
PERCEPTIONS OF TEACHERS ABOUT DISTRIBUTED LEADERSHIP IN TEACHER'S DEVELOPMENT

Sajida Parveen

Ph.D. Scholar,
Department of Teacher Education, University of Karachi,
Sindh, Pakistan
Email: sajidashahid3112@gmail.com

Saima Hassan

Ph.D. Scholar,
Department of Teacher Education, University of Karachi,
Sindh, Pakistan
Email: saimahasanpk90@gmail.com

Sadaf E Alia Akram

Ms Scholar,
Department of Education, Sindh madrasatul Islam University,
Sindh, Pakistan
Email: sadafealia@gmail.com

ABSTRACT

Distributed leadership" is concerned mainly about distributing leadership from top to bottom; it places importance on engagement and practices rather than on the actions of an individual with leadership roles or responsibilities. Due to the person's interaction with the environment, human activity is diffused across an interactive web of actors, artifacts, and circumstances. This study intends to clarify the perceptions of distributed leadership in teachers' development by using factors such as teacher cooperation with leadership, participatory decision-making, responsibility-sharing, and accountability. The proposed research study makes use of the survey approach. The convenience sample approach was used to collect data from 60 individuals. A battery was selected and built according to the Pakistani situation. 15 questions were asked, often consisting of a 1-5 Likert scale for probing what teachers think about distributed leadership in decision making, building trust, shared vision, and sharing of responsibility and accountability. Data were analyzed using SPSS latest version. Research findings also exposed that distributed leadership contribute to teacher's development and helps teachers to work for a shared vision, build trust and motivation to think together, take the initiative by feeling responsible and motivate them to achieve collective goals. Furthermore, sharing of workload with the team reduces the burden

from the leader. The results revealed that teacher development and collaboration show positive results on school growth. This study concludes that distributed leadership encourages teachers' empowerment and trains them to take day-to-day decisions for themselves and the betterment of the organization. It is recommended that distributed leadership in teachers' development can play innovative parts when condemning the criticism and accepting it for change. It should be practiced at a broad level in Pakistan. It needs continuous professional, personal and social development to modify teachers' dispositions and skills, resulting in better relations with associates and colleagues.

KEYWORDS

Leadership, Distributed Leadership, Teachers Development, Collaboration

INTRODUCTION

The proposed study aims to find out the perception of teachers about distributed leadership in teacher development. Distributed leadership may be defined as a collection of duties or attributes shared by a much more significant proportion of the school community, including administrators, teachers, and other professionals and community members within and outside the school (Copland, 2003). Distributed leadership focuses on engaging leadership at all levels rather than depending just on top-down leadership. Instead of depending on the behaviors associated with conventional leadership roles and duties, the focus is on interaction and practice. Human action is spread in the interactive web of actors in effects and the situation due to interdependence and the environment (Spillane, 2006).

Applying this innovative distributed leadership approach is about learning together and producing meaning and knowledge collectively and co-operatively. It includes the chance to surface and mediate perspectives, beliefs, knowledge, and information through containing discourse. It entails co-operatively thinking out of the box to make meaning of work based on shared beliefs and new knowledge. Furthermore, it demonstrates that leadership is both socially and culturally produced. It does not indicate a leader-follower division, nor does it suggest that just one person has the potential to lead. As an explicitly descriptive method, distributed leadership provides an analytical framework to examine and define how leadership is extended across the organization. According to critics, distributed leadership is not primarily about power-sharing; rather, it represents leaders' mindsets on managing work and duties among individuals in a specific setting inside an organization (Maxwell, 2016). Teachers' involvement may support their growth as emerging leaders since they can make choices and feel responsible. It is achievable when leaders include people in decision-making on contact strategies and other construction-related issues and work toward a common goal (Spillane, 2006; Gronn, 2002). Teachers' improvement may be

