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**Teacher Leadership as Perceived by Teacher Leaders: An
Exploration at One New Generation School in Phnom Penh**

**A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring**

Kong Sokunthea

December 2022

វិទ្យាស្ថានជាតិអប់រំ

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Teacher Leadership as Perceived by Teacher Leaders: An Exploration at One New Generation School in Phnom Penh

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មូលន័យសង្ខេប

គ្រូបង្រៀនភាគច្រើននៅសាលារៀនចំណេះទូទៅសាធារណៈមួយចំនួនពុំបានចាត់ទុកខ្លួនឯងជាគ្រូបង្រៀនមានភាពជាអ្នកដឹកនាំទេ។ ពួកគាត់ពុំទាន់យល់ច្បាស់ពីភាពជាគ្រូបង្រៀនដឹកនាំនៅឡើយ ជាពិសេសគឺភាពសំខាន់របស់វាក្នុងការជម្រុញការអភិវឌ្ឍន៍នៅក្នុងសាលារៀន។ ពួកគាត់ពុំបានដឹងថាពួកគាត់គឺជាបុគ្គលសំខាន់ដែលអាចចូលរួមចំណែកនៅក្នុងសកម្មភាពផ្សេងៗជាច្រើននិងការសម្រេចចិត្តសំខាន់ៗនៅក្នុងសាលារៀននោះទេ។ ដូច្នេះ វាអាចជាកត្តាមួយដែលនាំឱ្យសាលារៀនមានការអភិវឌ្ឍន៍យឺតទៅមុខ ទាំងនៅក្នុងពេលបច្ចុប្បន្ន ក៏ដូចជារយៈពេលវែងទៅមុខទៀតនាពេលអនាគត។ ការសិក្សាស្រាវជ្រាវនេះមានគោលបំណងស្វែងយល់ពីទស្សនៈរបស់គ្រូបង្រៀនទៅលើភាពជាគ្រូបង្រៀនដឹកនាំ និង មធ្យោបាយដែលពួកគាត់ចូលរួមចំណែកនៅក្នុងសហគមន៍សិក្សាវិជ្ជាជីវៈនៅសាលារៀនជំនាន់ថ្មីមួយនៅរាជធានីភ្នំពេញ។ វិធីសាស្ត្រស្រាវជ្រាវបែបគុណវិស័យត្រូវបានអនុវត្តក្នុងការសិក្សានេះ ដើម្បីប្រមូលទិន្នន័យពីគ្រូបង្រៀនចំនួន៧នាក់តាមរយៈការសម្ភាសន៍។ លទ្ធផលសិក្សាបង្ហាញថាគ្រូបង្រៀនទាំងនោះមានទស្សនៈទៅលើភាពជាគ្រូបង្រៀនដឹកនាំទៅលើ អត្តចរិតរបស់គ្រូបង្រៀន (ភាពមានមនៈសិការវិជ្ជាជីវៈ ភាពមានក្រមសីលធម៌វិជ្ជាជីវៈ ភាពមានទំនួលខុសត្រូវខ្ពស់ ភាពជាអ្នកផ្តល់ភាពគាំទ្រ ភាពជាគំរូ និង ភាពមានទឹកចិត្តទូលាយ) ចំណេះដឹងនិងជំនាញរបស់គ្រូបង្រៀន (ជំនាញទន់និងជំនាញរឹង) គុនាទីនិងទំនួលខុសត្រូវរបស់គ្រូបង្រៀន (ចូលរួមក្នុងការប្រជុំសហគមន៍សិក្សាវិជ្ជាជីវៈ ផ្តល់ការទំនុកបម្រុងនិងគាំទ្របន្ថែមទៅកាន់សិស្ស និងសាលារៀន សម្របសម្រួលកម្មវិធីរៀនត្រីដួបអាណាព្យាបាលសិស្ស ក្លឹបសិក្សារបស់សិស្ស និងតម្រោងសិក្សារបស់សិស្ស ចូលរួមនៅក្នុងការគ្រោងផែនការគន្លងអាជីព ដួបអាណាព្យាបាលសិស្ស ធ្វើការប្រឹក្សាគរុកោសល្យ ជម្រុញការអនុវត្តការស្រាវជ្រាវ ចូលរួមចំណែកការងារស្ម័គ្រចិត្តផ្សេងៗនៅក្រៅសាលារៀន)។ ម្យ៉ាងទៀត គ្រូបង្រៀននៅក្នុងការសិក្សានេះ បានចូលរួមក្នុងសហគមន៍សិក្សាវិជ្ជាជីវៈតាមរយៈការប្រជុំជាសហគមន៍សិក្សាវិជ្ជាជីវៈដូចជា ការប្រជុំបច្ចេកទេស ការប្រជុំក្រុមគ្រូប្រឹក្សាគរុកោសល្យ ការប្រជុំក្រុមគ្រូប្រឹក្សាគរុកោសល្យនៃសមាគមន៍ប្រឹក្សាគរុកោសល្យកម្ពុជា និងការប្រជុំរួមរបស់សាលារៀន។ ពួកគាត់ដើរតួនាទីផ្សេងៗគ្នាទៅតាមប្រភេទនៃការប្រជុំនីមួយៗដូចជា ជាអ្នកដឹកនាំឬអ្នកសម្របសម្រួលការប្រជុំ លេខានៃការប្រជុំ អ្នករាយការណ៍ អ្នកដោះស្រាយបញ្ហា និងជាសមាជិក។ ពួកគាត់ដួបប្រជុំដើម្បីជួយ

គាំទ្រគ្នាទៅវិញទៅមកទាក់ទងនឹង បញ្ហានៃការអនុវត្តការបង្រៀននិងបញ្ហានៃការរៀនរបស់សិស្ស ក្នុងគោល បំណងជម្រុញនូវការអភិវឌ្ឍន៍សមត្ថភាព ក៏ដូចជាគុណវុឌ្ឍគ្រូបង្រៀន ពិសេសជម្រុញឱ្យលទ្ធផលសិក្សា របស់សិស្សកាន់តែប្រសើរក៏ដូចជាភាពរីកចម្រើនរបស់សាលារៀន។ ការសិក្សានេះអនុវត្តតែនៅក្នុងសាលា រៀនជំនាន់ថ្មីមួយនៅរាជធានីភ្នំពេញប៉ុណ្ណោះ។ ដូច្នេះ លទ្ធផលសិក្សានេះមិនអាចកំណត់នូវទស្សនៈរបស់ គ្រូបង្រៀន ទៅលើភាពជាគ្រូបង្រៀនដឹកនាំ និងមធ្យោបាយដែលពួកគាត់ចូលរួមចំណែកនៅក្នុងសហគមន៍ សិក្សាវិជ្ជាជីវៈ នៅបរិបទសាលារៀនជំនាន់ថ្មីដទៃបានទេ។ ដូច្នេះហើយ ការសិក្សានៅពេលអនាគតគួរតែ អង្កេតទៅលើទស្សនៈរបស់គ្រូបង្រៀន នៅសាលារៀនជំនាន់ថ្មីដទៃ ជាពិសេសសាលារៀនដែលអនុវត្តនូវ គំរូវិនៃសាលារៀនជំនាន់ថ្មីផ្សេងៗដូចជា "សាលាថ្មី"។ ការសិក្សាទាំងនោះនឹងផ្តល់នូវព័ត៌មានបន្ថែមទៀត មកលើការសិក្សាមួយនេះ។

ABSTRACT

The majority of the teacher leaders, specifically classroom teachers at some general public schools in Cambodia do not view themselves as teacher leaders. It possibly means that the teacher leaders are not well aware of teacher leadership and how essential it is to the school development. Specifically, they are not aware that they are very important persons who are able to contribute to many different activities or main decision-making at school for improvement. Thus, it can be one factor that causes the school improvement to slowly progress in the current practice as well as in the long run for the future. This study aims to explore how teacher leaders perceive teacher leadership and how those teacher leaders contribute to the professional learning community at one NGS in Phnom Penh. The qualitative approach was employed in this study. The data was collected from seven teacher leaders by using a semi-structured interview. The findings indicated that the teacher leaders in this study perceive teacher leadership based on the teacher leader's attitude (a sense of willingness to work, good professional ethics, a high sense of responsibility, a sense of supportiveness, role model being, and a sense of open-mindedness), teacher leader's knowledge and skills (hard skills and soft skills), teacher leader's role and responsibility (participate in PLC meetings; provide extra support to students and the school; facilitate Parent Night Show, student study club, and student project's work; involve in the career path planning; meet students' parents; conduct the mentoring; reinforce the research practice; contribute to the volunteering work outside school). Apart from this, the teacher leaders in this study have joined the PLC via PLC meetings, such as the technical team meeting, the mentor team meeting, the CAM community meeting, and the school community meeting. Noticeably, in each type of meeting, each teacher leader plays different roles, such as the leader of the meeting or facilitator, the meeting secretary, the reporter, the problem-solver, and the participants.

They meet to support one another. They support each other with the teaching practice, other teaching-related issues, and the students' learning-related issues, which aim for personal and professional growth, especially for a better learning outcome and school improvement. This study was only conducted at one NGS in Phnom Penh. Therefore, this study's findings cannot be used to determine the contexts of other NGS regarding the teacher leaders' perception of teacher leadership and how teacher leaders contribute to the PLC. Further study should investigate the teacher leaders' perception regarding teacher leadership at other NGS, which are employed different models, such as an entirely 'new school.' Thus, that study will provide more information to add up to this study.

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: KONG Sokunthea

Title of thesis: Teacher Leadership Perceived by Teacher Leaders: An Exploration at One New Generation School in Phnom Penh

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): KONG Maneth

Supervisor (Sign): ……………………………………….

Date: …………………………………………………

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I "**KONG Sokunthea**" hereby present entitled "Teacher Leadership Perceived by Teacher Leaders: An Exploration at One New Generation School in Phnom Penh"

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): ……………………………………….
Date: ………………………………………………………..

Countersigned by the Supervisor: …………………………………
Date: ……………………………………………………….

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

CAM   Cambodia Association for Mentoring

KAPE   Kampuchea Action to Promote Education

MoEYS   Ministry of Education, Youth and Sport

NGS   New Generation School

NGPRC   New Generation Pedagogical Research Center

PLC   Professional Learning Community

SBM   School-Based Management

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presented the introduction of the study, such as the background of the study, problem statement, purposes of the study, research objectives, research questions, significance of the study, and definition of key terms.

