Developing teacher leadership and its impact in schools

Snoek, M.

Citation for published version (APA):
# Table of contents

**Preface**  
13

**CHAPTER 1**  
**Introduction**  
1. The gap between teacher development and teacher practice  
2. Theoretical background  
3. Contextual background  
4. Research questions and design for this research project  
5. Outline of this research project  
17

**CHAPTER 2**  
**From splendid isolation to crossed boundaries?**  
The futures of teacher education in the light of activity theory.  
1. Introduction  
2. Unpredictable factors and future scenarios  
3. Activity systems, boundary objects, and boundary crossing  
4. Methodology  
5. Results: Unpredictable key factors for the future of teacher education  
6. Discussion  
7. Conclusion  
39

**INTERMEZZO 1**  
**From scenarios to contexts for research**  
1. Future scenarios for teacher development in the Netherlands  
2. Teacher development and its impact in different contexts.  
59

**CHAPTER 3**  
The impact of teacher research on teacher development and school development in academic development schools in the Netherlands  
1. Research conducted by teachers  
2. The Dutch context  
3. Research design  
4. General outcomes  
5. Discussion  
6. Conclusion  
67
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