conceived of as teacher learning rather than transformation; it is the process of growing their teachers and concepts and their instructional practice. Social, professional, and personal growth are the three basic categories of development recognized. Teachers' growth, on the other hand, maybe divided into two categories. One is the introduction of new theoretical concepts and teaching recommendations. The second is assessing and practicing new theoretical and teaching ideas over a long period in collaborative contexts where teachers may get support and criticism while also reflecting critically (Bell & Gilbert, 1996). Teachers who participate in decision-making are more competent and feel more responsible and accountable for their contributions to the overall result. To be successful, school leaders must grasp how people differ, how one person's knowledge and talent may complement another's, and how some people's competency can be shared with others. Learning is an individual and a communal activity that emerges from these variations in skill rather than formal authority discrepancies. As a result, all connections of duty and accountability are fundamentally reciprocal (Elmore, 2000; 2004).

The purpose of this proposed study is to investigate teachers' perspectives of distributed leadership in teacher development in Gulshan Iqbal schools in Karachi and establish the aspects of distributed leadership that positively impact teacher development. It also intends to investigate the function of dispersed leadership in the development of new leaders. This issue argues that school leadership fosters an environment of innovation, knowledge, and creativity in the teaching and learning process. When teachers and administrators collaborate as a team to establish a learning and development environment in which each member has a duty and shared role in improving the skills and capacity to engage students to achieve superior educational outcomes. Influential leaders must transform learning environments by encouraging students and faculty members in the institute to share information, establish trust, and foster a sense of social responsibility.

However, the study reveals that distributed leadership can be used as the main structure of all improvement to the educational system. It is concerned with facing challenges and experiences and sharing ideas among team members. Facing different situations enables people to establish a shared vision that improves their problem-solving skills and makes them analytical and strategic decision-making. On the other hand, when decision-making is done at a horizontal level inside an organization, the danger of making bad judgments is reduced. In addition, dispersed leadership allows other members of the organization to participate in decision-making. Furthermore, it entails continuous practical competence and instructor direction in the adoption of collaboration and sharing teachers that may aid in achieving organizational goals.

Leadership is a way to lead people to motivate them, and encourage them to work for

a mutual goal or vision. It is the ability to lead a group of people inside and outside an organization to accomplish the mission and clear the vision. The exercise of power and the framing of decisions are examples of leadership. Leadership is the process of persuading others to work energetically toward common objectives. In a group discussion, leadership entails starting, organizing, clarifying, questioning, inspiring, summarizing, and developing conclusions. As a result, the leader is the one who spends the most time talking to the group since he is in charge of more of these verbal activities. The job of leading and organizing task-related group activities is known as leadership (Kenneth et al., 2007)

Within the existing literature, distributed leadership is frequently referred to as democratic leadership, collaborative or shared leadership, as well as various theories and styles of leadership, such as "great man theory, behavioral theories, trait theory, participative leadership theory, situational leadership theory, contingency leadership theory, transformational theory, transactional theory, autocratic style, democratic or participative style, transactional leadership style." The notion of dispersed leadership intersects with conceptions of collaborative, democratic, and participatory leadership. Distributed leadership promotes administration, teachers, students, and parents' engagement and participation in various circumstances and choices (Bolden, 2011). Gronn identifies distributed cognition and activity theory as critical concepts within distributed leadership (Harris, 2008).

According to Macbeth (2005), there are six distinct types of dispersed leadership: Formal, pragmatic, strategic, gradual, opportunistic, or cultural; the most valued and successful form is situation-dependent. He established all the shapes orderly: (1) Formal distribution: when leadership is purposefully delegated or devoted. (2) Strategic distribution: new individuals with new skills, expertise, and/or access to resources are brought in to address a leadership need. (3) Incremental distribution: in which individuals gradually earn leadership duties as they gain expertise. (4) Opportunistic distribution: individuals actively accept extra duties beyond those traditionally associated with their work in a somewhat ad-hoc way. (5) Cultural distribution: members of an organization or group spontaneously adopt leadership roles and distribute them organically among themselves. Distributed leadership strengthens schools' potential for change and improvement by mobilizing leadership knowledge at all levels to provide chances for change and strengthen growth. (Brianne, Kathryn Morettini, Lisa, Nina, &, 2018). Leaders rely on teachers inside the company who collaborate with other administrative colleagues to accomplish the desired aims. In specific educational settings, external assistance from other community groups may be necessary to ensure good leadership. Distributed leadership is synonymous with participatory leadership, which involves the involvement of many to accomplish goals. Genuine dispersed leadership requires a high degree of trust, openness, and mutual