1.1 Background of the Study

Teaching can be transferring, sharing, and facilitating. Interestingly, teaching can be leading. Teachers can be classroom leaders who lead within and beyond the classroom. They take action to produce more impact for their students by starting from themselves. Besides teaching or leading the classroom, they support their colleagues and participate in school activities for school improvement. This kind of action is called teacher leadership. The Institute for Educational Leadership (2001) defined teacher leadership as teachers who extend their presence beyond the classroom to seek additional challenges and growth opportunities. Additionally, Muijs and Harris (2007) described teacher leadership as teachers who involve in school decision-making and opportunities for teachers to take the initiative and lead school development initiatives. Moreover, those teachers contribute to both explicit and implicit responsibility to provide additional support to their colleagues, impact their communities, and act as adjunct staff to support the changes in classroom practices among teachers (Miller et al., 2000). York-Barr and Duke (2004) provided the definition of teacher leadership as the way that teachers work as individuals or collective to make an impact on their colleagues, principals, and other members of the school community to develop the teaching and learning practices with the goal of increasing student learning and achievement. Katzenmeyer and Moller (2009) defined teacher leaders as those who lead both inside and outside the classroom, identify with and

contribute to a community of teacher learners and leaders, and encourage others to improve their educational practices.

Teacher leadership leads to professional learning for both individual teacher leaders and other colleague teachers (Poekert, 2012). Katzenmeyer and Moller (2001) suggested that empowering teachers through teacher leadership improves their self-efficacy in relation to pupil learning. In addition, teacher leadership is an important factor in improving the life chances of students in disadvantaged high schools (Crowther et al., 2000). Similarly, Silins and Mulford (2002) found that when leadership resources are disseminated throughout the school community, and teachers are empowered in areas that matter to them, then the student results are more likely to improve.

In the Cambodian context, teacher leadership is supposed to happen in the frameworks such as school-based management (SBM). SBM is when the significant decision-making authority of the central level offices is transferred to individual schools as a management strategy with the aim of education development. An example of an operating context with strong SBM compliance is New Generation School (NGS) which has significant control over the selection of teachers, changes in curriculum, and how they allocate school improvement grants provided by MoEYS. Donaher and Wu (2006) stated that NGS reform in Cambodia was implemented in 2015 with the purpose of better preparing Cambodian youth for the twenty-first-century workforce by improving the quality and relevance of education. Until 2018, this reform expanded its numbers to 10 NGS across the country, which combinedly served over 4 000 students. Aside from this, to support the SBM process, there is a need for school-based structures such as student council, school management committee, school support committee, school improvement planning process, and professional learning community (PLC). Interestingly, PLC is popularly implemented at NGS. PLC refers to groups of teacher trainers, teachers, and

school principals who commit to work and learn together in the process of doing action research, lesson study, and reflective practice to enhance job satisfaction, the quality of teaching, and student performance (MoEYS, 2021).

Moreover, Bredenberg (2018) stated that the establishment of NGS follows several possible prototype models, including the establishment of an entirely 'new school' where one did not previously exist, the establishment of a 'school in a school', and/or 'whole school' applications. The research site, NGS Preak Leap, is currently implemented by the 'school in a school' model. This model refers to an existing school being transformed into a separate and independent institutional setting where most school stakeholders are resistant to educational reforms because they confront specific established interests. Hence, it is interesting and significant to conduct the study to explore how teacher leaders perceive "teacher leadership" and how those teacher leaders contribute to the professional learning community at NGS Preak Leap in Phnom Penh.

1.2 Statement of the Problem

Donaldson and Johnson (2007) stated that some teachers view teacher leadership as formal administrative roles, while others view as any opportunity in which teachers contribute to the decision-making process. In addition, teacher leadership, according to Danielson (2006), does not arise formally through given duties, but rather emerges informally through specific behaviors. These teacher leaders have a set of abilities that allow them to not only be great in the classroom but also to have an impact outside of it.

Conversely, in actual practice, the majority of the teacher leaders, specifically classroom teachers at some general public schools in Cambodia do not view themselves as teacher leaders. It possibly means that the teacher leaders are not aware of teacher leadership and how essential it is to the school development. Specifically, they are not aware that they are very important persons who are able to contribute to many different

activities or main decision-making at school for improvement. Thus, it can be one factor that causes the school improvement to slowly progress in the current practice as well as in the long run for the future. Importantly, most general public schools in Cambodia, such as NGS, are in the process of reforming to cope with the new era of learning known as the 21st-century era. Hence, increasing awareness of teacher leadership to the teacher leaders can be one of the key factors in expediting this reforming process.

1.3 Research Purposes

The purposes of this study are to explore how teacher leaders perceive "teacher leadership" and how those teacher leaders contribute to the professional learning community at NGS Preak Leap in Phnom Penh.

1.4 Research Objectives

The objectives of this study are:

(a) To explore the teacher leadership as perceived by teacher leaders at NGS Preak Leap

(b) To discover how teacher leaders contribute to the professional learning community at NGS Preak Leap.

1.5 Research Questions

There are two research questions:

(a) How do teacher leaders perceive teacher leadership?

(b) How do teacher leaders contribute to the professional learning community?

1.6 Significance of the Study

Teacher leadership has been defined differently. However, there are some specific identities of teacher leadership which perceived by the teacher leaders of this study. Thus, school leaders are able to employ this finding to improve the teacher evaluation process. It is better to evaluate teachers based on their attitude, knowledge and skills, and

especially their actual roles and responsibilities at school rather than the positions they are holding. For instance, according to Snell and Swanson (2000), teachers who gained high-level abilities in the areas of competence (strong pedagogical and topic knowledge), cooperation (working with other teachers, reflection on their own practice), and empowerment of themselves and others are emerged as leaders. In addition, school leaders are able to encourage teachers to participate in the decision-making process on most tasks at school. Specifically, the teachers should be allowed to involve in leadership activities at school so as to enhance their awareness of teacher leadership. As Childs-Bowen et al. (2000) mentioned that head teachers must intentionally establish the infrastructure to promote teacher leadership and provide opportunities to lead.

Moreover, teacher leaders, specifically classroom teachers are possibly lifelong learners. Therefore, this study findings can be a message to them to be motivated in striving to learn more about school-related issues and involving in the decision-making process at school. At the same time, they can improve their understanding of teacher leadership, especially increase their self-esteem as very important persons for the school improvement. By continuously improve their teaching skills, take part in school decision-making, and support the professional growth of others, the teacher leaders are able to become the most effective teacher leaders (Katzenmeyer & Moller, 2001).

1.7 Operational Definition of Key Terms

The following terms are defined operationally in this study.

Mentor refers to an existing teacher who is recruited from NGS or general public schools to be trained in a master's of education in mentoring program at NGPRC and is placed to work at NGS, at the teacher training institutes, or at specific public schools.

New Generation School (NGS) refers to a new education reform that was inaugurated by MoEYS in 2015 to create autonomous public schools with the aim of

improving the quality and relevance of education to better prepare Cambodian youth for the twenty-first-century workforce.

New Generation Pedagogical Research Center (NGPRC) refers to an institute which is created to provide the training of master's degree in mentoring to the selected existing teachers from all levels of general public schools or NGS to become mentors at NGS, at the teacher training institutes or at specific public schools.

Professional Learning Community (PLC) is a community which consists of all teachers from different grade levels and different or the same subjects, technical team leaders, mentors, school principal, and the other school communities who meet each other in the form of technical team meeting, mentor team meeting, school community meeting, and CAM community meeting. They meet each other once per week, twice per week, or once per month to share their concerns, solutions, and contribute new ideas or knowledge regarding the teaching practice and students' learning for their own learning, professional development as well as the school improvement.

Teacher Leadership refers to the process by which the classroom teachers, technical team leaders, mentors, and school principals purposefully commit to their duties at school, specifically actively participate to extra activities, and the decision-making process for the school improvement.

Teacher Leader refers to classroom teachers, technical team leaders, mentors, and school principals who purposefully commit to their duties at school, specifically actively participate to extra activities, and the decision-making process for the school improvement.

Technical Team Leader refers to a teacher who was voted or promoted to be the leader of any teaching subject area. He/she is a person who always represents, supports, and facilitates his/her team members, specifically in technical team meetings.

CHAPTER 2

LITERATURE REVIEW

In this chapter, the researcher provided an empirical literature review regarding the definition of teacher leadership and teacher leaders, teacher leadership's characteristics, the relationship between teacher leadership and professional learning community, the way teacher leadership contributes to the professional learning community, the barriers to teacher leadership, and the way to promote teacher leadership.

2.1 What is Teacher Leadership?

Silva et al. (2000) stated that teacher leadership has evolved in three waves over time. Teachers served in formal roles (e.g., department heads and union representatives) in the first wave, especially as managers whose primary goal was to improve school efficiency. Teacher leadership in the second wave was designed to leverage more fully on teachers' instructional skills by appointing teachers to roles such as team leader, curriculum developers, and mentors for new teachers. Last, teachers who served in the classroom are being recognized as leaders in the third wave of teacher leadership, which is currently evolving.

2.2 Who are Teacher Leaders?

Katzenmeyer and Moller (2001) mentioned that teacher leaders are the leaders who lead both inside and outside the classroom. They participate in a community of teacher leaders and influence their colleagues' improvement in educational practice. Likewise, Kilinç (2014) stated that teacher leaders support learning and teaching for themselves and others, develop effective communication among colleagues, and create opportunities to foster positive change in school environments. Moreover, teacher leaders support their colleagues in designing, implementing, and evaluating teaching practices

effectively (Harrison and Killion, 2007). Based on Youitt (2007), teacher leaders accept new methods of teaching and learning. They acknowledge the importance of the relationship between teachers and students as well as their families. They also involve in employing new technologies in their teaching and being flexible in using resources to support educational innovation. In addition, Lieberman and Miller (2005) stated that teacher leaders have various responsibilities, such as researcher, mentor, scholar, and developer. Through these responsibilities, they have the authority to influence their schools and professions.

2.3 Characteristics of Teacher Leadership

There are seven domains of teacher leadership (Teacher Leader Model Standards, 2001) including:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

(a) makes use of group procedures to support colleagues in working together to resolve issues, make choices, handle conflict, and foster significant change

(b) serves as an effective role model for others, demonstrating how to clarify, mediate, lead dialogues, and identify one's own and others' needs in order to achieve common goals and professional learning

(c) uses facilitation techniques to encourage teamwork, collective wisdom, ownership, and action that promotes student learning

(d) works to foster an open culture where all perspectives are valued while tackling problems

(d) promotes effective interactions among colleagues by using knowledge and awareness of various backgrounds, nationalities, cultures, and languages.

Domain II: Accessing and Using Research to Improve Practice and Student Learning

(a) supports colleagues in accessing and using research to determine the most effective techniques to enhance student learning

(b) facilitates the analysis of student learning data, collaborative interpretation of the findings, and implementation of findings to enhance teaching and learning

(c) encourages colleagues to work with institutions of higher education and other organizations in conducting a study on important educational challenges

(d) encourages and trains colleagues to gather, examine, and share data from their classrooms in order to enhance instruction and the learning of students.

