Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree of
Doctor of Education with an emphasis in Educational Practice

Ying Dong
M.A. in Curriculum and Pedagogy (Tourism Management Division), June, 2019, Shenyang Normal University, China

Xiaoying Wang
M.A. in Physical Education, June, 2018, Shenyang Normal University, China

Qian Yang
M.A. in Foreign Linguistics and Applied Linguistics, June, 2015, Shenyang Normal University, China

Chudi Zhou
M.A. in Subjects Teaching (English), June, 2019, Shenyang Normal University, China

Teacher Leadership in the Context of Chinese Education

Date: November 10, 2021
Time: 2:00 p.m. to 4:00 p.m.
Place: Remote

Abstract
In response to the development of students, teachers and schools, teacher leadership has been frequently proposed by many scholars and practitioners. School context was regarded as an important influence on the successful development of teacher leadership (Katzenmeyer & Moller, 2009; Wenner & Campbell, 2017; York-Barr & Duke, 2004). Although there were plentiful studies on teacher leadership in western countries, it was insufficient to conduct empirical research (Pang & Miao, 2017; Wang et al., 2019), especially on how schools provide opportunities for teachers to present teacher leadership attributes in Chinese context (Wang et al., 2014). Therefore, to make up for the lack of it, this study investigated the teacher leadership development in the context of Chinese education, adopting mixed methods (Creswell, 2009) to analyze 234 surveys and 15 interviews from Chinese senior and junior high school teachers.

Researchers applied the quantitative method to research what attributes of teacher leadership and opportunities for teacher leadership look like in China by collecting data with snowball sampling (Bogdan & Biklen, 1998; Goodman, 1961; Sharma, 2017). In addition, the qualitative method design helped researchers explore in depth how the opportunities successfully provided by schools for teachers’ skills and competencies and how teachers exhibited their teacher leadership attributes within school context. The qualitative findings worked as support and supplements for the quantitative results.

Based on the results of statistical analysis and interview transcript analysis, this study demonstrated how the attributes of perception, influencing, cooperation and knowledge and skills were exhibited in the opportunities provided by schools: developmental focus to improve instructional knowledge and skills; recognition to influence teachers’ perception; autonomy to manipulate teaching in the classroom; collegiality to function in the teacher community; participation to involve in important school-level action; open communication to dialogue for integral development; and positive environment to engage in teaching and learning. Support from the school environment is key to teacher leadership development. The findings from this study enriched empirical research in the Chinese school context, meeting the requirements for the theory and practice for the development of teacher leadership, thereby guiding schools to supportive platforms for teachers to develop teacher leadership.

Defense of Dissertation Committee
William C. Kyle, Jr., Ph.D. - Chairperson
Miriam Jorge, Ph.D.
Alina Slapac, Ed.D.