regard (Harris, 2013). A leader's primary job in an organization is to foster a shared vision for enhancing the learning and teaching processes. To accomplish desired objectives efficiently, all parties must have the same values. Each person must be accountable and take responsibility for building and nurturing an early learning environment conducive to improved learning outcomes. Successful leadership is primarily dependent on the persons inside the educational institution since some individuals, such as coaches or lead teachers, may possess substantial competence in teaching. (Rupar, 2009).

Gronn (2002) stated that promising efforts to extend the cost effects have recently begun. These efforts will be made at all levels of the organization, such as encouraging people to view their work differently. Some researchers have argued that eloquently distributed leadership can result in increased effectiveness. Instructional development necessitates the collaboration of individuals with diverse sources of knowledge via the use or unlawful distribution of work on a similar issue; this dispersed expertise results in distributed leadership (Elmore, 2003. p, 10). The last and most prevalent use of dispersed leadership is to convince the nation that by including various people in leadership, these individuals would better understand themselves and the difficulties confronting the institution. This alternative view of leadership entails considering leadership in activities and interactions that span several individuals and contexts and incorporate role complementarities and control network patterns (Tian, Risku & Collin, 2016).

Today's main challenges in school improvement are for teachers and administrators to generate and elevate high-level success via collaboration with and influence on the behavior of individuals inside and outside their schools. School administrators who implement policy will increasingly need to develop leaders who can also practice leadership outside of their schools and articulate the connection between the two (Harris, 2001). However, this distribution extends beyond teachers to students (Levin, 2000), parents, and support staff in more concentrated forms. Thus, improvement is contingent upon planned succession, leaving a legacy, monitoring new leaders, and cultivating a high level of leadership density and capacity from which future high-level leaders will emerge, all within the context of a typical division of institutional and societal progress (Gronn, 2003; Hargreaves and Fink, 2004).

According to Spillane (2006), dispersed leadership comprises two facets: the leader-plus-aspect (who) and the practice aspect (how). These facets recognize that managing schools requires the collaboration of numerous persons and is not limited to those at the top of the organizational structure assigned official leadership responsibilities. In this Framework, leadership practice is defined as the interaction between school leaders and their followers. Collaborated distribution: when two or more persons work

in unison on the same leadership routine simultaneously and in the exact location. Collector distribution: When two or more persons operate independently to carry out leadership routines interdependent. Coordinated distribution: when two or more persons work in unison to accomplish a common objective. The strength of collaborative leadership (Harris, 2006)

When students work in groups, the interaction between teachers and other group members assists them in developing communication skills; they gain new experiences, new challenges, and new ways to solve problems while also coping with personal and professional differences and working toward a common goal. Sharing ideas and expertise affects teacher growth, improved student outcomes, and trust among staff members (Menon, 2013). Competent involvement, shared vision, inquiry, cooperation, reflection, and student performance all contribute to developing new tasks for shared instructional leadership. Numerous studies on school development indicate that these characteristics are critical to the school improvement process. While distributed leadership monitors concerns with individuals, working in groups may result in disagreements and even jealousy. It is challenging to trust individuals while working in a team, and sometimes it takes a long time to develop trust, which acts as a barrier to the interchange of ideas and information between team members. Additionally, the greatest danger to dispersed leadership is combining a team with talents that are more valuable to the organization's success. Because power allocation fluctuates according to circumstance, the efficiency of cooperation differs from team to team (Spillane, Halverson & diamond, 2004; Fink 2006).