Domain III: Promoting Professional Learning for Continuous Improvement

(a) works with colleagues and school administrators to develop professional development plans that are team-based, job-integrated, long-term, aligned with subject standards, and connected to improvement goals for the school or district

(b) employs knowledge of adult learning to meet the various learning requirements of colleagues by identifying, encouraging, and enabling varied and differentiated professional learning

(c) encourages professional learning among colleagues

(d) identifies and employs the best tools to foster diverse and collaborative professional learning

(e) collects, evaluates, and disseminates information about the effectiveness of professional learning and its impact on instruction and student learning with colleagues

(f) supports colleagues participating in job-embedded professional learning by giving them enough time, preparation, and support

(g) offers helpful criticism to colleagues to enhance instruction and enhance student development

(h) plans and facilitates professional learning using knowledge of economic, social, and educational trends.

Domain IV: Facilitating Improvements in Instruction and Student Learning

(a) facilitates the gathering, analysis, and use of data from classrooms and schools to find opportunities to enhance curriculum, instruction, assessment, school administration, and school culture

(b) takes part in reflective discussions with colleagues based on observations of instruction, student work, and assessment data and assists in establishing links to evidence-based efficient practices

(c) supports colleagues' professional development by serving as a mentor, coach, and content facilitator, among other responsibilities

(d) serves as a team leader to coordinate colleagues' abilities to meet the demands of the curriculum and the needs of students

(e) employs knowledge of current and emerging technologies to assist colleagues in assisting students in skillfully and appropriately navigating the vast amount of knowledge available on the Internet, using social media to promote collaborative learning, and connecting with people and resources around the world

(f) encourages the use of instructional techniques that address issues of equality and diversity in the classroom while maintaining the importance of individual student learning requirements.

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

(a) enhances colleagues' abilities to locate and apply a variety of evaluation instruments that are in line with national, state, and local requirements

(b) works together with colleagues to improve instructional practices and student learning through the design, implementation, scoring, and analysis of student data

(c) encourages colleagues to have critical discussions on student learning data that result in solutions to problems that have been recognized by creating an environment of trust and critical reflection

(d) collaborates with others to advocate changes in organizational or instructional practices to enhance student learning using assessment and data findings.

Domain VI: Improving Outreach and Collaboration with Families and Community

(a) promotes productive interactions between colleagues, families, and the greater community by using knowledge and understanding of the various backgrounds, nationalities, cultures, and languages in the school community

 (b) models and teaches students how to collaborate and communicate effectively with families and other stakeholders in order to achieve equitable academic success for students from all backgrounds and situations

(c) facilitates colleagues to reflect on how well they understand community culture and diversity and how to create culturally sensitive teaching methods that will benefit all students learning and improve their educational experiences

(d) fosters an understanding among colleagues of the various educational requirements of families and the community

(e) works in partnership with families, communities, and colleagues to create comprehensive solutions that address the many educational requirements of the families as well as the community.

Domain VII: Advocating for Student Learning and the Profession

(a) informs colleagues inside and/or outside the district about how regional, state, federal trends and policies may affect instructional strategies and goals for student learning

(b) collaborates with colleagues to find evidence that supports teaching and learning strategies that are effective for all students

(c) works together with colleagues to identify suitable occasions to speak up for students' rights and/or needs, to secure more funding for the school or district to support student's learning, and to communicate effectively with targeted audiences like parents and the local community

 (d) promotes access to professional resources, such as financial support, human resources, and other material resources, that provide colleagues valuable time in learning the practical implementation and improving a professional learning community that aims for school improvement

(e) promotes and represents the profession outside the classroom's context.

2.4 Teacher Leadership and Professional Learning Community

Teacher leadership is strongly linked to both professional development and professional learning communities (Sebastian et al., 2017). According to Mohamed et al. (2018), teacher leadership is linked to teacher professional learning. Teacher leadership has a direct impact on teacher professional learning. It supports teachers to improve their participation in professional learning in four ways including through positive environments, autonomy, open communication, and collegiality. In addition, in the context of professional learning communities, teacher leadership promotes teacher professional learning and development using learning tools and facilitation activities such as questioning during discussion of instructional practices, discussion of teaching material samples, analyzing students' results, and providing opportunities for teachers to

demonstrate their teaching (Hairon et al., 2015). In comparison to principals' leadership and professional expertise, teachers' capacity to lead informally has a greater impact on teacher collaboration (Szczesiul and Huizenga, 2014).

2.4.1 Professional Learning Community

According to Darling-Hammond et al. (2009), teachers in professional learning gather on a regular basis in learning teams grouped by grade level or content area assignments, and they share responsibility for the achievement of their students. A cycle of continuous improvement is followed by the learning teams, which starts with analyzing student data to identify areas of greatest student need, identifying areas where additional educator learning is required, addressing and designing the learning experiences to meet these adult needs, developing powerful lessons and assessments, implementing new strategies in the classroom, refining new learning into more powerful lessons and assessments, and reflecting on the impact on students. In addition, PLC has strengthened the faculty to work as a collective to provide qualified instruction and improve students' learning (Croasmun, 2007; Hughes, 2006).

2.4.1.1 Core Activities Practiced in Professional Learning Community

There are three core activities practiced in PLC (MoEYS, 2021), including:

(a) **Action Research**: is the process by which PLC members do the action research by collecting data from their classrooms to analyze and reflect on their teaching practices. There are four steps of this process: identifying the problem, planning on that study area, collecting and analyzing the data, and using as well as sharing the data to reflect on the teaching practice.

(b) **Lesson Study**: is the process by which a group of teachers or PLC members participate in designing lesson plans and teaching materials, and providing support regarding the teaching methods. There are four steps in this process: planning the

lesson, teaching demonstration and classroom observation, teaching evaluation, and giving feedback.

(c) **Reflective Practice:** is the process by which PLC members reflect on their teaching practice, specifically focusing on the challenging issues they have struggled with during the practice to discuss and find practical solutions together. There are four steps in this process: teaching, analyzing the teaching practice and students' learning, reflecting on the teaching practice and students' learning, finding practical solutions to the challenging issues, and employing those solutions in the classroom.

2.5 Barriers to Teacher Leadership

The top-down leadership structure is considered the main barrier to teacher leadership (Katzenmeyer and Moller, 2001; Institute for Educational Leadership, 2001). Similarly, the teacher leadership possibly occurs in school until the senior management team distributes the power to teachers in a particular area (Little, 2002). In addition, the feeling of being isolated from colleagues is another barrier to teacher leadership (Liberman et al., 2000). Moreover, Jacobs et al. (2016) stated that teacher leaders faced the challenges, such as a heavy workload and lack of time, teacher resistance, unclear role, and inadequate professional development.

2.6 How to Promote Teacher Leadership

Teacher leadership is required to move away from traditional top-down administration and to encourage teachers to bear some responsibility and accountability. Katzenmeyer and Moller (2001) stated that all teachers should have access to teacher leadership; otherwise, certain teachers will end up as leaders while others will end up as technicians, creating a two-tier system. When leadership is distributed and teachers have a vested interest in the school's progress, school improvement is more likely to occur (Gronn, 2000; Jackson, 2000). Childs-Bowen et al. (2000) mentioned that head teachers

must intentionally establish the infrastructure to promote teacher leadership and provide opportunities to lead. Likewise, the school leaders must work closely with teachers in creating policies and procedures that provide the leadership structure to teachers to impact directly on school improvement through professional learning community collaborative efforts (Carpenter, 2015). Besides, Buckner and McDowell (2000) discovered that in order to identify, develop, and support teacher leaders in their schools, administrators must encourage teachers to take on leadership roles, assist teachers in developing leadership abilities, and provide positive and minimal constructive feedback. In addition, there is a significant link between staff collaboration and successful teacher leadership in action (Little, 2000). Based on Harris (2001), teacher leadership will not flourish unless it is based on shared ideals. They argued that shared values are formed first and primarily through collaborative (pedagogical) conversation, observation, and teaching. As a result, if teacher leaders are to make a difference in the school, they must work in collaborative teams.

In addition, teacher leadership development should include not only the growth of teachers' abilities and knowledge, but also aspects specific to their leadership role. To help teachers adjust to their new leadership duties, professional development programs should include skills such as leading groups and seminars, collaborative work, mentoring, teaching adults, and action research. Teacher leaders must continually enhance their teaching abilities, participate in school decision-making, and contribute to of their colleagues' professional development in order to be the most effective (Katzenmeyer and Moller, 2001). Teachers who gained high-level abilities in the areas of competence (strong pedagogical and topic knowledge), cooperation (working with other teachers, reflection on their own practice), and empowerment of themselves and others, according to Snell and Swanson (2000), emerged as leaders.

2.7 Summary of Literature Review

The literature review above demonstrated that there are plenty of researchers conducting research studies to explore the theoretical perspectives, characteristics, impacts, and challenges of teacher leadership. Nevertheless, there is still little literature review regarding teacher leadership issues in Cambodia.

2.8 Conceptual Framework of the Study

Figure 2.8

The Conceptual Framework of the Study
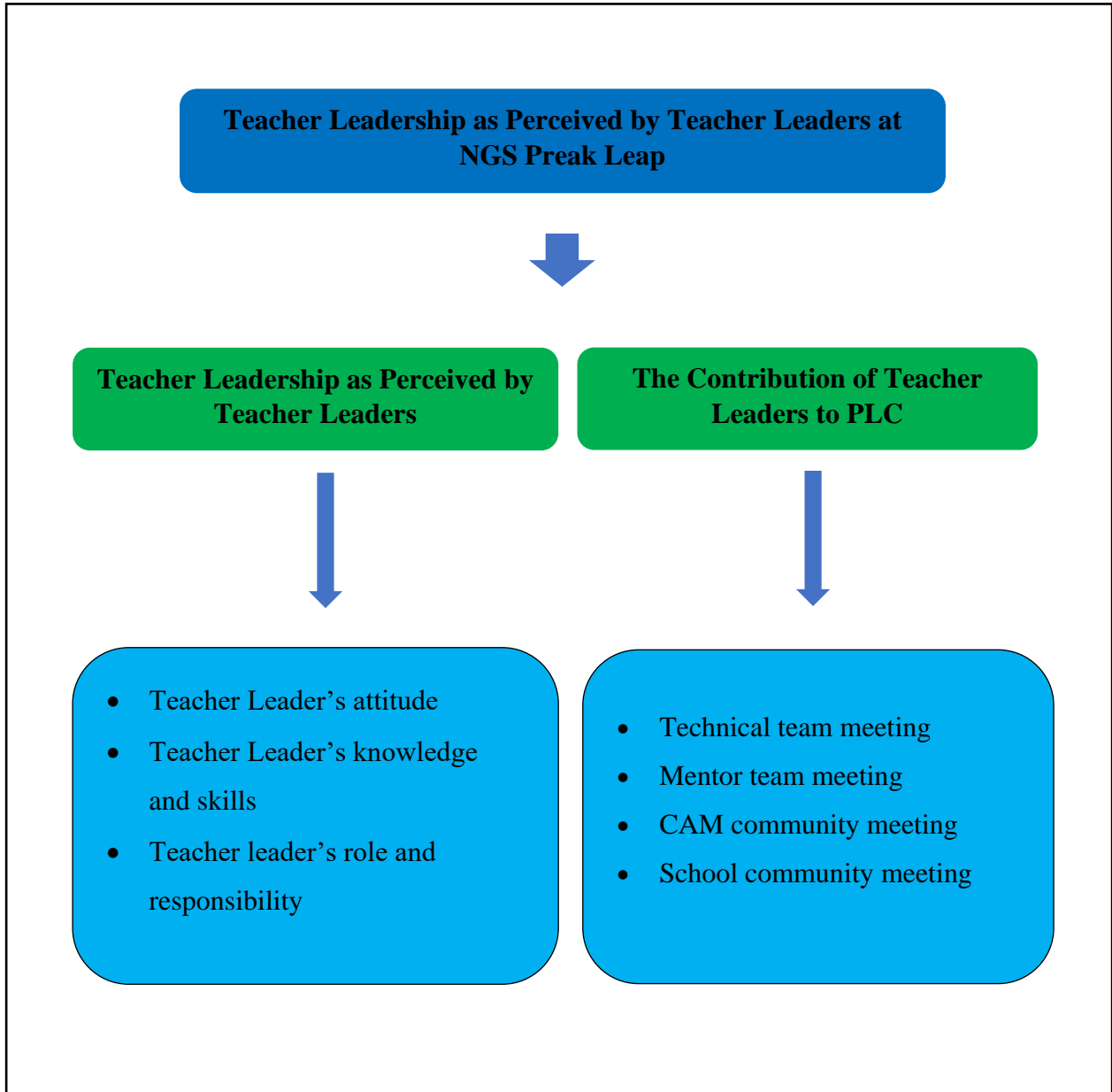
CHAPTER 3

