



UvA-DARE (Digital Academic Repository)

Developing teacher leadership and its impact in schools

Snoek, M.

Publication date
2014

[Link to publication](#)

Citation for published version (APA):

Snoek, M. (2014). *Developing teacher leadership and its impact in schools*. [Thesis, externally prepared, Universiteit van Amsterdam].

General rights

It is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), other than for strictly personal, individual use, unless the work is under an open content license (like Creative Commons).

Disclaimer/Complaints regulations

If you believe that digital publication of certain material infringes any of your rights or (privacy) interests, please let the Library know, stating your reasons. In case of a legitimate complaint, the Library will make the material inaccessible and/or remove it from the website. Please Ask the Library: <https://uba.uva.nl/en/contact>, or a letter to: Library of the University of Amsterdam, Secretariat, Singel 425, 1012 WP Amsterdam, The Netherlands. You will be contacted as soon as possible.

Table of contents

Preface	13
CHAPTER 1	
Introduction	17
1. The gap between teacher development and teacher practice	17
2. Theoretical background	18
3. Contextual background	25
4. Research questions and design for this research project	28
5. Outline of this research project	31
CHAPTER 2	
From splendid isolation to crossed boundaries?	
The futures of teacher education in the light of activity theory.	39
1. Introduction	40
2. Unpredictable factors and future scenarios	42
3. Activity systems, boundary objects, and boundary crossing	43
4. Methodology	44
5. Results: Unpredictable key factors for the future of teacher education	48
6. Discussion	53
7. Conclusion	57
INTERMEZZO 1	
From scenarios to contexts for research	59
1. Future scenarios for teacher development in the Netherlands	59
2. Teacher development and its impact in different contexts.	61
CHAPTER 3	
The impact of teacher research on teacher development and school development in academic development schools in the Netherlands	67
1. Research conducted by teachers	68
2. The Dutch context	71
3. Research design	73
4. General outcomes	75
5. Discussion	80
6. Conclusion	83

INTERMEZZO 2

Master's programs for teachers in the Netherlands	87
1. School-centered versus university-centered development programs	87
2. Recent developments in Master's programs in the Netherlands	88
3. A Master's program in co-operation with schools	90

CHAPTER 4

The impact of the organizational transfer climate on the use of teacher leadership competences developed in a post-initial Master's program	95
1. Introduction	96
2. Focus and methodology	100
3. Results	104
4. Discussion	112
5. Conclusion	114

INTERMEZZO 3

A new design for a Master's program focused on boundary crossing	117
1. From transfer to boundary crossing	117
2. Combining qualification and intervention	118
3. Boundaries and boundary crossing in Master's programs	119
4. Strengthening boundary crossing in Master's programs	120
5. A redesigned Master's program stimulating boundary crossing	121

CHAPTER 5

Increasing the impact of a Master's program on teacher leadership and school development by means of boundary crossing	127
1. Introduction	128
2. Focus and methodology	133
3. Results	137
4. Discussion	149
5. Conclusion	153

CHAPTER 6

Discussion and conclusion	161
1. Introduction	161
2. Three prototypical learning arrangements for teacher leadership	162
3. Summary of the outcomes of the empirical studies	164
4. Learning arrangements that support professional development and school development	169
5. Developing teacher leadership in schools	176
6. Limitations and directions for further research	179
7. Practical implications	183
8. Final reflections	189

References	193
SUMMARY	
Developing teacher leadership and its impact in schools	209
SAMENVATTING	
Het ontwikkelen van leiderschap van leraren en de invloed daarvan in scholen	221
About the author	235
Dankwoord	245