RESEARCH OBJECTIVES

1. Determine how teachers feel about distributed leadership.
2. To look at the aspects that influence teacher development when distributed leadership is used.
3. To determine the importance of distributed leadership in the emergence of coming leaders.

RESEARCH HYPOTHESES

1. Distributed leadership positively affects teachers' development.
H0: There is no significant association between distributed leadership and teacher development.
2. Distributed leadership helps produce new leaders by constantly keeping them engaged in teamwork and sharing responsibilities.
H0: Distributed leadership is not helpful to produce new leaders by constantly keeping them engaged in teamwork and sharing responsibilities.

RESEARCH QUESTIONS

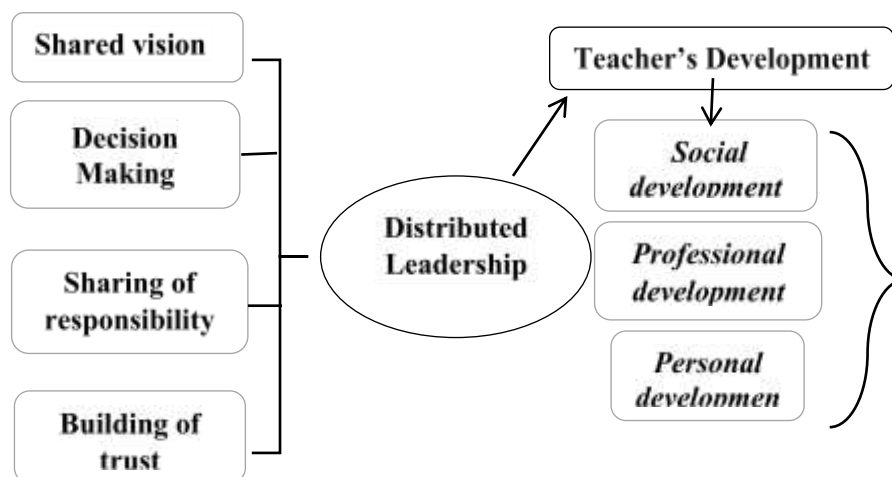
1. What is the impact of distributed leadership on teacher's development?

2. What are the critical factors of distributed leadership which affect teachers' development?
3. What is the role of distributed leadership in developing new leaders?

RESEARCH METHODOLOGY

The quantitative research approach is used according to the objectives of the research study. The survey method is used in the proposed research study. Surveys research is a method comprising questionnaires and statistical methods to collect data about people and their thoughts and behaviors. (Cohen, 2007). A battery was adopted and constructed according to the context of Pakistan. Sixty participants were selected by using the convenience sampling technique. Fifteen questions were asked, consisting of a 1-5 Likert scale for probing what teachers think about distributed leadership in decision making, building trust, shared vision, and sharing of responsibility and accountability. Data were analyzed by using SPSS latest version.

Conceptual Model



(Illustrated by the researcher)

Data Collection

The questionnaire was used to gain a comprehensive understanding of the phenomenon. The quantitative data were gathered through the survey method. SPSS was used to analyze the quantitative part of the study to understand teachers' conceptions, and the data material was analyzed with the results, and then interpretations were obtained in the form of tabulation.

Population and Sampling

The population was chosen from public & private teachers of Gulshan e Iqbal. Sixty participants were selected by convenience sampling. 60 male and female teachers from public and private schools were filled out the questionnaire to examine their conceptual understanding and behavior related to distributed leadership.

Research instruments

The research tool was adopted and developed according to the context of the researcher. A survey was consisted of 15 items on a 5-point Likert scale from 1-strongly agree, 2-agree, 3- to some extent, 4-disagree, 5-strongly disagree. Questions were constructed to analyze teachers' perception about distributed leadership in terms of collaboration of teachers with leadership, participative decision-making, "sharing of responsibility and accountability.