RESEARCH METHODOLOGY

This chapter consists of six sections, discussing the outline of the methodology used in this qualitative study. Section 3.1 is about research design. Section 3.2 explains about the sample size and sampling technique of the study. Section 3.3 is about the research instrument. Section 3.4 presents the data collection procedure. Section 3.5 is about the data analysis procedure. Lastly, section 3.6 is about the ethical considerations of the study.

3.1 Research Design

This study was conducted by using a case study design of the qualitative method. Denscombe (2010) claimed that case studies provide an in-depth description of events, relationships, experiences, or processes of one or a few instances of a particular phenomenon. Similarly, Yin (2003) stated that it is better to do a single case study when the researcher has the desire to study, for instance, a person or a group of people. This study was conducted with qualitative single case study research to get an in-depth opinion from participants and identify their attitudes, behavior, and experiences (Dawson, 2007; Yin, 2003).

The researcher selected this research design in the hope that it could bring this study an insightful data. Specifically, it allowed the researcher to deep down seeking for unique and actual experiences of the participants, which covers varieties of information needed to answer the research questions, which are "(1) How do teacher leaders perceive teacher leadership? and (2) How do teacher leaders contribute to the professional learning community?". Those data were about the participants' perspectives or experiences or

knowledge regarding teacher leadership and PLC. Along with this response, the research

purposes and the research objectives of this study were able to be fulfilled as well.

3.2 Sample Size and Sampling Technique of the Study

The participants in this study were selected by using a purposive (Denscombe,

2010) or purposeful (Patton, 2002) sampling procedure. In purposeful sampling, the

researcher intentionally selects participants who can provide relevant information for the

study based on the researcher's knowledge of the population (McMillan, 2008).

At NGS Preak Leap, there are four mentors, thirteen technical team leaders, and

seventy upper secondary teachers. Thus, a school principal, two mentors, two technical

team leaders, and two upper secondary teachers were selected to be the participants of

this study. Specifically, the researcher selected one mentor whose specialization is in

science subject while another one is in a social science subject, and so do the technical

team leaders as well as the upper secondary teachers. Moreover, those participants need

to have teaching experience of at least two years in the teaching profession. Lastly, seven

of them need to be those who are involved with the professional learning community at

school.

3.3 Research Instrument

In this study, data was collected by using semi-structured interviews. In semi-

structured interviews, the researcher has the flexibility to change the wording and the

order of questions (Denscombe, 2010). Hancock and Algozzine (2006) argued that this

type of interview is "well-suited" to case study research. Also, it allows participants "to

express themselves openly and freely and to define the world from their own

perspectives, not solely from the perspective of the researcher" (Hancock and Algozzine,

2006, p. 40). In addition, in semi-structured interviews, a structured interview guide is

used to get the information needed to answer the research questions and has a

predetermined list of issues and questions to be covered. Besides, researchers have the freedom to ask follow-up questions and use probes to explore the viewpoints of the participants (Newby, 2010).

Thus, by using this method, the researcher was able to ask follow-up questions to explore in-depth information regarding how teacher leaders perceive "teacher leadership" and how teacher leaders contribute to the professional learning community at NGS Preak Leap in Phnom Penh. Aside from this, there are two main parts of semi-structured interview questions (See Appendix A for the interview questions). Part I is about general information questions of the participants. Part II covers teacher leadership-related questions regarding how teacher leaders perceive teacher leadership and how those teacher leaders contribute to the professional learning community. Moreover, those questions were translated into Khmer by the researcher and were adjusted by the researcher's supervisor as well.

3.4 Data Collection Procedure

After receiving a permission letter from New Generation Pedagogical and Research Center, the researcher approached the school principal of NGS Preak Leap to ask his permission to conduct this study. Next, the researcher sent the consent paper to the participants of this study to ask for interviews. Moreover, the researcher designed the questions based on semi-structured interviews and tried to ask more follow-up questions during the interviewing process. Furthermore, to help the researcher to write the transcript effectively, the interview was recorded, adding to note-taking. In addition, the data was collected over approximately two weeks, both face-to-face interview and online interview. This interview was one-on-one with each participant at different times. Lastly, the duration of the interview was thirty to forty-five minutes which covered all aspects of the information related to the research questions.

3.5 Data Analysis Procedure

The researcher had organized the data after collecting it from the participants. Specifically, the researcher had used the audiotape recordings and the notes to transcribe the data. The researcher had typed the transcripts into Microsoft Word. After that, the transcripts had been coded by using the color-coding technique. But, before coding the data, the researcher had read the transcript several times to understand the whole interview of each participant's transcript.

Additionally, after writing the transcripts of the interviews, the researcher had asked the participants to check their information in the transcript and approve it before the researcher finalized the data. Next, the researcher had separated some similar information into texts and label them in colors. Moreover, the researcher had gone through the codes again and read as well as identified them carefully to narrow them into main themes. Then, the researcher had written some important information and evidence gained from participants to support the main themes in this study. Finally, the researcher had interpreted and represented the findings of this study.

3.6 Ethical Considerations

Before starting the data collection, the researcher had asked for permission and approval from the school principal and teachers for the video-recorded interviews. Then, the researcher verbally explained the study's aim and objective to participants and told them truthfully that their involvement was voluntary. The participants could deny the interview if they were not feeling comfortable. The information obtained from participants was kept confidential. Additionally, the researcher used simple words to make the participants easy to understand the questions.

CHAPTER 4

FINDINGS

The findings and interpretations resulting from the data collection are presented in this chapter. The interview investigated teacher leadership as perceived by teacher leaders as well as the ways those teacher leaders contribute to the professional learning community. Two main themes are identified from transcribing and coding the data of the individual interviews, including (4.2) teacher leadership as perceived by teacher leaders and (4.3) the contributions of teacher leaders to the professional learning community.

4.1 Background Information of the Participants

Table 4.1

Participants' Background Information

Code	Sex	Age	Degree	Teaching experience (years)		Position
				In the teaching profession	In the NGS	
P1	F	50s	MA	34	5	School deputy head
P2	F	20s	MA	5	3	Science Mentor
P3	F	30s	MA	16	5	Science Mentor
P4	M	30s	BA	6	2	Science Team Leader
P5	F	30s	BA	7	5	Social Science Team Leader
P6	F	30s	MA	3	3	Science Teacher
P7	M	20s	MA	5	1	Social Science Teacher

Note. There are seven participants in this study including one school deputy head (female), two science mentors (female), one science team leader (male), one social science team leader (female), one science teacher (female), and one social science teacher

(male). Five of them are holding master's degrees, while the other two of them are holding bachelor's degrees.

Table 4.1 above provides general information about the participants of the research study, including codes of the participants, sex, age, degree, working experiences, and position. Noticeably, two participants (P1, P3) were selected to replace two previous participants that have been mentioned in the methodology chapter based on different reasons. The school principal was switched by the school deputy head (P1) due to his business of school work. A social science mentor was shifted by a science mentor (P3) due to the fact that her contact was not reachable.

There are five teacher leaders (P1, P2, P3, P6, P7) who hold master's degrees, while the other two of them (P4, P5) hold bachelor's degrees. In addition, four teacher leaders (P1, P3, P4, P5) have worked in the teaching profession for more than five years, whereas the other three of them (P2, P6, P7) have worked five and less than five years in this profession. Moreover, three teacher leaders (P1, P3, P5) have worked five years at NGS, while the other four of them (P2, P4, P6, P7) have worked less than five years at NGS.

4.2 Teacher Leadership as Perceived by Teacher Leaders

All the participants in this study perceived teacher leadership based on teacher leader's attitude, teacher leader's knowledge and skills, teacher leader's role and responsibility.

4.2.1 Teacher Leader's Attitude

Based on the participants in this study, teacher leaders are equipped with attitudes such as responsibility, open-mindedness, supportiveness, willingness to work, good professional ethic, and role model.

a) Responsibility

Teacher leaders are those who have high responsibility for their work. P1 to P5 stated that they were responsible for their duties as individuals and also as a teamwork. P1 mentioned "…even the teacher leaders got different level of their abilities, but there is one thing that they share the same which is the responsibility." Moreover, they always participate in solving school problems and complete their work regularly. P4 mentioned that even sometimes he completed his work slower but he has committed to finishing it eventually. As stated, "…I admit that I work slower than the others, but I always put all my effort to finish it eventually."

b) Open-mindedness

Teacher leaders are open-minded. P6 mentioned that, it is an act of being narrow-minded or not giving the opportunity to other team members when the teacher leaders lead with being controlling. She continued that, leading can be facilitating. Also, the teacher leaders would rather discuss with other team members before making any decision about something. As stated:

> …for me, being a teacher leader, leading is not about controlling but rather facilitating. If not, it means that teacher leader prioritizes his/her own perspective without discussing or providing opportunity to other team members to share their opinions. Then, it can lead to the loss of chance to get a better outcome as well. (P6)

c) Supportiveness

Teacher leaders are so supportive. P1, P3, P4 and P7 indicated that, beside teaching students, they also support students' extra activities such as project work, study club, and track students' progress. P3 mentioned that she always tracks her students'

well-being and encourages them to always keep going on their journey of learning. As stated:

> …I teach grade 7th students who are just turning themselves to be adults. Thus, I always track most of their activities and lead them to stay motivated in learning as well as behave properly in class. This work remains me to be calm and put a lot of my attention on it regularly. (P3)

