this concept is flexible and changeable that can be different across various domains of teachers' power of decision-making, and it varies and used according to the situational and personal constraints.



- e. Teachers' autonomy does not mean as an absolute condition of freedom. It refers to the responsible execution of decision-making within the constraints about the interest and need of the school stakeholders. Researchers who describe teacher autonomy in the resistance to their colleagues and students or see teacher professionalism in terms of their common capability to take decisions without considering other stakeholders of the school, give a wrong perception to their readers and justify the imposed standards and practices that have been criticized in many studies.

## 2.6 Accountability

Accountability is answerability, blameworthiness, responsibility, and the yearning of record giving (Dykstra 1939). Accountability is the certification and assumption of commitment in regard to exercises, things, decisions, and methodologies including the association, organization, and use within the degree of the part or employment position and wrapping the dedication to report, clear up, and be at risk for occurring results (Mulgan 2000). Accountability implies answering for one's activities, and especially the consequences of those activities. It is a multilayered idea which characterizes a relationship of control between various gatherings, and has an association with trust. Accountability is a social work on seeking after specific purposes, characterized by particular connections and evaluative systems (Ranson 2003).

### 2.6.1 *The Concept of Teacher Accountability*

Teachers are focused on giving quality programs and welcome accountability techniques that are successful, genuinely actualized, and that accomplish significant results. Teacher accountability concentrates on both the procedures and results of teaching (Linn and Haug 2002). Teacher accountability implies answering for teacher's activities, and especially the consequences of those academic activities. It characterizes a relationship of control between various factors. Teacher accountability is evaluation of specific teaching purposes (Saha and Dworkin 2009).

### 2.6.2 *Benefits of Teacher Accountability*

When somebody chooses to become a teacher, they take the obligation to teach our country's youth. Numerous individuals imagine that inside the educational system, teachers are the ones who are responsible for the improvement and learning advancement of students (Saha and Dworkin 2009). An essential inspiration for

expanded accountability is to enhance the framework or parts of it. It is essential to have teacher accountability for (a) better arrangement between open goals and the reasons schools endeavor to accomplish and (b) improved execution with respect to schools, ordinarily characterized by conventional accomplishment criteria (Leithwood and Earl 2000).

### ***2.6.3 Measures of Teachers Accountability***

The school and educational authorities may take many measures for teacher accountability, which might include

- a. Teacher accountability may be founded on expert showing norms and ought to be sufficiently complex to evaluate showing quality over the continuum of improvement from novice to expert instructor.
- b. Accountability might incorporate multifaceted proof of instructor practice, students' learning, and expert commitments that are considered in a coordinated manner, in connection to each other and to the institutional setting. Any appraisals used to gain judgments about students' progress ought to be fitting for the particular curriculum and students who are being educated by that teacher.
- c. Assessment ought to be joined by helpful criticism, and associated with expert advancement opportunities that are significant to instructors' objectives and necessities, including formal learning opportunities and peer collaboration, observation, and training.
- d. Expert teachers may be made available for the help and review process for new educators and for educators requiring additional help. They can give the extra subject-particular assistance and individual force expected to guarantee that concentrated and successful help is offered and that choices around residency and continuation are very much grounded (Darling-Hammond et al. 2012).

### ***2.6.4 Implications of Teachers Accountability for Teachers Leadership***

The only way to make teachers as leaders through accountability demands transforming the responsibility from ruinous and discouraging bookkeeping drills into a productive choice making that enhances educating, learning, and administration in the system of accountability. Teachers may be made proactive in creating students-focused responsibility frameworks. These frameworks catch the numerous parts of showing that test scores do not uncover, they tell the stories behind the numbers. Instructors can make responsibility frameworks that upgrade educator inspiration and lead to huge enhancements in students' accomplishment and value, even in generally low-performing schools. Responsibility for learning discloses

how to construct a student-centered responsibility framework by analyzing key pointers in educating, initiative, educational programs, and parent and group contribution. Concentrating on the classroom, it traces instructors to get to be pioneers in responsibility by utilizing a four-stage procedure of observation, reflection, combination, and replication of effective teaching practices (Reeves 2004).

Teachers' autonomy can be perceived as actual capacity to exert control over teaching, evaluation, curriculum development, proper functioning of the school, and professional development practices following the limits of educational goals, approved by the schools and community. This promotion and implementation of autonomy is attributed by strong relationship among personal factors such as teachers' professional awareness, skills, beliefs and dispositions that forms presentation, educational policies, administrative support, working conditions, and interests of all stakeholders of the school that leads the teachers' strong decision making capacity. Teacher accountability is being answerable for the works of a teacher. Both the terms autonomy and accountability are interrelated in the aspect that teachers may be given autonomy to work in their own way, yet being accountable and strive for the teacher leadership on the whole.

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