Consistency of Instrument

The reliability analysis has tested the internal stability of the tool. The Cronbach's alpha value of this study is 0.82, which means 82%, and shows that the reliability of the data is acceptable.

Data Analysis

The proposed study is designed to investigate the insights of teachers' views about distributed leadership in teachers' development in terms of collaboration of teachers with leadership, participative decision-making, and sharing responsibility and accountability. The results show the analysis of demographical variables as presented in terms of age, gender, professional experience, and educational qualification of teachers.

DATA ANALYSIS & DISCUSSION

Demographics Analysis

Table 1: Age

	Frequency	Percent
20-30	19	29.7
30-40	17	26.6
40-50	19	29.7
Other	5	7.8
Total	60	93.8

Table2: Gender

	Frequency	Percent
Male	31	48.4
Female	29	45.3
Total	60	93.8

Table 3: Qualification

	Frequency	Percent
PhD	4	6.3
M.Phil.	23	35.9
Masters	23	35.9
Bachelors	10	15.6
Total	60	93.8

Table 4: Professional Experience

	Frequency	Percent
1-5 years	4	6.3
6-10 years	22	34.4
11-15 years	24	37.5
16-20years	10	15.6
Total	60	93.8

The demographic results show the following conclusions:

Table No. 1 indicates that most of the respondents are aged under 20-30 and 40- 50 years, with the same frequency of 19 and a percentage of 29.7%.

Table No. 2 shows that most of the respondents are male teachers with a frequency of 31 with a percentage of 48.4, while 45.3% of respondents are females with a frequency of 29.

Table No. 3 shows that most of the respondents have M.Phil. and master's degree with the same frequency of 23 and percentage of 35.9 by Academic Qualification.

Table No.4 shows that Most of the respondents have 11-15 Years of professional experience with a frequency of 24 and a percentage of 37.5%.

Item Analysis

Table5: Item analysis

S.No	Items	Mean	SD
1.	I have the opportunity to make decisions related to my work.	1.9667	.41032
2.	I think distributing workload develops teachers' leading skills.	1.8000	.40338

3. I have the opportunity to make decisions regarding professional development.	2.1167	.52373
4. My team leader includes all team members in decisions regarding new strategies.	2.1833	.65073
5. I feel free to take help from senior teachers.	2.1667	.99433
6. I do not hesitate to help my junior teachers.	1.7500	.43667
7. I feel free to express my opinion in front of my leader regularly, regardless of my status.	1.8333	.37582
8. I like to do teamwork to achieve better results.	1.8333	.37582
9. I always share my knowledge and ideas with other team members.	2.2333	.78905
10. As a team member, I would like to help my colleagues in Solving Problems.	3.2333	1.33234
11. I corporate with others to achieve collective goals.	2.6667	1.20263
12. My team empowers me by giving practical guidance.	2.5333	1.04908
13. I am accountable for my decisions regardless of results.	1.7333	.44595
14. I am responsible for taking part in all the activities in the organization.	1.8500	.36008
15. I believe in empowering teachers to help in school growth.	2.9500	1.34574

Table No.5 concluded the answers to research questions that the majority of the teachers can make decisions related to their work, professional development, and organizing work. It is concluded that team members think their leaders involve them in new strategies and encourage them to express their opinions regardless of their status. Furthermore, teachers prefer to work collaboratively to deliver better results; they prefer to cooperate to achieve collective goals and realize that distributed leadership may positively affect the institution's overall performance.

Therefore, the majority of the teachers prefer to take help in solving problems from senior teachers. Likewise, seniors also like to share their knowledge and ideas with others. All teachers are equally responsible for taking part in all activities of leadership. Teachers think distributed leadership helps emerge new leaders by engaging teachers in collaboration work with seniors and juniors, exchanging ideas with each other. Teachers feel accountable, responsible. Teachers significantly agree that distributed leadership helps share responsibilities.

Hypothesis Analysis

H₀₁: There is no significant association between distributed leadership and teacher development.