Aside from this, the teacher leaders always support and cooperate with their colleagues. They always figure out the solutions to any problems together. Moreover, they provide support to one another such as emotional support, incentives, and teaching-related issues. As mentioned by P7, "…my colleagues and me, generally we all face challenges in our work. As a colleague, I can say that I have provided them such as emotional support, incentives, or solutions regarding their teaching-related issues."

d) Good Professional Ethics

Teacher leaders are those who equip with good professional ethics such as respect others, dress properly, and behave properly toward students. As mentioned by P1, "…teacher leaders with good professional ethics always behave professionally such as dress up properly and do not curse or being rude toward students." Based on P4, dressing properly is a factor to make his teaching more influence on his students. Besides, P7 mentioned that, teacher leaders need to behave properly not only at school but also in public. He further explained that, a good professional ethic of the teachers leads them to be equipped with teacher leadership and enhancing their knowledge as well.

e) Role Model

Being a role model was considered one among other kinds of teacher leaders' attitudes. P1 stated that teachers' attitude impact students' attitudes. As such, students

started to behave better specifically obeying the school discipline as a result of teachers behaving well. Similarly, P2 mentioned that she has set a classroom discipline for her classroom from the beginning of the school year. Then, both her students and she have to obey that discipline until the end of the school year. She further emphasized that to reinforce the impact of that discipline, she needs to obey it consistently first. Thus, it provides the model to her students. As mentioned:

> …actually, I have told my students at the beginning of the school year that, "there are four things that we need to do together for this whole year to make our classroom and our learning more organized. We all need to hold this principle: Clean Gentle Tidy Punctual (ស្អាត សុភាព របៀប ទៀងពេល)". And I am the one who starts to practice it first to be the model for them. (P2)

Interestingly, P7 has mentioned that he did not agree with the Khmer proverb , "Do as teacher says, not he does (ពុធគ្រូកុំត្រាប់ ច្បាប់គ្រូឲ្យយក)" that it is not practical to his classroom context. Since he thought his students would rather follow his attitude than his words. As such, when he wants his students to work on something conscientiously, then he is the one who needs to show them first on how to process it through his actual practice on his work.

f) Willingness to Work

All participants in this study considered the willingness to work as one among other kinds of teacher leader's attitude. They have a sense of less self-interest. As a result, they sacrifice most of their time for the school work. They are always punctual and actively participate in every school activity. P1 revealed that, actually she needs to cook for her family every day. Fortunately, she got her family members who understand her duty at school. Thus, they sometimes manage to cook on their own. By reducing her

private time with family, she can focus on her school work properly. Likewise, P4 mentioned that he commits to joining the urgent meeting at school even it is on his holiday. As mentioned, "…actually, I was on my holiday and did my important business at home. After seeing the call for a meeting at school, I decided to keep it unfinished and came to school instead."

Besides, P4, P6, and P7 pointed out that teacher leaders always stay focused, pay attention, and work on any task seriously. P4 raised that as a team leader, he needs to pay attention to every task assigned by the school principal in order to deliver it to his team members accurately. In addition, P6 mentioned that teacher leaders always have a plan of doing something in advance such as lesson plan, and so on. She continued that planning ahead is very crucial and helpful. It keeps her on track and responds to urgent occurring issues practically. As stated:

> …I always have a plan before doing something such as lesson plan. I need to figure out what I need to teach my students today or tomorrow as well as design the activities for my teaching and so on. Having a plan in advance is good since I have thought ahead on the possible solutions to cope with any problems that can happen during my teaching. (P6)

4.2.2 Teacher Leader's Knowledge and Skills

The participants in this study pointed out that teacher leaders are those who consist of knowledge both hard skill and soft skill.

a) Hard Skill

Teacher leaders are those who master their specialization, are able to use ICT to support their teaching and learning, are able to use at least more than one language beside their first language, and are able to do research.

P1 to P7 raised that teacher leaders are able to create a positive impact on their students' learning. As such, they are able to facilitate their classroom well, able to transfer knowledge to students, able to transfer passive students to become active students in the classroom, and able to design different activities in the classroom.

Moreover, they stated that teacher leaders are able to use ICT to support the process of their teaching and learning. P4 raised that, he has used ICT to support his teaching such as doing the lesson slides, designing the test as the assessment in the Google Form, and so on. As mentioned, "…ICT is so helpful for me since it supports my teaching a lot such as save time in writing on the board which replaced by the lesson slides, and can easily design assessment to measure students' understanding." Also, P5 mentioned that she has used ICT to support her in checking and correcting students' work almost every day even she is not at school.

Furthermore, P1 and P7 mentioned that teacher leaders are able to use at least more than one language beside their first language. Additionally, P7 indicated that being able to use more than one language, specifically English can help them to be easier to do the research since most of the sources are written in English. Apart from this, P7 pointed out that, teacher leaders are able to do the research. He further explained that teachers in the 21st century cannot rely on the textbook only. Instead, they need to do more research for more current information to support their teaching. He further stressed that being able to do the research help him to cope with this fast-changing world. As mentioned:

> …in the name of 21st-century teachers, being able to use at least more than one language besides our first language is needed. It not only helps us easily in communicating with others, but also in doing research as well. (P7)

However, P6 claimed that teacher leadership cannot be determined by the teacher leaders' knowledge or hard skills only. It depends. As she further explained that some teacher leaders are holding higher degrees such as Ph.D.' s degree, but they were not making an impact on their working areas as they are supposed to. As mentioned:

> …knowledge or hard skills of the teacher leaders are not related to the way they lead themselves to make an impact on their working areas. As such, some teacher leaders who are holding a Ph.D.'s degree mostly make a decision on most tasks on their own without listening to other colleagues' perspectives. Because they confidently believe that they are more knowledgeable than others. (P6)

b) Soft Skill

Teacher leaders are able to use their soft skills such as leadership, management, flexibility, and communication. P2 and P3 emphasized that these skills can support the way teacher leaders to lead more effectively. As, P2 mentioned "…good teacher leaders are able to use their soft skills such as leadership, management, flexibility, and communication. These soft skills lead them to be better in facilitating and supporting their works." For instance, P3 stated that she needs to be flexible in using the communication skills in the way that make her adult grade seven students accept the changes to be better. Similarly, she mentioned that, as a mentor she has used her kind of soft skills to persuade her mentees to trust and open up to her. Furthermore, P5 pointed out that teacher leaders are good at delegating the tasks to the team members. As mentioned, "… as a team leader, I always manage to divide the tasks to my team members equally and clearly."

4.2.3 Role and Responsibility of Teacher Leader

Aside from teaching in the classroom, the teacher leaders have contributed to more roles and responsibilities such as facilitating Parent Night Show, student study club,

students' project work, participating in the professional learning community meeting, meeting students' parents, involving in the career path planning, conducting the mentoring, reinforcing the research practice, providing extra support to students and school, and contributing to the volunteering work outside school.

a) **Facilitate Parent Night Show**

Teacher leaders actively participate in supporting students to prepare for the Parent Night Show's event at the end of the school year. This event aimed to show students' parents the achievements that their children have learned and gained for almost a whole academic year. As P5 mentioned, "…Parent Night Show is held once per year, specifically at the end of the school year. And I have facilitated my students to write some kinds of short story or novel as their achievements to show their parents."

b) **Facilitate Students Study Club**

Teacher leaders also support students' study club. P2 to P7mentioned that they support their students' study club based on their teaching subject. As P5 and P7 they support Khmer literature club study. P5 mentioned that she has assigned some tasks for students based on the content lesson in class. She did it once per month. She further explained that, she asked those students to do more research regarding that assigned task. Then, they need to submit it to her at the end of the month. As mentioned:

> …in the early of the academic year, I started to assign students to work on their tasks. They need to submit it to me once per month. Along the way, I facilitated and followed up on their work to make sure that they are on the right track until the submission day. (P5)

c) **Facilitate Students Project's Work**

Teacher leaders actively support students' project work. P5 mentioned that she always supports her students' project work every week. Also, she further stressed that she always supports them whenever they need even at night via online platforms. P6 raised that, to support her students' project work, she further communicated with donors for additional support. She also led her students' project work to win a medal award in a program called "Aspiration (បំណងប្រាថ្នា)". Moreover, through the process of supporting this project she also reinforced her students to involve in the research process, since that project was mostly a form of the research proposal.

d) **Participate in the Professional Learning Community Meeting**

All the participants stated that they need to join the PLC meeting every week. P1 raised that, she always joins the PLC meeting once per week. Besides, P4 to P7 mentioned that, they always join the PLC meeting twice per week including PLC meeting as the small technical group and big group (school community). Interestingly, P2 mentioned that, she always joins three different PLC meetings per week. She stressed that, she has joined the two PLC meetings as P4 to P7 above and adding with one more PLC meeting called mentor meeting.

e) **Meet with Students' Parents**

Teacher leaders always meet the students' parents to discuss the students' learning-related issues. P4 mentioned that he meets with students' parents whose children are the low achievers in class. Also, he raised that he always updates his students' attendance to their parents via telegram. Besides, P5 stated that, she and her team always meet up to discuss how to respond to students' parents regarding their children's results before releasing those results to their parents. As mentioned, "…before meeting with

students' parents, we always meet up to discuss how to respond to them, specifically the information that we should let them know about their children."

f) **Involve in the Career Path Planning**

Teacher leaders have involved in the career path planning. A Career path planning is a kind of professional development plan, according to P2. She does both her career path planning and support her mentees in doing it as well. In supporting them, she asked her mentees to plan at least three outcomes they want to achieve by using SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goal. After that, her role is to check and facilitate that planning is achievable. Also, her last support on that process is to follow up with her mentees whether they reach the outcomes that have been set at the beginning or not. Additionally, P6 mentioned that she has involved in doing the career path planning and got checked by her mentor three times already for this academic year. Also, P7 indicated that, he has involved with the career path planning as well. He further stressed that it is so helpful since it motivates him to commit more to his personal and professional growth.

g) **Conduct the Mentoring**

Teacher leaders always support other teachers' teaching practice by doing the mentoring, stated by P1, P2, and P3. They have managed the schedule to do the observation of different classrooms. Then they offered an opportunity for about fifteen to twenty minutes to provide feedback to the teachers. As P1 raised, "…I did the mentoring immediately after observing the classroom. I have spent about fifteen to twenty minutes giving feedback to the teachers regarding things they have done well and things that they need to improve." Also, to make that process more impactful, P1 has suggested the technical team leaders for further support during the classroom observation. Moreover, P2

indicated that she not only supports her mentees the academic feedback but also their emotional support. As mentioned :

> …sometimes I saw a lot of things that my mentees need to improve, but I have selected only few things to suggest to them to make changes. To reinforce the process of making change, I have used many positive reinforcements specifically emotional support. And I also suggested them to take it step by step. (P2)

h) **Reinforce the Research Practice**

Teacher leaders are passionate about reinforcing the research practice. As P7 mentioned that he has reinforced his colleagues to do the research for supporting their teaching practices. He has shared some reliable websites with his colleagues to access good and reliable sources as well.

> …I always encourage my colleagues to do research for more information related to what they are going to teach their students. Thus, they can use it to support the content in textbook to make their teaching more impactful. Also, I have recommended them some reliable websites for accessing good and reliable sources since not all websites can provide us the practical information. (P7)

i) **Provide Students with Extra Supports**

Besides teaching in the classroom, the teacher leaders provide additional support to students. P1 and P6 mentioned that, they have led students for the study tour. They further indicated that they lead the students on the study tour because they want their students to apply what they have learned to the actual practice. Additionally, they have asked students' parents for further support for this study tour as well such as incentives, materials, and food. Besides, P2 raised that, she has supported her students to be ready for math exam such as the national and international competition. She used to lead her

students to participate those competitions as well. As, "…it is not my duty to lead students to join the national as well as the international math competition, but I volunteer to do it."

j) **Provide School with Extra Supports**

Aside from participating as the roles and responsibilities above, the teacher leaders have contributed to some more extra activities at school. As such, P1 has checked the building construction process at school, tracked the school discipline practice, nominated the school administrator to communicate with students' parents, and solved school-related issues. Moreover, P2, P3 and P4 stated that, they have facilitated the process and some administrative work of the math international exam as well. In addition, P6 mentioned that she has collected information regarding her classroom and reported it to the school management team. She also helps facilitate between the school management team, students, and students' parents. P2 and P3 mentioned that they have provided more support to teachers the technical-related issues, and some school administrative works such as collecting incentives from students' parents, facilitating the NGPRC trainees' practicum process, and organizing students' examination every month.

k) **Contribute to the Volunteering Work outside School**

Few of the teacher leaders were spending their leisure time besides school work for volunteering work at some local Non-Government Organizations (NGO). As such, P3 mentioned that she used to volunteer to be a facilitator in a project of one NGO which was aiming to provide an English training course to the rural area students. As a facilitator, she needed to involve in the process of recruiting English teachers, designing students' uniform, and project-related issues discussion.

4.3 The Contribution of Teacher Leaders to the Professional Learning Community

    4.3.1 Small Group

        a) Technical Team Meeting

In the technical team meeting, the teacher leaders at different grade levels from the same subject meet each other once per week. They have contributed to some activities such as sharing problems and helpnig to figure out the solutions, sharing new information or new knowledge which gains from workshops, facilitating the meeting, and doing the meeting report. P2 and P3 mentioned that they have shared the problems they have faced during teaching in the classroom with their PLC team members. P2, P4, and P6 pointed out that they have shared what they have learned from the workshops with their PLC team members. P4 further emphasised that he has demonstrated how to design the test to his team members. Then he allowed his team members to practice it and then let him check as well as provide feedback. In addition, P2, P3, P4, P6, and P7 indicated that they always help the team members to figure out the root cause of the problem and the solutions to address it. As P4 raised that he has participated in supporting other members to deal with their teaching-related issues and he encouraged the other members to be actively involved as well. Moreover, P5 and P7 mentioned that they have contributed to the meeting by being the meeting facilitator. Lastly, P6 and P7 mentioned that they have supported the meeting by being the meeting secretary, specifically in doing the meeting report.

        b) Mentor Team Meeting

Teacher leaders in the mentor team meeting always discuss with each other mentoring-related issues, update each other on working progress, reflect, and plan ahead. P2 and P3 mentioned that they always raise up their mentee related issues to the meeting such as the classroom observation and the mentoring process. Then, they discuss with

each other for a better solution. P3 further stressed that, all members in the meeting always update their working progress and reflect on the level of impact they have done. Additionally, P2 mentioned that after addressing the solutions, each member needs to plan ahead on what they are going to do next regarding the mentoring.

4.3.2 Big Group

a) School Community Meeting

In the school community meeting, the teacher leaders participate in leading the meeting, reinforce the culture of collaboration, share the problems or new knowledge with the PLC members, update new information, report what has been discussed in the small group, raise the suggestion or concerns, and provide additional report add up to the team representatives.

P1, P2, and P3 mentioned that they have contributed to the meeting by taking turns in leading the meeting. They also share new knowledge or working experiences with the PLC members. Additionally, they help solve each member' s problems such as teaching methodology, curriculum, students' attitude, school environment, and so forth. Moreover, P2 and P3 pointed out that they take turn in leading this kind of meeting once a month. In doing so, they are supposed to have at least one topic to present to the meeting. The topic that will be presented is based on the other PLC members' priorities such as classroom-related issues, teaching method-related issues, and so on. Furthermore, P4 and P5 stated that they are required to share what have been discussed in the small group both things that are successfully solved and things that need to work on more. They are also allowed to share their concerns or suggestions to the meeting freely. In addition, P2, P6, and P7 mentioned that they always help to put up more information to the meeting when they found that their team representative missed some of the information. They further

emphasized that they have contributed in sharing their thoughts or opinion in dealing with the issues that each member has raised up as well.

b) CAM Community Meeting

CAM refers to the Cambodia Association for Mentoring. In this community meeting, the teacher leaders are required to participate twice per two months. They have shared with each other the work they have done so far, their challenges, and the next plan they will employ. As mentioned:

> ...since, this community has got a lot of team members, so we got a short limit of time to share. First, we are required to share what we have done so far in the past two months. Then, we are allowed to share our concerns and our thoughts on what to do next in our work. Last, if other community members would like to contribute their thoughts or solutions to another member, then they are allowed to, freely. (P2)

CHAPTER 5

DISCUSSION

This chapter discussed the two significant findings in relation to the existing literature review. Section 5.1 addresses teacher leadership as perceived by teacher leaders. Section 5.2 focuses on the contributions of teacher leaders to the professional learning community.

5.1 Teacher Leadership as Perceived by Teacher Leaders

The teacher leaders in this study perceive teacher leadership based on the teacher leader's attitude, teacher leader's knowledge and skills, teacher leader's role and responsibility. However, they got a slightly different view regarding each sub-theme of these main themes.

Firstly, all the teacher leaders of this study perceive teacher leaders' attitude specifically based on the sense of willingness to work. Five of them (P1,3,4,5,7) perceive teacher leaders' attitude based on the sense of good professional ethics. Four of them (P1,2,4,5) perceive teacher leaders' attitude depends on their high sense of responsibility. Likewise, four of them (P1,3,4,7) perceive teacher leaders' attitude due to the sense of support. This result illustrated that most of them are well aware of how to behave as teacher leaders. As stated by Jacobs et.al (2016), teacher leaders must be committed, innovative, organized, and ethical. Differently, three teacher leaders (P1,2,7) in this study perceive teacher leaders' attitude by role model being. Two of them (P2,6) perceive teacher leaders' attitude based on a sense of open-mindedness. This result indicated a limit to their awareness of how impactful teacher leaders' attitude toward others or their school improvement is. Specifically, a sense of open-mindedness is truly needed as teacher leaders.

Secondly, all the teacher leaders in this study perceive teacher leaders' s knowledge and skills specifically based on their hard skills. At the same time, the other three of them (P2,3,5) perceive teacher leaders' knowledge and skills based on teacher leaders' soft skills. This result revealed that most teacher leaders tend to value the qualification of hard skills more than soft skills. Conversely, there is a teacher leader who got two different perspectives. She did not deny that a teacher leader must be equipped with hard skills. But this qualification alone cannot determine the teacher leader with a sense of teacher leadership, especially when it comes to the decision-making process on most tasks at school. There should be more qualifications needed on how they work with others. This result coincided with the finding of Jacobs et.al (2016) which stated that so as to be successful, the teacher leaders needed experience at various levels (classroom instruction, content and curriculum, and working with adults) as well as be able to have the personal characteristics and skills to work collaboratively with others.

Thirdly, all the teacher leaders perceive teacher leaders' roles and responsibilities based on their participation in PLC meetings and their extra support to students and the school. At the same time, six teacher leaders (P2 to P7) perceive teacher leaders' roles and responsibilities depends on their involvement in facilitating Parent Night Show, student study club, student project's work, career path planning, and meeting students' parents. Three teacher leaders (P1, P2, P3) perceive teacher leaders' roles and responsibilities based on their duties in conducting the mentoring. This result was similar to the studies of Jacobs et.al (2016), Liberman and Miller (2005) which mentioned that teacher leaders are engaging in various roles such as mentor, instructional support specialist, improvement team member, curriculum developer, and staff developer. They involve in specific leadership activities such as leading meetings, conferencing with teachers, developing curriculum, classroom observations, doing administrative

paperwork, demonstrating teaching, and sharing curriculum as well as instructional materials. Moreover, this finding also corresponded with two domains of Teacher Leader Model Standards (2001) which described roles and responsibilities of teacher leaders as:

Domain IV: Facilitating Improvements in Instruction and Student Learning

(b) participates in reflective conversation with colleagues based on observations of instruction, student work, and assessment data

(c) supports colleagues' individual and group reflection and professional growth by serving as mentor, coach, and content facilitator

(d) acts as a team leader to make use of colleagues' skills, knowledge, and experience to meet curricular expectations

(e) enhance cooperative learning using social media

Domain VI: Improving Outreach and Collaboration with Families and Community

(e) work collaboratively with families, communities, and colleagues to enhance the practical strategies for tackling families' and community's educational needs

Apart from the roles and responsibilities of the teacher leaders above, there is one teacher leader who perceived teacher leaders' roles and responsibilities specifically based on his effort in reinforcing the research practice. This finding also corresponded with one domain of Teacher Leader Model Standards (2001), as:

Domain II: Improving Practice and Student Learning by Accessing and Applying Research

(a) helps colleagues access and use research to choose the best techniques to enhance student learning.

Lastly, one teacher leader perceived teacher leaders' roles and responsibilities based on her contribution to the volunteering work outside school. This result indicated that there are fewer teacher leaders who involve in volunteering work outside their duties at school.

5.2 The Contribution of Teacher Leaders to the Professional Learning Community

The teacher leaders in this study have joined the PLC meeting vary slightly from each other. One teacher leader (P1) has joined the school community meeting once per week. While two of them (P2, P3) have joined the technical team meeting, the mentor team meeting, and the school community meeting once per week. In addition, they have joined the CAM community meeting once per two months. Four of them (P4, P5, P6, P7) have joined the technical team meeting and the school community meeting once per week. Noticeably, in each type of meeting, each teacher leader plays different roles, such as the leader of the meeting or facilitator, the meeting secretary, the reporter, the problem-solver, and the participants.

Firstly, in the technical team meeting, two teacher leaders (P4, P5) are the team leaders who specifically lead or facilitate the meeting, update new information or present new knowledge (as such, how to design the test, new teaching method or techniques) to the other members, and support the other group members in figuring out the solutions to address the problems that they have raised up. At the same time, the other teacher leaders (P2, P3, P6, P7) participate in sharing their concerns or problem regarding the teaching practice or students' learning, sharing opinions, and doing the meeting report.