Table 6: Association between Distributed leadership and Teachers development

Distributed leadership	Teachers development					χ^2	sig
	Strongly agree	Agree	Neutral	Strongly disagree	disagree		
Strongly agree	0	1	0	0	0	104.231 ^a	.000
Agree	0	51	3	0	0		
Neutral	1	0	1	1	0		
Strongly disagree	0	0	0	0	1		
Disagree	0	0	0	0	1		

The chi-square test of independence results of table 6 reveal that the chi-square value of 104.231a has a probability value of $p > .05$, $df=16$. As a result, it is possible to infer a significant association between distributed leadership and teacher development.

Ho2: Distributed leadership is not helpful to produce new leaders by constantly keeping them engaged in teamwork and sharing responsibilities.

Table 7: Association between Distributed leadership

Distributed leadership	Teachers development				χ^2	Sig
	Strongly agree	Agree	Neutral	Disagree		
Strongly agree	1	4	3	4	36.923 ^a	.000
Agree	0	48	0	0		

Table 6 shows the results of the chi-square test of independence, which shows that the chi-square value of 36.923a has a probability value of $p > .05$, $df=3$. As a result, it is possible to conclude that distributed leadership is beneficial to teacher development.

DISCUSSION

Afterward, the critical assumption of the study shows that the contribution of distributed leadership significantly develops teachers in terms of knowledge, skills, disposition and reveals the hidden talent of leading other team members. The study's central finding shows that most of the teachers can be a part of decisions in their organization that helps teachers take decisions regarding classroom management, organizing work, and making teaching more effective. Team leaders include all team

members in decisions regarding new strategies. It is helpful for teachers to know the pros and cons of the decisions, and they are ready to winkle out the barriers.

Therefore, distributed leadership skills able Teachers to work co-operatively to obtain better results. This work is based on sharing responsibility and working for collective goals by gaining the trust of team members. Teachers prefer to take help from seniors that motivate teachers to gain experience to learn new ideas and technology and different ways to handle and solve critical situations. Leaders empower junior teachers by giving them responsibility via inclusion in decision-making because they believe empowering teachers help in organizational growth.

This proposed study explores the teacher's perceptions regarding distributed leadership in teacher's development by sharing vision, making decisions, and tasks management. The primary intent of this study is to develop a sense of teacher empowerment by distributing tasks that can make them more responsible and motivate them for emerging new leaders.

However, based on results and findings, it can be concluded that distributed leadership makes teachers initiative by feeling responsible and motivating them to achieve collective goals. it is also concluded that sharing the workload with the team light reduces the leader's burden. Furthermore, it can be said that Encouragement is a key to developing motivation, so distributed leadership encourages teachers' empowerment and trains them to make decisions for themselves and Organizational betterment. Teachers' development and collaboration show positive results on overall school growth. However, distributed leadership improves the decision-making and capability of teachers, so they feel more responsible and accountable. Leadership plays a vital role in building trust, shared vision, and development of teachers by including them in decision-making. Expertise and experiences of seniors help emerge new leaders. Furthermore, there is a need for further research regarding its positive effects on students' achievement and empowerment of organization.

RECOMMENDATIONS

The practices of distributed leadership are not seen In Pakistan at a broad level. However, many schools are trying to create a learning environment by creating teamwork that regularly shares feedback and reflection of the leadership, teachers, and community members.

Hiring untrained teachers is the biggest issue that affects school performance badly, so trained teachers should be hired. Continuous professional, personal and social development should be done to modify their behavior, resulting in better relations with associations and teammates.

Leadership should be based on expertise and experience, and the effectiveness of staff should not be compromised.

The leadership role is to build a shared vision and motivation to work for better individual and team performance.

Teachers should be encouraged by leading and sharing ideas and feedback to minimize personal differences.

People of the same caliber should be given a task under the supervision of experts.

Rewards and appraisals should be given to keep the team motivated.

Healthy criticism must be appreciated.

The school administrator can play a leading role, convicting the criticism or accepting it for better change.

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