Secondly, in the mentor team meeting, two teacher leaders (P2, P3) always discuss with each other the mentoring-related issues, update each other on working progress, reflect, and plan ahead. They both also join the CAM community meeting, in

which they always share with the meeting the work they have done so far, their challenges, and the next plan they will employ.

Thirdly, in the school community meeting, three teacher leaders (P1, P2, P3) participate in leading the meeting, facilitate in solving the problems (such as teaching methodology, curriculum, students' attitude, and school environment) that raise up by other members, update new information or new knowledge, and reinforce the culture of collaboration. Whereas other teacher leaders (P4, P5, P6, P7) share the problems, report what has been discussed in the small group, raise suggestions or concerns, and provide additional report add up to their team representatives.

The findings above indicated that the teacher leaders in all kinds of meetings described above meet to support one another. They support each other with the teaching practice, other teaching-related issues, and the students' learning-related issues, which aim for personal and professional growth, especially for a better learning outcome and school improvement. Likewise, as stated by MoEYS (2021), PLC members do a reflective practice to reflect on their teaching practice, specifically focusing on the challenges they have struggled with during the practice to discuss and find practical solutions together. Similarly, Harrison and Killion (2007) mentioned that teacher leaders support their colleagues in designing, implementing and evaluating effective teaching practices. Additionally, Kilinç (2014) stated that teacher leaders support learning and teaching for both themselves and others, develop strong relationships among colleagues, and take advantage of opportunities to foster positive change in school environments.

Moreover, this finding coincided with three domains of Teacher Leader Model Standards (2001), which stated the activities that teacher leaders contribute specifically to the collective action at school as:

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

(a) work as a group to support colleagues in solving problems, making decisions, managing conflict, and promoting meaningful change

(b) models how to effectively listen, present ideas, lead the discussion, clarify, mediate, and identify the needs of self and others so as to promote common goal and professional learning

(c) makes use of facilitation abilities to foster colleagues' trust, collaborative wisdom, ownership, and action that support students' learning

(d) works to foster an open culture where all perspectives are valued in tackling challenges.

Domain III: Promoting Professional Learning for Continuous Improvement

(c) facilitates colleagues in the professional learning

(f) promote giving colleagues enough time, space, and support to collaborate in teams and complete job-embedded professional learning

(g) strengthen teaching practice and improve student learning by providing constructive feedback to colleagues.

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

(a) enhance the capacity of colleagues in identifying and using multiple assessment tools aligned to state and local standards

(b) collaborates with colleagues in designing, implementing, scoring, and interpreting student data to enhance educational practice and student learning.

CHAPTER 6

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter consists of a conclusion of the study findings, limitations of the study, and recommendations for further study.

6.1 Conclusion

To answer the two main research questions, the qualitative approach was employed in the study. The data were gathered from seven teacher leaders by using semi-structured interviews. The major findings of this study were summarized as follows.

Firstly, the teacher leaders in this study perceive teacher leadership based on the teacher leader's attitude, teacher leader's knowledge and skills, teacher leader's role and responsibility. However, they got a slightly different view regarding each sub-theme of these main themes. Most teacher leaders are well aware of how to behave as teacher leaders with attitudes such as a sense of willingness to work, good professional ethics, a high sense of responsibility, and a sense of supportiveness. While, some teacher leaders have got a limit on their awareness of how impactful teacher leaders' attitudes, such as role model being and a sense of open-mindedness toward others or their school improvement. Apart from this, most teacher leaders tend to value the qualification of teacher leader's knowledge and skills based on their hard skills more than soft skills. However, few teacher leaders value teacher leader's knowledge and skills based on both their hard skills and soft skills. Aside from this, most of the teacher leaders perceive teacher leader's role and responsibility based on their participation in PLC meetings, extra support to students and the school, Parent Night Show, student study club, student project's work, career path planning, meeting students' parents, and conducting the mentoring. Whereas, few teacher leaders value teacher leader's role and responsibility

based on their activities in reinforcing the research practice and contribution to the volunteering work outside school.

Secondly, the teacher leaders in this study have joined the PLC meeting vary slightly from each other. One teacher leader, who is a school deputy head, has joined the school community meeting once per week. While two of them, who are the mentors, have joined the technical team meeting, the mentor team meeting, and the school community meeting once per week. In addition, they have joined the CAM community meeting once per two months. Four of them, who are the technical team leaders and the classroom teachers, have joined the technical team meeting and the school community meeting once per week. Noticeably, in each type of meeting, each teacher leader plays different roles, such as the leader of the meeting or facilitator, the meeting secretary, the reporter, the problem-solver, and the participants. However, they meet to support one another. They support each other with the teaching practice, other teaching-related issues, and the students' learning-related issues, which aim for personal and professional growth, especially for a better learning outcome and school improvement.

6.2 Limitations of the Study

This study was conducted by using the qualitative research approach. Specifically, the semi-structured interview was used as the primary research instrument. It was employed at one NGS in Phnom Penh, Cambodia. Therefore, this study had some limitations, such as:

(a) This study was only conducted at one NGS in Phnom Penh. Therefore, this study's findings cannot be used to determine the contexts of other NGS regarding the teacher leaders' perception of teacher leadership and how teacher leaders contribute to the PLC.

(b) Two significant participants who were supposed to be in the study had been replaced by the other participants for different specific reasons. Thus, the data is flexible and has changed slightly from the expectation.

(c) There is a lack of more school community members, such as the school administrator, who had not been selected to involve in this study. So, the finding cannot fully cover all aspects of the research site.

(d) The finding about teacher leadership, specifically the teacher leader's attitude at some points, seems a bit far from reality. As such, some teacher leaders provided information about teacher leaders' attitudes by referring to their ideal teacher leaders instead of themselves as actual teacher leaders.

6.3 Recommendations

Further studies should:

(a) Increase number of participants known as school community members, such as the school administrator, to involve in this study. So, the data will be more fruitful and especially cover more aspects of the research site.

(b) Explore the teacher leaders' perception regarding teacher leadership at other NGS which are employed different models, such as an entirely 'new school.' Thus, the data will provide more information add up to this study.

(c) Investigate the correlation between teacher leadership and the professional learning community in the NGS context. Since PLC tend to play a significant role in the improvement of teacher leadership or teacher leadership seems to expedite the impact of the PLC meetings. As mentioned by Little (2000) that, there is a significant link between staff collaboration and successful teacher leadership in action.

(d) School leaders are able to employ this finding to improve the teacher evaluation process. It is better to evaluate teachers based on their attitude, knowledge and skills, and especially their actual roles and responsibilities at school rather than the positions they are holding. For instance, according to Snell and Swanson (2000), teachers who gained high-level abilities in the areas of competence (strong pedagogical and topic knowledge), cooperation (working with other teachers, reflection on their own practice), and empowerment of themselves and others are emerged as leaders. In addition, school leaders are able to encourage teachers to participate in the decision-making process on most tasks at school. Specifically, the teachers should be allowed to involve in leadership activities at school so as to enhance their awareness of teacher leadership. As Childs-Bowen et al. (2000) mentioned that head teachers must intentionally establish the infrastructure to promote teacher leadership and provide opportunities to lead.

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APPENDIX A: INTERVIEW QUESTIONS

Research Topic: Teacher Leadership Perceived by Teacher Leaders: An Exploration at One New Generation School in Phnom Penh

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Researcher: KONG Sokunthea

Supervisor: KONG Maneth

Interview Questions (Semi-Structured)

</div>

Dear Sir.,

My name is KONG Sokunthea, currently a Master of Mentoring Program's student at New Generation Pedagogical and Research Centre. I am humbly requesting your valuable participation in my research study for fulfilling the degree by cooperating in an interview on the research topic, "Teacher Leadership Perceived by NGS Teachers: An Exploration at One New Generation School in Phnom Penh*"*. This interview is part of my data collection process in which I will utilize a list of prepared questions as a guiding tool during the interview and I might follow up with questions that are not listed. Given the information, I fully respect your rights in refusing to answer any questions without further explanation required. As an academic researcher, I hereby guarantee on the confidentiality of your participation and data collected. All your responses will only be used for the purpose of this study only and under no circumstances will they be publicized without permission.

Note: You are highly advice to carefully read the above information before proceeding to the start of the interview process.

I.   General Information Questions

a. How long have you been working with your school?

b. Besides getting pre-service training, have you experienced in any kind of professional development program? If so, what are they? How did you seek for those programs?

II.   Teacher Leadership related Questions

1. How do teacher leaders perceive teacher leadership?

a. How do you define teacher leadership?

b. Who are teacher leaders?

c.   What are the characteristics of teacher leaders?

d.   What are the roles and responsibilities of teacher leaders?

2.   How do teacher leaders contribute to the professional learning community?

a.   How do you define PLC?

b.   Can you describe PLC activities you have involved so far?

c.   What are the roles and responsibilities of teacher leaders in contributing to PLC?

សំណួរសម្ភាសន៍

និស្សិតស្រាវជ្រាវៈ គង់ សុគន្ធា

គ្រូដឹកនាំៈ គង់ ម៉ាណែត

ប្រធានបទស្រាវជ្រាវៈ ទស្សនៈរបស់គ្រូបង្រៀនទៅលើភាពជាគ្រូបង្រៀនដឹកនាំនៅសាលារៀនជំនាន់ថ្មីមួយនៅភ្នំពេញ

ជម្រាបសួរ លោកគ្រូ អ្នកគ្រូជាទីគោរព!

នាងខ្ញុំឈ្មោះ គង់ សុគន្ធា ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ឯកទេសប្រឹក្សាគរុកោសល្យនៅមជ្ឈមណ្ឌលគរុកោសល្យជំនាន់ថ្មី។ នាងខ្ញុំសូមគោរពស្នើសុំការចូលរួមរបស់លោកគ្រូ អ្នកគ្រូ ក្នុងការសិក្សាស្រាវជ្រាវរបស់ខ្ញុំដើម្បីបំពេញលក្ខខណ្ឌសិក្សាតាមរយៈការសហការនៅក្នុងការសម្ភាសន៍មួយក្រោមប្រធានបទ "ទស្សនៈរបស់គ្រូបង្រៀនទៅលើ ភាពជាគ្រូបង្រៀនដឹកនាំនៅសាលារៀនជំនាន់ថ្មីនៅភ្នំពេញ"។ ការសម្ភាសន៍នេះគឺជាផ្នែកមួយនៃដំណើរការស្រាវជ្រាវទិន្នន័យដែលនាងខ្ញុំនឹងប្រើប្រាស់កម្រងសំណួរដែលបានជ្រើសទុកៗឧបករណ៍ត្រួសត្រាយនៅកំឡុងពេលសម្ភាសន៍ ក៏ដូចជាការស្នើសំណួរដេញដោលបន្ថែមទៀតផងដែរ។ ចំពោះការផ្តល់នូវព័ត៌មាន នាងខ្ញុំនឹងគោរពសិទ្ធិរបស់លោកគ្រូ អ្នកគ្រូ ក្នុងការបដិសេធមិនឆ្លើយឆ្លើយតបទៅលើសំណួរដែលត្រូវការការបកស្រាយលម្អិតផ្សេងៗ។ ម្យ៉ាងទៀត ជាអ្នកសិក្សាស្រាវជ្រាវម្នាក់ នាងខ្ញុំសូមជានានុវការរក្សាការសម្ងាត់ចំពោះការចូលរួមក៏ដូចជាព័ត៌មានរបស់លោកគ្រូ អ្នកគ្រូផងដែរ ។ ការឆ្លើយតបរបស់លោកគ្រូ អ្នកគ្រូនឹងត្រូវបានប្រើប្រាស់តែក្នុងគោលបំណងសិក្សាប៉ុណ្ណោះ ហើយក៏មិនស្ថិតក្រោមលក្ខខណ្ឌនៃការបែកចាយជាសាធារណៈដោយមិនមានការអនុញ្ញាតផងដែរ។

I. **សំណួរទាក់ទងទៅនឹងព័ត៌មានផ្ទាល់ខ្លួន**

ក. តើលោកគ្រូ អ្នកគ្រូធ្វើការនៅសាលារៀននេះយូរប៉ុណ្ណាហើយ ?

ខ. ក្រៅពីទទួលការបណ្ដុះបណ្ដាលគរុកោសល្យ តើលោកគ្រូ អ្នកគ្រូធ្លាប់ចូលរួមវគ្គបណ្ដុះបណ្ដាលជំនាញវិជ្ជាជីវៈផ្សេងៗដែរឬទេ ? ប្រសិនបើមាន តើជាវគ្គបណ្ដុះបណ្ដាលអ្វីខ្លះ ? តើលោកគ្រូ អ្នកគ្រូដឹងឬស្វែងរកវគ្គបណ្ដុះបណ្ដាលនោះដោយរបៀបណា ?

II. **សំណួរទាក់ទងទៅនឹងភាពជាគ្រូបង្រៀនដឹកនាំ**

១. តើគ្រូបង្រៀនមានទស្សនៈដូចម្ដេចចំពោះភាពជាគ្រូបង្រៀនដឹកនាំ ?

ក. តើលោកគ្រូ អ្នកគ្រូឲ្យនិយមន័យ "ភាពជាគ្រូបង្រៀនដឹកនាំ"យ៉ាងដូចម្ដេច ?

ខ. តើលោកគ្រូ អ្នកគ្រូគិតថាលោកគ្រូ អ្នកគ្រូជាគ្រូបង្រៀនដូចម្ដេច ?

គ. តើលោកគ្រូ អ្នកគ្រូគិតថាលោកគ្រូ អ្នកគ្រូ មានលក្ខណៈសម្បត្តិដូចម្ដេចខ្លះ ?

ឃ. តើលោកគ្រូ អ្នកគ្រូ មានតួនាទីនឹងការកិច្ចអ្វីខ្លះ ?

២. តើគ្រូបង្រៀនដឹកនាំបានចូលរួមចំណែកអ្វីខ្លះនៅក្នុងសហគមន៍វិជ្ជាជីវៈ ?

ក. តើលោកគ្រូ អ្នកគ្រូ�
 យល់និយមន័យ ៉សហគមន៍សិក្សាវិជ្ជាជីវៈ ៉យ៉ាងដូចម្ដេច ?

ខ. តើលោកគ្រូ អ្នកគ្រូ អាចរៀបរាប់ពីសកម្មភាពដែលលោកគ្រូ
អ្នកគ្រូបានចូលរួមកន្លងមកនៅក្នុងសហគមន៍សិក្សាវិជ្ជាជីវៈបានដែរឬទេ ? មានអ្វីខ្លះ ?

គ. តើគ្រូបង្រៀនមានតួនាទីនិងការកិច្ចអ្វីខ្លះនៅក្នុងការចូលរួមចំណែកនៅក្នុងសហគមន៍សិក្សាវិជ្ជាជីវៈ ?

APPENDIX B: PERMISSION LETTER

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

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ព្រះរាជាណាចក្រកម្ពុជា

ជាតិ   សាសនា   ព្រះមហាក្សត្រ

ថ្ងៃព្រហស្បតិ៍ ៣កើត ខែជេស្ឋ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៦

រាជធានីភ្នំពេញ ថ្ងៃទី០២ ខែមិថុនា ឆ្នាំ២០២២

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សូមគោរពជូន

លោក ឥុំ សុគត្ថិ នាយកនាយកនាយកសាលារៀនជំនាន់ថ្មី

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កម្មវត្ថុៈ សំណើសុំការអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះៈ **គង់ សុគន្ធា** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ

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"ទស្សនៈរបស់គ្រូទៅលើភាពជាអ្នកដឹកនាំគ្រូបង្រៀននៅឯសាលារៀនជំនាន់ថ្មីមួយ

នៅទីក្រុងភ្នំពេញ" នៅវិទ្យាល័យព្រែកលៀប សាលារៀនជំនាន់ថ្មី ក្នុងចន្លោះថ្ងៃទី១០ ខែមិថុនា ដល់ថ្ងៃ

ទី៣០ ខែកក្កដា ឆ្នាំ២០២។

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សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើខ្ញុំបាទសូមជម្រាបជូនលោកនាយកឱ្យបានជ្រាបថា
កញ្ញា **គង់ សុគន្ធា** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី៣ សិក្សានៅមជ្ឈមណ្ឌលស្រាវ
ជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ កញ្ញាមានតម្រូវចុះសិក្សាស្រាវជ្រាវក៏ដូចជាប្រមូលទិន្នន័យ ដើម្បីសរសេរ
សារណាខ្លីក្នុងការបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះ
ប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការ
សិក្សាស្រាវជ្រាវមួយនេះ នឹងអាចចូលរួមចំណែកក្នុងការជំរុញ និងលើកកម្ពស់ការអនុវត្តការបង្រៀន ក៏ដូចជាការរួមចំណែក
របស់គ្រូក្នុងសហគមន៍សិក្សាវិជ្ជាជីវៈឱ្យកាន់តែមានភាពល្អប្រសើរឡើងថែមដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់គរុនិស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យ
តាមការស្នើសុំដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះៈ។

<div align="center">សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ</div>

<div align="right">

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ **ច័ន្ទ រ័ត្ន**

</div>

ឯកសារ មសគថ.

APPENDIX C: CONSENT LETTER
សំណើរសុំធ្វើការសម្ភាសន៍

នាងខ្ញុំឈ្មោះ គង់ សុគន្ធា កំពុងសិក្សានៅ មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យ ជំនាន់ថ្មីៗ បច្ចុប្បន្ននាងខ្ញុំកំពុងធ្វើការសិក្សាស្រាវជ្រាវមួយក្រោមប្រធានបទ "ទស្សនៈ របស់គ្រូបង្រៀននៅសាលារៀនជំនាន់ថ្មីទៅលើ ភាពជាអ្នកដឹកនាំរបស់គ្រូបង្រៀន" ។ ដែលជាសារណាបញ្ចប់ផ្នែកបរិញ្ញាបត្រជាន់ខ្ពស់របស់នាងខ្ញុំ។

១. គោលបំណងនៃការស្រាវជ្រាវ

ការស្រាវជ្រាវនេះមានគោលបំណងស្វែងយល់អំពីទស្សនៈរបស់គ្រូបង្រៀន កម្រិតវិទ្យាល័យនៅសាលារៀនជំនាន់ថ្មីនូវ និយមន័យ "ភាពជាអ្នកដឹកនាំគ្រូបង្រៀន" និង មធ្យោបាយដែលភាពជាអ្នកដឹកនាំគ្រូបង្រៀនចូលរួមចំណែកទៅលើសហគមន៍ វិជ្ជាជីវៈ។

២. ដំណើរការនៃការស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូចូលរួមក្នុងការសម្ភាសន៍ នោះលោកគ្រូ អ្នកគ្រូនឹង ត្រូវស្ួូរនូរសំណួរមួយចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ។ ការសម្ភាសន៍នេះ អាច ចំណាយពេលប្រហែល ២០ ទៅ ៤៥ នាទី ហើយអំឡុងពេលសម្ភាសន៍ ខ្ញុំនឹងថតស ម្លេងបន្ថែមដើម្បីជាភាពងាយស្រួលក្នុងការបកស្រាយទិន្នន័យប៉ុណ្ណោះ។ បន្ថែមពីនេះ ទៅទៀត មុនពេលបកស្រាយទិន្នន័យ នាងខ្ញុំនឹងផ្ញើជូនលោកគ្រូ អ្នកគ្រូ នូវប្រតិចារឹក ដើម្បីធ្វើការត្រួតពិនិត្យថាតើព័ត៌មានរបស់លោកគ្រូ អ្នកគ្រូ ដែលត្រូវបានសរសេរនៅ ក្នុងប្រតិចារឹកនេះ គឺបានត្រឹមត្រូវ។ ចំពោះឈ្មោះរបស់លោកគ្រូ អ្នកគ្រូ នឹងមិនត្រូវបាន បង្ហាញក្នុងការស្រាវជ្រាវទេ។

៣. គោលការណ៍រក្សាការសម្ងាត់

ព័ត៌មានទាំងអស់នឹងត្រូវបានរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែ ម្នាក់ដែលអាចប្រើប្រាស់បាន។ វាមិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ អ្នកគ្រូ ពិតជាមានសារៈសំខាន់ណាស់សម្រាប់ការសិក្សា ស្រាវជ្រាវនេះ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ អ្នកគ្រូ អាចចូលរួមសហការក្នុងដំណើរការ ស្រាវជ្រាវនេះផងដែរ។ ការសម្រេចចិត្តចូលរួមឬមិនចូលរួមជាជម្រើសរបស់ លោកគ្រូ អ្នកគ្រូ។ ប្រសិនបើលោកគ្រូ អ្នកគ្រូ ជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ

អ្នកគ្រូ មានសិទ្ធមិនឆ្លើយសំណួរណាមួយ ឬ បញ្ឈប់ការឆ្លើយសំណួរនៅត្រង់ចំណុច ណាមួយក៏បាន។

៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ អ្នកគ្រូ មានសំណួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការ ស្រាវជ្រាវនេះ លោកគ្រូ អ្នកគ្រូ អាចទំនាក់ទំនងមកកាន់នាងខ្ញុំ តាមរយៈលេខទូរស័ព្ទ ឬ អាស័យដ្ឋានសារអេឡិចត្រូនិច គឺលេខក្រាម៖ ០៧០ ៤៦០ ៨៥៩។

៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម

គោលបំណងរបស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬមិនឆ្លើយ នូវសំណួរណាមួយ ដោយគ្មានពិន័យអ្វីទាំងអស់។

អ្នកចូលរួម	អ្នកស្រាវជ្រាវ
កាលបរិច្ឆេទ៖០១/០៧/២០២២	កាលបរិច្ឆេទ៖០១/០៧/២០២២
ហត្ថលេខា	ហត្ថលេខា
....	

Empowering educators with ethical and evidence-based practices